

**The role of parents in promoting the Education Action Zones intervention
strategy**

by

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MINI – DISSERTATION

**submitted in partial fulfilment of the requirements
for the degree**

MAGISTER EDUCATIONIS



in the

FACULTY OF EDUCATION AND NURSING

at the

RAND AFRIKAANS UNIVERSITY

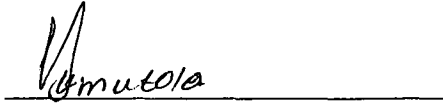
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August 2001

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DECLARATION

I declare that the role of parents in promoting the Education Action Zone intervention strategy is my own work and that all sources that are used or quoted have been of complete references.



Kegaisamang Tryphosa Mutola



(ii)

DEDICATION

This study is dedicated to my loving husband Mr. Alfred Afonso Mutola.



ACKNOWLEDGEMENTS

I would like to express my gratitude and appreciation to the following people:

- My supervisor, Dr. KC Moloji for her continual guidance, encouragement, support and for proof reading this work in the most professional manner. She spent many hours in guiding this process to its completion.
- Mr. Tsomakae, the principal of J.M. Ntsime high school and Mr. Mmope the principal of Raphurele high school for allowing me to conduct interviews in their schools.
- Parents who participated in focus group interview for their brilliant and valuable contributions that shaped this investigation.
- My gratitude is also attributed to my co-researcher Hope for her motivation and enthusiasm, not forgetting Mr. RA Sehunoe for committing this research essay to the computer during the long late hours of the night.
- Special thanks also to my beloved husband Alfred Mutola and our two handsome boys Rufus and Afonso for having been a source of inspiration through out this seemingly endless study.
- Most of all, I would like to give thanks to the Lord for He is good. His mercy endures forever.

“GREAT IS THY FAITHFULNESS
OH LORD!!!”

SINOPSIS

Vir 'n hele aantal jare is die kwessie van ouerbetrokkenheid nie as 'n probleemgebied beskou nie, totdat sommige Suid Afrikaanse skole hulle in 'n patetiese posisie met uiters swak uitslae bevind het. Vanwee die uiters swak Graad 12-uitslae wat in 1999 behaal is, het die regering 'n plan staan bekend as die Onderwys-aksiegebiede (Education Action Zones) of Sekondere Skool-ontwikkelingsplan waarna as die EAZ-intervensiestrategie verwys word.

Die ondersoek in hierdie studie is gebaseer op die rol van ouers in die bevordering van die EAZ-intervensiestrategie. In hoofstuk een is 'n uiteensetting van die doel van hierdie studie gegee. Die navorsingsprobleem is duidelik gestel ten opsigte van die rol van ouers in die bevordering van hierdie intervenensiestrategie. Die doelstellings met die studie is ook verduidelik en belangrike konsepte is uitgeklaar.

In hoofstuk twee is 'n literatuurondersoek onderneem om vas te stel wat ander teoretici oor die rol van ouers in die bevordering van die EAZ-intevensiestrategie speel, te se het. Dit het geblyk dat die vennootskap tussen ouers en onderwysers 'n besondere bydrae tot voordeel van die kind.

In hoofstuk drie is die ontwerp en metodologie wat aanvaar is, beskryf. Fokusgroeponderhoude is gebruik om data in te samel. Data-ontledingstrategie is bespreek en die identifisering van temas en kategoriee gebaseer op Tesch se metodes van oop kondering (Tesch, 1990:90) is uitgevoer. Die bandopnemer is as data-insamelingsinstrument gebruik. Data wat ontleed is, het bestaan uit woordelike transkripsies van die verskynsel en logiese onderhoude met bydraes wat deur ouers tot die bevordering van die EAZ-intervensiestrategie gemaak is.

Die data-analise sowel as die bespreking en interpretasie van die empiriese navorsing is in hoofstuk vier bespreek. Ontleiding en interpretasie van die empiriese data en die vergelyking daarvan met die teoretiese data is in hoofstuk vyf uiteengesit. Daar het

(v)

sommige ooreenkomste tussen die empiriese en teoretiese data ten opsigte van die bydrae van ouers tot die EAZ-intervensiestrategie na vore gekom. Selfs al het hierdie studie interessante tendense ten opsigte van die rol van ouers in die bevordering van EAZ-intervensiestrategie uitgelig, is verdere navorsing nodig om 'n meer omvattende begrip van hierdie dinamiese verhouding te bewerkstellig.



**THE ROLE OF PARENTS IN PROMOTING THE EDUCATION ACTION
ZONES INTERVENTION STRATEGY**

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CHAPTER ONE

ORIENTATION OF THE RESEARCH

1.1 INTRODUCTION

Many schools in the North West Province obtained Grade 12 results that were unacceptably low with the pass rate between 0 – 20% in 1999. For this reason, Education Action Zones, which later became known as the Secondary School Improvement Plan as an intervention strategy was introduced in order to improve the performance of educators and learners in those schools.

The purpose of this research is to investigate the role of parents in promoting the Education Action Zones intervention strategy. In order to address parental involvement in the Education Action Zones intervention strategy this research is organised in the following manner:

- (i) the statement of the research;
- (ii) the aims;
- (iii) the research methodology; and
- (iv) definitions of terms relevant to the study.



Having provided the introduction, it is now necessary to give a brief explanation of background to the problem under investigation.

1.2 BACKGROUND TO THE PROBLEM

In many schools, quality education is reduced to a minimum due to parents who do not participate in the studies of their children. The culture of learning and teaching seems to have greatly deteriorated in these schools. One of the problems contributing to poor performance in the South African schools is lack of parental involvement in the education of their children. The problem is exacerbated by parents who are not staying full time with their children for some reason or other. Children who are without parents, or whose parents are illiterate and those parents who seem not to care for their future further complicate the problem. According to Fullan (1993:227), the

closer the parent is to the educator of the child, the greater the impact on the child's development and educational achievement.

Bempechat & Lobel (1992:529) indicates that among a group of uniformly high achieving children, perceptions of academic competence are influenced more by parents' perceptions than by the children's record of achievements. The implication is that parents and educators must work together in order to add value in the education of the child.

The researcher argues that, the parents and school personnel should bring the strengths of their differences to the joint task of the learner's education. It is important that parents be involved in planning and policy-making in the teaching and learning process itself and in the development of supportive learning environment for all learners. Effective parental involvement in the education of their children is a necessity. Parents should be empowered and equipped with the necessary skills to enable them to facilitate learning at home and make informed decisions about the future of their children. Pick (1992:102) reasons that, if parents are aware of their children's education, they will participate actively in the learning process, and will also participate in the development of programmes for education.

Having written this, the statement of the problem now follows:

1.3 STATEMENT OF THE PROBLEM

Lack of parental involvement in education may lead to problems that may result in poor performance by learners in schools in the Rustenburg district of the North West Province. These problems may have a negative impact not only to the school as an organisation but also to the economy of the country because already billions of rands are spent on education (Nunn, 2000:3).

In view of the foregoing, the problem of this research may be encapsulated in the following questions:

- What are the perceptions of parents with regard to the Education Action Zone's intervention Strategy?
- What strategies can be developed with regard to parental involvement in promoting the Education Action Zones intervention strategy?

Having outlined the research problem, it is now essential to turn to the aims of this research.

1.4 AIMS OF THE RESEARCH

The aims of the research are to:

- Explore the role of parents in promoting Education Action Zones intervention strategy;
- Examine the perception of parents with regard to the Education Action Zones intervention strategy; and
- Develop strategies that can be followed to enhance parental involvement in promoting Education Action Zone's intervention strategy.

Having written this, it is now necessary to state the method of this research.

1.5 RESEARCH METHODOLOGY

The qualitative research method will be used. According to Greddler (1996:185), this method refers to research traditions or paradigms that are non-manipulative and that collect data in the form of words. Some qualitative studies analyse documents only and do not involve observations of human subjects (Greddler, 1996:189). Examples of these studies have achieved research and literacy criticism (Mouton & Marais, 1996:42). Other perspective that study groups and settings through direct contact with individuals are referred to as field based. Field based perspectives cross the disciplines of anthropology and sociology.

The major assumptions of field based qualitative research are that, setting has an important influence on human behaviour. The other one is that human behaviour has a

subjective demonstration. Some qualitative traditions for an example, cultural anthropology also obtain detailed information on individual beliefs, assumptions and values (Greddler, 1996:189).

The qualitative research design will be used in this study to gain and obtain knowledge on the role of parents in promoting the Educational Action Zones intervention strategy. Qualitative data will be gathered through the interview schedule method (De Vos, 1998:205-206).

1.6 DEMARCATION OF THE STUDY

The study will be conducted in six high schools in the Rustenburg district of North West Province. The main focus will be based on secondary schools that obtained 0 – 20 % pass rate in their Grade 12 results in 1999. The findings of the study will be used to make contributions towards improvement of teaching and learning practices in dysfunctional and poorly performing schools in the Rustenburg district of the North West Province.



Important concepts will now be clarified.

1.7 CLARIFICATION OF RELEVANT CONCEPTS

The following concepts will be clarified:

1.7.1 Parents

The term parents refer to a mother or a father who is responsible for the bringing up of the child. According to Barnhart and Barnhart (1992:1514), a parent is a person who has not produced the offspring but has the legal state of a father or mother as by adoption in relation to education. A parent is an adult who has the welfare of the child at heart. Furthermore, a parent is defined as a person who can guide the child in his/her studies with concern coupled by love or a person who can motivate the child positively towards his/her studies, as this attitude is valuable as it determines his/her future. In this research the concept of “parent” will be used to examine his/her role in

promoting the Education Action Zones intervention strategy in dysfunctional and poorly performing schools.

1.7.2 Parental involvement

When parents play a part in the success of their children's studies they have the right to know what their children are taught and have a joint say in the school (Van Niekerk, 1991:22). The author also defines the involvement as a degree in which a person focuses on the performance of an activity he/she is engaged and to the extent to which he/she is wrapped up in it. In this context the term "parental involvement" will be used to determine parents commitment in the studies of their children, and the way in which they facilitate learning at home.

1.7.3 Educator

The term educator refers to any person who teaches, educates or trains other people. A person who provides professional therapy in any school, technical college or college of education or assists in rendering professional services or performs educational management services provided by or in a department of education, and whose employment is required by the Employment of Educators' Act, 1994 (Government Gazette 2nd September 1994:2). According to Van Niekerk (1991:220), an educator is a person who brings up a child or trains him \ her mentally and morally, who provides the learner with skills and knowledge. An "educator" in this context will be used to determine his \ her contribution towards the development of the learner academically and in totality to be able to face future challenges.

1.7.4 Partnership

Partnership refers to the condition of being partners having joint interest in association. Again it can be a company or firm with two or more members who share the risk and profits of the business (Barnhart & Barnhart, 1992:152). In this context, the term "partnership" will be used to examine the partnership between educators and parents and how they come together as one to help the learners to cope with their studies. It will describe the workmanship of both parents and educators in promoting

the culture of learning and improve the standard of education in schools particularly those schools labelled non-performing and dysfunctional that obtained a 0-20% pass rate in Grade 12 in 1999.

1.7.5 Education Action Zones intervention strategy

Education Action Zone intervention strategy refers to the government plan that aimed at improving the performance of schools that performed poorly in the 1999 senior certificate examinations. The schools that obtained 0 – 20% were termed dysfunctional and poorly performing referred to those schools that obtained 21-40% pass rate. In this context, the term “Educational Action Zone” will be used to examine what the monitoring team did to bring about changes in the identified schools’ performance.

Having clarified the relevant concepts the division of chapters will now follow.

1.8 DIVISION OF CHAPTERS



The programme of the study is as follows:

Chapter one contains the orientation of the study and research strategy.

Chapter two provides the literature study, which is the theoretical framework of the research.

Chapter three describes the methodology that was used for data collection and data analysis. The participants in the study are also introduced.

Chapter four deals with the discussion of the findings, the processing and the consolidation of data.

Chapter five summarises the research. It also provides recommendations and conclusions. Having outlined the division of chapters, a conclusion will now follow.

1.9 CONCLUSION

This chapter introduced and highlighted the background to the study. It also briefly explained aims and research design. The research problem was put into context with regards to the role of the parents in promoting the Education Action Zones intervention strategy. The next chapter will examine the relevant research literature on the role of parents in promoting the Education Action Zones intervention strategy. It will also focus on the problems encountered by the Educational Action Zones team members when trying to implement changes that are aimed at improving low performance in the specified schools.

Having written this, research will now turn to chapter two.



CHAPTER TWO

RELEVANT RESEARCH LITERATURE REVIEW ON THE ROLE OF PARENTS IN PROMOTING THE EDUCATION ACTION ZONES INTERVENTION STRATEGY

2.1 INTRODUCTION

In light of the problem statement presented in chapter one, the complete and optimum development of the child rests with the educative teaching partnership between parents and educators. It was indicated in the previous chapter that in trying to solve the problem of low performance in schools, the government came up with the plan of the Education Action Zones intervention strategy that aimed at assisting underachieving schools to perform better. The role of parents in promoting Education Action Zone intervention strategy was highlighted. In this chapter, the literature review will be undertaken to explore the role of parents in promoting the Education Action Zones intervention strategy.

To form a logical argument, this chapter is organised in the following manner:

- The purpose of the Education Action Zones intervention strategy;
- The main forms of parental involvement;
- The causes of low parental involvement in education; and
- The role of parents in promoting the Education Action Zones intervention strategy.

Having highlighted how the chapter is going to be tackled, it is now important to first give a historical background of the Education Action Zone intervention strategy.

2.2 THE HISTORICAL BACKGROUND OF THE EDUCATION ACTION ZONES INTERVENTION STRATEGY

According to Cooper and Moore (1995:117), the indispensable partnership of

Parents and educators in the education process are far behind. This reveals itself in the performance of the learner in the classroom, evidenced by the poor results at the end of the year. The mere example is the low pass rate of the Grade 12 results that was experienced in the year 1999 in the North West Province. The above statement is being given a momentum by the recent low performance of some schools in South Africa that compelled the Government to take a step to intervene in the education system. The introduction of the Education Action Zones again called Secondary School Improvement Plan intervention strategy came into the screen as a result of some schools that performed poorly with a percentage pass rate of between 0 – 20% (Nunn, 2000:1).

The Education Action Zone's intervention strategy which will be referred to as (EAZ) in short in this research is a Governmental plan aimed at assisting underachieving or poorly performing and dysfunctional schools to improve their performance.

2.3 THE PURPOSE OF THE EAZ INTERVENTION STRATEGY

The monitoring team of the EAZ intervention strategy focussed on poorly performing schools that obtained 0-20% pass rate in the year 1999 Grade 12 examinations. These poorly performing schools have been defined as dysfunctional schools.

The EAZ intervention strategy aimed at enriching school experiences that capture the potential of learners. They also want to be seen as a constructive action that will ensure that all learners fulfil their unique promise and contribute to productive citizenship. Furthermore, the intention of this intervention strategy was to examine the effects of at risk learners, their learning styles and strategies to promote individual goal setting (Nunn, 2000:13).

In the researcher's schema, the implementation of the EAZ intervention strategy was not an easy task to do. In their field of work, they encountered a number of problems, some of which reveal lack of parental involvement in school matters and its effects.

Having discussed the purpose of the EAZ intervention strategy, it will be necessary to explain what parental involvement entails. The discussion is based on the different forms of parental involvement.

2.4 DIFFERENT FORMS OF PARENTAL INVOLVEMENT

Fullan (1993:228), emphasises different forms of parental participation based on the following:

2.4.1 Strategic management, as a tool for parental involvement in promoting the EAZ intervention strategy.

Strategic management or strategic planning is very important to any organisation especially the school. The school manager and parents should plan strategically for the school to function effectively. Effective planning as a managerial function is a basic step of all management tasks. School managers together with parents who are not planning well will be faced with difficult challenges or problems as far as the running of the school is concerned. However, a closer observation to school performance reveals that there is a need for proper planning in some schools.

According to Nunn (2000:2), some problems that were identified by the monitoring team EAZ intervention strategy were provision and management of resources which include shortage of textbooks, the way to retrieve them from learners at the end of the year and shortage of other school facilities. In view of such problems, one stand to reason that parents were not involved in planning and management of school facilities in some schools.

In the field of education, managers and parents need to plan strategically to improve the performance of their schools.

According to Richard (1994:40), parents and managers need to plan strategically to reduce the anticipated problems and uncertainty. It will help them to be proactive by adapting early to changing circumstances and also reduce uncertainty through

applicable information. Therefore, it stands to reason that planning improves performance.

2.4.2 The EAZ intervention strategy towards parental involvement in managing physical, human resources and total management

- **Physical resources**

According to the report given by Nunn (2000:5), the monitoring team from their file of investigation noticed that in some schools, attendance registers for both learners and educators were not kept properly and where these registers were available there was no control and follow up work done on them. From my own view, some schools seem not to have given planning of physical resources adequate attention, hence poor performance of the Grade 12's results.

Planning should be built into the learning process to ensure that the child contributes in a positive way to his/her own education. As a parent, he/she must see to it that the child attends school regularly. Parents should enrich the education provided by the school by creating additional educational opportunities for the child and then supplementing and extending such opportunities (Kruger, 1996:84). The researcher's argument is that, participation of parents in the education system is essential to the realisation of the child's future.

- **Human Resources**

Parents should help with regard to proper planning and utilisation of human resources for better performance of the school as a whole. According to the report given by Nunn (2000:5) in some schools, the human element is at fault.

Poor management, weak administration, limited experience and lack of training competence prevailed in some schools. Because of poor planning rationalisation and redeployment of educators, the functioning of the educational system is hampered. In

some areas, the monitoring team identified that there is an oversupply of educators and in others there is a serious shortage (Nunn, 2000:5).

Planning of human resources in schools will help the school to perform better. For an employee to perform satisfactorily, his\her skills, abilities and motives to perform the job must match the job's requirements. A mismatch may lead to poor performance and problems that will be beyond control (Carl, Katherim & Kastem, 1995:28).

In my own view, sometimes one can find him\herself in a predicament of work situation, whereby a person is trained for a particular type of work, only to find that he\she is then posted to a job where his\her training has not the sign-test relevance. How will a person perform well in the field of no specialisation? The results may be poor performance of the learners at the end of the year.

One of the problems that were identified by the monitoring team EAZ intervention strategy is that educators with experience and appropriate qualifications, in the key subjects such as Mathematics, Physical Science, Biology and English second language are virtually non-existent in some schools (Nunn, 2000:4). This is a serious problem particularly in the most remote rural areas, where there is no sign of development. According to Carl *et al* (1993:28), effective human resource planning should result in the right people doing the right things in the right place at precisely the right time. The problem of poor performance in some schools is exacerbated by the lack of relevant and efficient staff recruitment mechanisms. Hence the researcher asserts that parents should be involved in the planning of the school as a whole so that their children get better education that will make them face the future without fear.

- **Total Quality Management**

Total Quality Management can be the solution to the problem of low performance in some schools for it includes a continuous cycle of planning, training, monitoring, improving and reviewing the performance of the school (Geoffrey, 1991:83). This is one of the approaches that can be used to utilise human resources in schools for better result or performance. A successful implementation of the Total Quality Management

strategy aimed at developing leadership teams to work together with parents towards a shared opinion, shared values and a repertoire of leadership skills for better performance of the school is needed (Kroon, 1995:31).

2.4.3 The EAZ intervention strategy towards parental involvement in education

The EAZ intervention strategy towards parental involvement in education will be emphasised, based on the following facts:

- **Communication between parents and the school**

In my opinion, lack of communication between parents and the school is caused by non-involvement of parents in the school's education programme. It is an important task of the school management team to activate parents to a partnership with the school and to ensure reciprocal communication between the school and home.

According to Burke (1992:38), effective communication between the school and the home is needed to bind the various components of partnership into a closely knitted for mutual exchange of information regarding the child. Hence I assert that, more real progress in bringing parents and schools together needs to be made for the benefit of the learners. In the United States of America according to Barrie and Moore (1993:78), parents are by law involved in diagnoses, identification and decision making to construct individualised education plans for their children. In South Africa the present government has already acknowledged the importance of parent collaboration in the education of the young and created the necessary climate for this partnership by means of legislation (Badenhorst *et al*, 1996:108). This indicates that there is a place for the parent in the future educational dispensation in South Africa.

The parent-educator relationship is a necessary cohesion when coming to education. According to Bell (1993:145), neither parent nor the educator alone can educate the child adequately. Each one has a specific and important role to fulfil. As partners, they should collaborate in the closest possible way. The parent as the primary

educator of the child and the educator as the secondary educator are in a state of mutual independence. That is the relationship that has to develop.

According to Barrie *et al* (1993:78), schools policies have recently included more emphasis on liason with parents, more information to parents about their children's progress and more encouragement to parents to co-operate with professionals. Hornby (1993:148), argues that parents need to have a working partnership with educators. Educators can facilitate the partnership by keeping regular contact with parents through telephone calls, home visits, home school note books, weekly report cards and by meeting with parents at school (Nkone & Makete, 1992:11-13).

- **Home community school relationships**

Research findings from Nunn (2000:5) indicate that, community support of schools in some areas is seriously lacking. The attitude that the school is a government property and therefore not their responsibility is rife. This is a serious problem that hits the performance of the school hard. The establishment of the more collaborative links with the community brings concrete benefits to schools and parents. Firstly, collaborative links with the community strengthen the technical aspect of the school. Strong community involvement makes schools more accessible and attractive places. As people come to know the school and feel that they can contribute to its successes they become very active and proud of the school (Harry, 1992:127; Enthwistle, 1990:97).

The school cannot cope educationally without the co-operation and the support of the community. Pick (1992:176), corroborates this assertion by identifying some important facts concerning the parents' and the school's relation. Pick (1992:176), argues that the goodwill and co-operation of parents to the school's activities can be facilitated entirely by the school manager's efforts to create a welcoming atmosphere for every parent and to enable them to participate as possible to the development of the school.

- **Parental supervision and guidance**

According to Fullan (1993:232), learners develop better attitudes towards their schoolwork when their parents are involved in the school's instructional programme. I assert that, the days are gone, whereby an educator was traditionally considered as the only person in the education system to actualise the educative occurrence. Parents, who read to their children or listen to them reading or even providing them with books at home to read, have a positive effect upon their children's learning. Gay (1990:120) suggests that, parents should co-operate in reinforcing the school's programmes at home. One of the problems that were encountered by the EAZ intervention strategy is that in many cases, parental supervision and guidance are absent. Research by Pick (1992:179) indicates that, the school has always served as an extension of the home. Parent should assist their children with homework where possible and they should check children's day to day progress with regard to their schoolwork. Parents should always support and amplify the education provided by the school by following up and correcting the child's work, practising certain skills and revising and repeating schoolwork at home.

- **Parental involvement in school governance**

Reviewing the recommendations made by Nunn (2000:5) school-governing bodies (SGB's) should be enlisted to develop programmes to get community support. The researcher asserts that all governing bodies should have the duty to promote the best interest of the school and perform the functions that will contribute towards school-home partnerships. According to Fitz, Halpin and Power (1993:83), the degree of parental participation can also be explored through the extent to which parents are familiar with school governance. Parent involvement in school's activities should be encouraged by the school governing bodies.

Having discussed the different forms of parental involvement, it will be necessary to turn to the causes of low parental involvement in the school's activities.

2.5 THE CAUSES OF LOW PARENTAL INVOLVEMENT IN SCHOOL ACTIVITIES

The causes of low parental involvement in school activities will be explained based on the following:

- **Lack of parents interest in education**

The EAZ intervention strategy team, from their field of investigation noticed that in some schools, there is a lack of parent interest in school's activities. It was also noticed that parents in some areas seem to take the school as government property, therefore they do not deem it necessary to provide their support (Nunn, 2000:5). The negative attitude of parents towards the school contributes to the poor performance of the learners in their education. It is important that parents should be trained for their responsibilities towards the education of their children. They should be motivated to develop interest for them to be committed and dedicated to their responsibilities.

Van Schalkwyk (1991:108) specified some ways in which parents can be motivated to develop interest in the education of their children. He argues that presentation of the best parent whose child performed well can serve as a motivation with regard to schoolwork. The fact of the matter is, some parents do not want to get involved, some do not know how to get involved, for it is difficult to get involved as it is highlighted by the monitoring team from their task of investigation. Thus, parents need to be taught and be motivated in line with school activities.

- **Inadequate family relationship**

Inadequate family relationship as a result of a marriage crisis can cause great damage to the child's education. Disharmonious relationships within the marriage, which often lead to the breaking up of the family or divorce, an oppressive socio-pedagogic family climate, may have negative impact on the child and this may cause the child to feel unsafe, insecure and anxious. Another undesirable aspect may be that the identity figures that the parents offer are not worth emulating (Kruger, 1996:54).

The children from a broken marriage or from a family, which does not offer happiness, peace and harmony will undoubtedly suffer as far as education is concerned (Bempechat & Lobel, 1992:312). The authors here further argue that, of all life situations which a person may meet the home situation influences him\her most deeply and most lastingly. In view of this, the researcher asserts that, if the home situation is pedagogically healthy, the child will develop a sense of direction in life. However, if it is deficient, it may cause damage that can only be with great difficulty and never completely rectified by an educational institution.

- **Lack of parent education (Illiteracy)**

According to Harry (1992:123), educators believe that many parents lack the knowledge and skills that are recognised and valued by schools, therefore they assume that it is necessary to educate parents in the needed practices to enable them to make useful contributions. Parents should be guided on how to help learners at home. According to Fullan (1993:247), the establishment of more collaborative links with the community brings concrete benefits to the school. It is true that parent illiteracy contributes to the poor performance of the child in his \ her education.

Having highlighted the causes of parental involvement in school activities, it will be important to come to the role of parents in promoting the EAZ / SSIP intervention strategy.

2.6 THE BENEFITS OF PARENTAL INVOLVEMENT IN PROMOTING THE EDUCATION ACTION ZONE

The benefits of parental involvement in promoting EAZ intervention strategy will be discussed based on the following guidelines:

- **The EAZ intervention strategy towards the interest of parents**

According to research conducted in Canada and the United States, parents' involvement in instructionally related activities benefits the learner. However, not all parents show an interest in their children's schoolwork (Wolfendale, 1992:2). A similar problem was identified by monitoring team of the EAZ intervention strategy in the Gauteng region, from their field of investigation with regard to the low performance of some schools.

- **The EAZ intervention strategy towards the support of parents**

One of the problems experienced by the EAZ intervention strategy is that parents in some areas do not support the school at all. They have this wrong concept of regarding the school as the government's responsibility only. This is one of the problems that led to low performance of the Grade 12's learner 1999's matriculation results. According to Barrie and Moore (1993:18), parents and school personnel should bring the strength of the differences to the joint task of learner's education. Parents should be involved in planning local policy-making in the teaching process itself and in the development of a supportive learning environment and this promotes the idea of the EAZ intervention strategy.

- **The EAZ intervention strategy towards the concern of parent**

In view of the above problem, Pick (1992:175) specified some important facts that parents should consider in promoting the culture of learning. He argues that parents should see to it that their children have a suitable place to study. This is corroborated by Van Schalkwyk (1991:177) by saying parents should ensure that their children are provided with the best possible physical environment for study. Another point is that parents should have a positive attitude towards the school. The statement stressed by Badenhorst *et al* (1996:108), by saying parents should respect the teaching profession and further its interest. The researcher asserts that the parents who run down the

educator in front of learners and the community is prejudicing not only his/her own child's education but that of the future generation.

Another fact given by Pick (1992:175) is that parents should inform the school management team about anything that might be a problem to their children and may hinder the process of learning to take place. It is true that parents know their children better, therefore, their input is vital and often provides considerable insights into the performance of the child at school.

- **The EAZ intervention strategy towards the responsibility and commitment of parents**

According to Burker (1992:175), parents should react positively when the school requires their assistance. They should at all times accept part of the responsibility for the management of the school. For instance, they should support fund-raising project for the utilisation of funds. They should be involved in supporting the school's activities such as sports, cultural activities, parents days and evenings and general discipline (Nkone & Makete, 1992:12; Collinson, 1996:43).

According to Nunn (2000:6), the main aim of the EAZ intervention strategy is to uplift the poor standard of education that has deteriorated in some schools. Now with the help of parents, the gap can be filled. My argument is that parents can promote the EAZ intervention strategy by being committed and supportive in the school's activities. They can provide specific services to the schools, such as contributing to the school buildings, paying school fees in time and seeing to it that their children have books. These activities will thus contribute positively towards education of their children. The researcher asserts that parents should co-operate whole-heartedly with educators while acknowledging the educator's professional status.

- **The EAZ intervention strategy towards parents promoting learning at home**

Parents can promote the EAZ intervention strategy by creating a conducive learning environment at home for their children and encourage them to do their homework.

Parents should give their children time to study at home and they must also see to it that their children attend school regularly and make some follow-up in their schoolwork. From time to time, they can consult with the educator of their children to check the progress and accept their responsibilities as parents to motivate their children in a positive way. According to Van Wyk (1999:108), together with parenthood go specific responsibilities and obligations such as the physical care of the child, a stable emotional and spiritual life and educating and teaching the child. These basic tasks are the responsibilities of the parents and not of the school, the state or the community. If parents support the school whole-heartedly, the EAZ intervention strategy will be effective.

Heacox (1991:18) identified some ways that parents could use to motivate and support their children in their studies. The author argues that parents should be models of achievements themselves. They should introduce learners to other adults who are achievers in their areas of interests. Parents should communicate expectations to their children, make sure that they have time to develop and they should encourage and praise learning efforts. By so doing, parents will be contributing towards the promotion of the EAZ intervention strategy and this will promote the standard of education as a whole.

2.7 CONCLUSION

In this chapter, efforts were made to provide insights into the role of parents in promoting EAZ intervention strategy and its attempts to address the deteriorated culture of learning in some schools. The participation of parents in the education system as essential to the full realisation of the child's future is also explained.

The main focus in parental involvement is their contribution towards promoting the EAZ intervention strategy that aimed at uplifting the low performance of some schools, particularly those that obtained a 0-20% pass rate in their Grade 12 results in 1999. Some strategies are given that may help to bring about changes in the field of education as a whole if implemented properly.

The next chapter will embark on the research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter is organised in the following manner:

- (i) Research design;
- (ii) Research goal;
- (iii) Gaining entry into the research field and ethical aspects;
- (iv) Ethical consideration;
- (v) The research design and methodology;
- (vi) Data collection and methodology;
- (vii) Data analysis strategies; and
- (viii) Ensuring trustworthiness.

3.2 RESEARCH DESIGN



A research design guides the investigation. It indicates activities the investigator and participants should perform and the order in which they should occur (Thomas, 1990:60). This study will adopt a qualitative, descriptive and contextual design to investigate parental involvement in their children's education and the role that they play in promoting the EAZ intervention strategy. The design is fitting to investigate the phenomenon under study, because little has been documented on EAZ intervention strategy particularly in the South African education context (Thomas, 1990:60)

3.2.1 Exploratory

This study is exploratory because it is conducted to gain new insights and comprehension as well as to discover new ideas into parental involvement in their children's education and the role they play in promoting the idea of the EAZ intervention strategy.

3.2.2 Descriptive

Descriptive research provides as accurate a portrayal or account of a particular individual situation or group (Mouton & Marais, 1991:43). In this study an in-depth description of the role-played by parents in the education of their children and also in promoting the EAZ intervention strategy in schools that obtained a pass rate of between 0-20% in the year 1999 Grade 12 examinations will be investigated.

3.2.3 Contextual

The study is contextual in nature because it deals with the role played by parents in promoting the EAZ intervention strategy in the schools that were classified as poor performing and dysfunctional in the year 1999. These schools had obtained a pass rate of between 0 – 20% in the Grade 12 examinations in the North West Province in 1999. Mouton and Marais (1991:49-50), describe a contextual research strategy as one in which events or phenomena are studied for the interest which they may have as representative example or similar events or phenomena. Thus, dysfunctional and under performing schools in the North West Province may be representative of dysfunctional schools in the other eight provinces of education in South Africa.

3.2.4 Qualitative

“Qualitative” refers to a systematic, subjective approach used to describe life experiences and the meaning thereof. It is any kind of research that produces findings not arrived at by means of statistical procedures or other means of qualifications (Strauss & Corbin, 1991:17). Qualitative research has an interpretation character, which is aimed at discovering the meaning that events have for the individuals who experience them and how these are interpreted by the research (Hoepel, 1997:49). “A qualitative study is defined as an inquiry process of understanding a social or human problem based on building a complex, holistic pictures, formed with words, reporting detailed views of informants and conducted in a natural setting” (Cresswell, 1994:1-2).

The strength of qualitative research is its inductive approach, its focus on specific situation or people and its emphasis on words rather than numbers (Maxwell, 1996:17).

3.3 RESEARCH GOAL

To explore and describe the role of parental involvement in promoting the EAZ intervention strategy.

3.4 GAINING ENTRY INTO THE RESEARCH FIELD AND ETHICAL ASPECTS

Field notes are categorised according to the purpose they will serve, namely: into observational, theoretical, methodological and personal notes (Polit & Hunger, 1995:217-272)

3.5 ETHICAL CONSIDERATIONS

The ethical considerations fall into two broad categories. Firstly, those pertaining to the honesty and integrity of the research in generating, analysing reporting on the data involved in the case study. The aspect of ethical consideration is closely linked to the internal validity and reliability of the study. The second aspect deals with respects and consideration, which are handled. This involves aspects such as being honest about all areas of research and particularly how it will affect the participants. For example, it is important to explain what confidentiality means in this study and to obtain the informed consent in parental involvement (Thomas, 1990:76). According to Miles and Hubberman (1994:27) “dealing with ethical issues effectively involves heightened awareness, negotiating dilemmas, rather than the application of rules”.

Ethical issues have to be considered in all research methods (Holloway & Wheelers, 1996:39). The principles that protect the participants in the research from harm or risk should be applied. The rights of the individual that need to be protected are: freedom from injury and harm, informed consent, voluntary participants, confidentiality,

anonymity, dignity and self-respect (Holloway & Wheelers, 1996:39; Burns & Grove, 1993:24; Catazoro & Woods, 1993:nd).

For this research the nature of the study will be fully described to participants by the researcher. The researcher will inform the participants that they have the right to participate or refuse to participate in the study. The participants will be informed that they have the right to decide at any point in time to terminate their participation. The purpose of the research and what the researcher will expect from them will be provided to the participants. The researcher will inform them that she\he is a registered educator, currently pursuing her\his Magister of Educationis in Education Management. The researcher will make participants aware of the selection criteria and that whatever information they disclose will be kept in the strictest confidence. The participants will also be made aware of the fact that their identity is not needed and data will be reported in aggregate form.

3.6 THE RESEARCH DESIGN AND METHODOLOGY

3.6.1 The target population



The target population of this study will be parents of learners in Rustenburg district in the schools that obtained 0-20% and 20-40% pass rate in Grade 12 results in 1999.

3.6.2 Sampling techniques

Sampling is a sub-set of the population of interest (Catazoro & Woods, 1993:97). From this qualitative research, a non- probability criterion-based sample will be selected from the target population. A based or purpose sample is one in which the investigator handpicks the cases based on a judgement of the extent to which the potential participants meet the selection criteria (Catazoro & Woods, 1993:109). For this study the sample will be selected from the schools which obtained 0-20% and 20-40% pass rate in their Grade 12 results in 1999 in the Rustenburg district of education.

The following criteria were followed to select participants into the sample: Parents or guardians of learners who attend schools, which obtained 0-20% and 20-40% pass rate in their Grade 12 results.

3.7 DATA COLLECTION METHODOLOGY

Permission to audio-record was sought verbally from participants. Focus group interviews were used to collect data from the participants on the role they play in promoting the EAZ intervention strategy.

3.7.1 The interview

Yin (1994:84) explains the interviews as one of the most important sources of information. It is an innovative strategy for gathering sometimes difficult to obtain information. According to Thomas (1990:70), a group is carefully planned discussion, designed to obtain perceptions on a defined area of interest in the permissible, non-threatened environment.



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3.7.2 Focus group interviews

Holloway & Wheelers (1996:144) describe the focus group as the group involving a number of people with common experiences or characteristics who are interviewed by a researcher or moderator, with the purpose of eliciting ideas, thoughts and perceptions about a specific topic or certain issues linked to an area of interest.

Focus group interviews differ from other interviews in that they explore and stimulate ideas based on shared perceptions of the word. The people who are interviewed usually have similar experiences and the sample size of the group is determined by the purpose of the study (Holloway & Wheelers, 1996:145)

A focus group usually includes four to twelve members but six is probably the optimised number and it is large enough to provide a variety of perspectives and small enough not to become disorderly or fragmented (Holloway & Wheelers, 1996:147).

According to Kingsry (1990:124), the number of a focus group necessary for a particular study is variable and depends on research aims or purposes.

In this study, a total of two focus groups with six members each will be interviewed to explain parental involvement and the role they play in promoting the EAZ intervention strategy in the identified schools.

3.7.2.1 Attributes and advantages

If focus group interview can be properly administered, it can be extremely dynamic and the interaction between group members stimulates discussion. Berg (1995:69), termed this dynamics “Synergistic group effect”. This synergy allows one participant to draw from another or to brainstorm collectively with other members of the group. Though a group discussion, a far larger number of ideas, issues and solutions to problems can be generated than through individual conversation. Focus group interviews allow the researcher to observe interaction, a process that is important to qualitative investigations. It is a valuable way of getting a description of actions and events. The interview provides additional data that was missed in the observation as well as to check accuracy of the observation (Maxwell, 1996:75).

3.7.2.2 Limitations

Interviews are subject to bias, poor recall and poor inaccurate articulation (Yin, 1994:19). The amount of bias needs to be minimised as much as possible. The sources of bias are the attitudes and opinions of the interviewer, a tendency for the interviewer to seek answers that support his\her preconceived theories, misperception by the interviewer or what the participant is saying and misunderstanding by the participants of what is being asked. Thus bias can be minimised by having equalised persons with extensive experience in interviewing to conduct the interview. Bias can also be lessened if information is corroborated with information from other sources.

One of the most difficult tasks of interviews is to control a dominant participant while simultaneously encouraging the more passive members of the group. According to

Berg (1995:78), it must be remembered that the data collected from focus group interviews is a data with collective notions shared and developed by the group.

3.7.2.3 Motivation for the use of a focus group interview (Frey & Fontana, 1993:32)

Reasons for using the focus group interview as a data collecting procedure are:

It is important that the participants did not feel threatened by the method of data collection and because it provided them with an opportunity to participate freely and it stimulates new ideas and it is relatively low cost method of data collection. However, the interviewer could gather information in a relatively short time period.

Having indicated the reasons for using focus group interview, data analysis will now be discussed.

3.8 DATA ANALYSIS STRATEGIES

The data analysed in order to identify themes and category analysis was done according to Tesch's methods of open coding (Tesch, 1990:90). Parents were isolated to enable the researcher to extract concepts and hypotheses from data (Mouton & Marais, 1994:14). In data analysis parental involvement in the education of their children and the role they play in promoting the EAZ intervention strategy will be noted.

The researcher analysed the data and identified the categories and themes (Krefting, 1991:216-217). The tapes as well as transcriptions were held to verify whether categories and themes identified correlate with the categories and themes identified by the researcher.

Based on the above method of data collection, data to be analysed was comprised of verbatim transcriptions of phenomenological interviews with parents about their contributions towards their involvement in education and also in promoting the idea of the EAZ intervention strategy particularly in poorly performing schools. Fields notes will also be analysed.

The transcription of the tapes of each interview session were read several times in order to gain a sense of the whole idea, thereafter one interview was chosen and the researcher looked for the underlying meaning. After this had been done with all the interviews, the data was categorised. Similar topics were clustered together, and those topics were then clustered into major topics, unique topics and leftovers (Creswell, 1995:155). Once this list of topics had been compiled, the researcher went back to the data. The codes of the abbreviated topic were written into the appropriate segments of the text (Creswell, 1995:155). This is usually a preliminary organisation to see if new codes and topics emerge. The researcher found the most descriptive wording for each topic and turn them into categories. Topics were reduced by grouping these aspects together which relate to one another. The categories formed the different themes extracted from the data.

Having explained data analysis strategies, ensuring trustworthiness will follow.

3.9 ENSURING TRUSTWORTHINESS

All research is rightly open to criticism and there must be criteria by which qualitative research can be evaluated (Holloway & Wheelers, 1999:162). For qualitative research objectivity, validity and reliability are of most important criteria by which the researcher is judged. Validity is the extent to which any researcher's tool measures what is supposed to measure and reliability is the extent to which the instrument, when used more than once will produce the same results or answer in the research (Holloway & Wheelers, 1996:162).

Issues concerning validity and reliability are different in qualitative research and different criteria and concepts have been introduced. Holloway & Wheelers (1996:163), make a case for alternatives to develop effective evaluation for qualitative research. The four alternatives provided are credibility, transferability, dependability and confirmability. These alternatives provide the foundations for demonstrating both trustworthiness and the decision trails for qualitative research. Krefting (1991:215), states that researchers need alternative models to qualitative research that ensures vigor without sacrificing the relevance of the research. Guba (1981:nd) as quoted by

Krefting (1991:215), proposed such a model. This model suggests a number of strategies to ensure the true value of a qualitative study.

The following strategies have been implemented with respect to true value:

- **Triangulation:** Triangulation implies the use of multiple methods of data collection, where dissimilar methods are used (Mouton & Marais, 1994:91). Two focus groups were interviewed to collect data. A combination of data analysis methods was used.
- **Member checking:** Member-checking was done by clarifying tentative findings with the participants (Ruderstam & Newton, 1992:39). This was done regularly to ensure triangulation. Themes extracted through data analysis were confirmed with parents to ascertain that it reflects their intent.
- **Interview technique:** Re-framing questions and expansions of questions. Repetition of questions enhanced credibility (Creswell, 1994:54). This was achieved by having the interview conducted by a researcher.
- **Comparison of sample to demographic data:** For every claim or interpretation at least one source is provided to support the researcher's analysis and interpretation of the findings (Krefting, 1991:221).

3.9.1 Applicability

According to (Krefting, 1991:216), this refers to the degree to which the findings can be applied to other context and settings or groups or what is termed "external validity" in qualitative research. As qualitative research is contextual, the purpose is not generalisability. According to Guba in Krefting (1991:216), the responsibility for applicability or transferability lies with the person who wants to transfer the results. Therefore, the researcher has to present sufficient descriptive data to allow comparison. Applicability in this study is enhanced through strategies for transferability. This entails the extent to which one's findings can be replicated in another context with other participants (Merriam, 1991:170).

3.9.2 Consistency

Consistency is the extent to which the findings of the present empirical research would remain consistent in the event of the research being replicated with parents who have children in different schools but in schools, which experienced similar problem of low performance.

3.9.3 Neutrality

According to (Krefting, 1991:217), neutrality implies a freedom from bias in the research procedures and results. The emphasis in qualitative research is on the neutrality of the data suggests that the confirmability of the data be the criterion. Neutrality is the extent to which the findings of the empirical research are exclusively a function of the respondent and not those of the researcher.

3.9.4 Transferability

Transferability is about how the findings can be generalised or transferred from a respective sample of population to the whole group (Holloway & Wheelers, 1996:166). The decision of determining whether the findings fit are transferable, rest with the potential user of the findings and not with the researcher (Green, 1991:1; Streubert & Carpenter, 1995:26).

3.9.5 Dependability

Basically here is whether the purpose of the study is consistent and reasonably stable over time and across research and method. According to Miles & Hubberman (1994:148), because there can be no validity without reliability there is thus no credibility.

3.10 CONCLUSION

This chapter provided a dense holistic description of the entire research process including the research design and research method. The qualitative approach to

research is employed as it best serves the requirements of the research problem. For the purpose of this study a focus group interview is used for data collection. Efforts were made to ensure accuracy of data and trustfulness. Data analysis as well as discussion and interpretation of the empirical research result are discussed in the next chapter.



CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In this chapter, the logical steps followed to acquire information for the research will be explained. An investigation report that focuses on the presentation and processing of data is done. Again, a detailed description of the setting is given. Methods used to collect data are also discussed. Over and above, a presentation of selected raw data and data categories, which will be reflected as the themes addressing the research questions are included.

The research process commenced with a formal request to the District Director of the North West Department of Education to conduct the research at schools within Rustenburg district. After the district director's permission, parents whose children are attending at dysfunctional and poorly performing schools were approached to be interviewed as part of the research project. Formal appointments were made with the school managers to help in identifying parents of learners attending in such schools.

Having introduced the topic, selection of type of interview is now discussed.

4.2 SELECTION OF TYPE OF INTERVIEW

There are a variety of interviews that can be used as research techniques. We have the structured interview, unstructured interview and focus group interview. For the purpose of this research the latter type of interview will be adopted as it is the most appropriate type to be used to obtain the contributions made by parents to promote the idea of EAZ intervention strategy. Focus group is very much important for it consist of direct quotations from people about their knowledge, feelings and opinions. Patton (1990:10) states that, skilful interviewing involves much more than just asking questions.

According to Patton (1990:279), the quality of the information obtained during an interview is largely dependent on the interviewer.

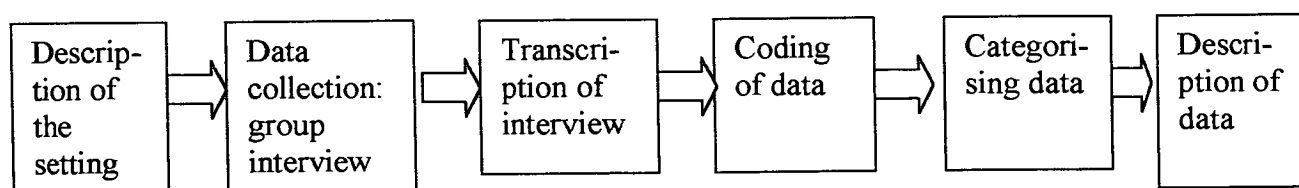
4.3 ADVANTAGES OF FOCUS GROUP INTERVIEW

A focus group interview is an efficient qualitative data collection technique (Patton, 1990:335). Most of the time in the focus group setting is deceptively simple. The trick is to promote the participant self-disclosure through the creation of a permissive environment (Marshall & Rossman, 1995:84).

The advantage of focus group interview is that it is socially oriented, studying participants in a natural real life atmosphere. The set-up gives the facilitator the flexibility to explore unanticipated issues as they arise in the discussion (Kruger, 1994:34 -35). Focus group interview has the advantage that in one hour, the evaluator can gather information from six people instead of only one. Patton (1990:335) furthermore highlighted that, focus group interview provides quality control on data collections.

The following table will be used to analyse data:

Table 4.1 Flowchart of the process of the inquiry



4.4 DESCRIPTION OF THE SETTING: GROUP INTERVIEW AND OBSERVATION

In this section, two types of settings will be discussed. The first setting will describe where the group interview took place and the second setting will describe the observation setting.

The first interview took place at J.M. Ntsime High School at Mogwase and the second interview was conducted at Raphurele High School at Sandfontein. I chose these places because it was convenient with regard to transport and safe for the conduction of the interview. The other reason why I chose these places is that I wanted a neutral place where everybody would be free and not be interrupted by anything. It was neutral because everybody found the place accessible. It was on Sunday afternoon.

Six parents were interviewed in one common accessible place to them and another six at a different place. That is, Mogwase and Sandfontein, which of-course made a total number of twelve interviewees of two groups made out of six members each. The respondents were told about the confidentiality and the use of the tape-recorder. The set-up of the interview was sitting around the table to make participants feel at ease.

4.4.1 Point of departure

Firstly, I welcomed everybody who contributed in making the day possible. I introduced myself to the group and I also explained the reason for my research and why I thought their ideas could be of benefit to the research. After my introduction, I suggested that everybody should introduce him/herself by identifying him/herself with the school at which his/her child is presently attending.

4.5 DATA COLLECTION METHOD

4.5.1 Selection of respondents

In this study, respondents were parents whose children are attending in dysfunctional and poorly performing schools in Rustenburg district of North West Province.

4.5.2 Group size

Kruger (1994:17) is of the opinion that, focus groups are typically composed of six to ten people but can range from as few as four to as many as twelve. In this study, the participants were divided into two groups of six members each.

4.5.3 Selecting the sample

Since Mogwase circuit in Rustenburg district has a total of six schools, parents whose children are attending in all six schools were used for focus group interviews. Two parents from each of the six schools were interviewed.

4.5.4 Questions relevant to the study were asked. They are as follows:

- What do you understand by the term EAZ intervention strategy?
- What makes you think that this idea of EAZ intervention strategy will work?
- How can you as parents help to promote this idea of EAZ intervention strategy?

4.6 TRANSCRIPTION OF INTERVIEWS

According to Silverman (1993:117), transcription involve close repeated listening to recordings, which often reveal previously unnoticed recurring features of the organisation of talk. Transcripts allow both the analyst and reader to return to the extract, either to develop the analysis or to check it out in detail. The interview of this research will be transcribed verbatim.

4.7 CODING OF INTERVIEW

Transcription of the audio-tape was done. The researcher carefully checked each transcription and the units of analysis by identifying words and themes. Themes that, correspond were clustered together into main and sub-categories, including the field notes.

Prioritisation of data was done with regard to the degree of correlation. The order of priority was then made after which priority values were accorded to the themes.

4.8 CATEGORISING DATA

The collective results obtained from the interview are discussed as follows:

The data obtained from the interviews were organised into main and sub-categories within which they function. Direct quotations were presented verbatim, without corrections as part of the explanation of the categories. The quotations were addressed to the subjects in terms of the symbol “P” where P1 refers to the first parent interview, P2 to the second parent and R to the researcher. The analysis were done inductively, meaning that no prior themes and categories were developed, but that these unfolded through content and phenomenological analysis. The discussion were structured according to the three main themes that were identified through data analysis. The following were identified as main themes:

- Home-school relation

The role played by parents and educators in the culture of learning is discussed.

- Parental support



Parental involvement in supporting the school to perform better is explained in this part.

- Parent teacher relation

Factors such as monitoring the child by parents and communication between parents and educators for the benefit of the child is also discussed.

Various categories and sub-categories were identified under the above main three themes that will be discussed in detail under a sub-heading to follow. The main themes, categories and sub-categories are summarised in the following table:

Table 4.2 Summary of categories and sub-categories of the main themes

THEMES	CATEGORIES	SUB-CATEGORIES
1.Home-school relation	Parents and educators	-Lack of parent's interest in education -Poor communication between parents and educators -Partnership of parents and educators
2.Parental support	The school	-Lack of parental support in school activities -Poor guidance to children -Parent illiteracy
3.Parent teacher relation	Monitoring Motivation	-Checking the child's schoolwork -Monitoring the child's attendance at school -Create conducive learning environment at home -Lack of encouragement -Class-visit

4.9 ANALYSIS OF DATA

In this section, themes together with categories and sub-categories will be discussed. Substantiated quotes from respondents will then follow. In this case quotations are given verbatim. Contributions made by parents in promoting the idea of EAZ intervention strategy will also be given in substantiating quotes. Remarks made by the researcher to get more clarity are given in slanting letters.

4.9.1 Theme 1: Home school relation

The category identified under this theme is parents and educators.

4.9.1.1 Parents and educators

From this category, three sub-categories are identified. Those are, lack of parents interest in education, poor communication between parents and educators and partnership of parents and educators.

a. Lack of parents interest in education

Respondents mentioned the fact that some parents lack interest in promoting the culture of learning. And therefore, contributions made by the school alone cannot be effective enough to improve the performance of the learner.

“Do not forget people that some people work because they want to. If they do not want they don't”.

b. Poor communication between parents and teachers.

Another factor mentioned by respondents is that there is lack of communication between parents and educators with regard to the learner. As a result of this, parents are unable to help their children with their homework for they do not know what is happening at school.

“According to my understanding, communication is the best. Parents and educators should communicate about the performance of the child, this will help parents to help their children at home.”

“The thing that we should not forget is that communication plays an important role here. I think if parents and educators can communicate about the learner, improvement will be seen at the end of the day. You know, it is very much important

that parents communicate with educators about the performance of the child so that ... so that ... parents must help where necessary.”

c. Parents and educators partnership

The fact that parents are not contributing to the development of the school means that they are not party to that. This is regarded as the form of lack of partnership of parents and educators. The gap between educators and parents can result in poor performance of the learner at school. Respondents argued that, if parents can work- together with the school or the government, learners would perform better in their studies.

“You are right, the school alone can not make it. The school needs us as parents. I wish all parents could be aware of the fact that the future of our children are determined by our contributions in their lives.”

“I think if parents can be involved in promoting this plan of the government, the work- load will be easier both from the side of educators and the learner.”

“I strongly believe in this term, which says “Se dikwa ke ntja pedi ga se thata”.

“Well, it is obvious that if we work-together the work will be easier.”

4.9.2 Theme 2: Parental support

One category relating to the parental support was identified namely, the school.

4.9.2.1 The school

Here three sub-categories were distinguished, those are lack of parental support in school activities, poor guidance to children and parent illiteracy.

a. Lack of parental support in school activities.

It seems that parental support in some schools is lacking. Parents regard the school as a government property therefore they don't see the importance of supporting it. One of the respondents mentioned that the school alone can not make it, parental support is needed.

"I should think if parents can take their responsibilities in education of their children, changes will be seen in their performance."

"You are right, working together will make the work easier, the support of parents will make the idea of EAZ intervention strategy to work. Every school activities must be supported by parents to contribute to the whole performance of the school."

b. Poor guidance to children

According to the respondents, parental guidance can play an important role in uplifting the performance of the child at school. It is true that parental guidance can have a positive influence for they are the people who know the child better.

"We as parents must encourage our children to study."

"Parents can contribute more than the teacher can do. Not to do school work on their behalf, but to guide them and to help them to improve their performance."

"We as parents should be involved in the education of our children, show some interests and guide them where necessary."

c. Parent illiteracy

For the mere fact that not all the parents are educated, gives the impression that not all of them can be able to help their children with their schoolwork. Parent's illiteracy serves as a stumbling block towards better performance of learners. According to one

of the respondents, uneducated parents can only help their children just by motivating them to study.

“Even those parents who are not well educated can help their children by motivating them to study.”

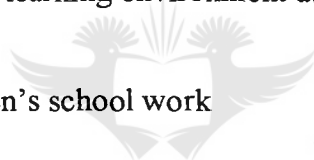
4.9.3 Theme 3: Parent teacher relation

Two categories relating to parent teacher relation were identified, namely monitoring and motivation.

4.9.3.1 Monitoring

Here three sub-categories were distinguished. The first one is checking children’s schoolwork. The second one is monitoring the children’s attendance and lastly creating a conducive learning environment at home.

a. Checking children’s school work



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Respondents remarked that, if the learner’s work can be monitored by parents at home, performance at school can be improved.

“Parents should help their children by monitoring their schoolwork at home.”

“Parents should check on the schoolwork of their children and sign to acknowledge that they have seen the work.”

b. Monitoring the child’s school attendance.

It is very important for parents to monitor school attendance of their children because some times these learners end-up between the home and the school. Parents should always ask their children about the work for the day just to find out whether they have attended or not. One of the respondents argues that parents should take their

responsibilities as parents, they must make sure that their children attend school regularly, as this will reflect on their performance at school.

“Parents should see to it that their children attend school regularly, and they do their homework on daily basis.”

c. Create a conducive learning environment.

Conducive learning environment is very much important both at school and at home. One of the respondents mentioned that children must not be overloaded with domestic work. They must be given enough time to study at home for this will bring better results at the end.

“Even at home, we can create a conducive environment for study. Children must spend most of their time in books.”

4.9.3.2 Motivation



Out of this category, only two sub-categories were identified, namely, lack of encouragement and classroom visit.

a. Lack of encouragement

Encouragement can also be taken as one way of motivating children. If parents can try by all means to praise efforts made by their children in their studies, this will make them to work harder and harder. One of the respondents argued that parents should encourage their children to study and try to show them the importance of studying independently. Parents can encourage their children to study in many ways.

“May be they can set some incentives for them, if they perform well they will be rewarded in some-way.”

“Some children get to learn more if they know that they are going to be rewarded in one way or another.”

Though respondent did not state it clearly, one could detect that they stress the point that intrinsic and extrinsic motivation can be applied to learners as a form of encouragement to them to learn more.

b. Class-visit

This is not common in many schools. It is very rare to see parents visiting the classroom just to observe what is going on there, and it is important. One of the respondents said, sometimes parents need to visit the classroom to see how their children are coping so as to help them where necessary.

“If it comes to a push, parents should go into the classroom with children just to see how they learn and behave in class.”

4.10 CONCLUSION

In this chapter, data derived from interviews was analysed and interpreted. Themes, categories and sub-categories were clarified by means of direct quotations from individual interviews. In the next chapter, these themes will be compared with relevant literature in order to identify similarities as well as differences in this research.

CHAPTER FIVE

FINDINGS, RECOMMENDATIONS AND GUIDELINES

5.1 INTRODUCTION

In chapter four the steps followed to acquire information for the research were explained. A detailed description of the methods used to collect data and investigation setting was given. Therefore in this chapter the findings, recommendations and strategies of the research investigation will be discussed in the following table:

Table 5.1 Integration and comparison of theoretical framework with the empirical data based on themes and categories identified in chapter four.

THEORETICAL DATA	EMPIRICAL DATA	FINDINGS BASED ON SIMILARITIES AND DIFFERENCES
<p>1. Home school relation Categories: Parents Educators</p> <p>Parents: From the researcher's point of view "not all parents show an interest in their children's school work (Wolfendale, 1992:2). For the learner to perform better there must be a healthy relationship between the school and home. The interest of parents in education of their children is important.</p>	<p>The problem of parents being less interested in the education of their children, was highlighted by one respondent. "We as parents should be involved in the education of our children, show some interest and guide them where necessary" This idea shows that some parents are really aware of</p>	<p>Both the empirical and the theoretical data give evidence of the fact that, the interest of parents, play an important role in encouraging learners to learn. It is true that lack of parental involvement in education of their children will cause the deterioration in the culture of learning. The interest of parents in</p>

<p>According to Fullan (1993:232) “Parents who read to their children or listen to them reading or even providing them with books at home to read, have a positive effect upon their children’s education”</p>	<p>their responsibilities as parents.</p>	<p>education of their children can really uplift the performance of the child at school. Thus promoting the idea of EAZ.</p>
<p>Educator: Researcher argued that “Effective communication between the school and home is needed to bind the various components of partnership into closely knitted for mutual exchange or information regarding the child (Burke, 1992:38).</p>	<p>Respondents advocated that “Parents and educators should communicate about the performance of the child. This will help parents to help their children at home.”</p>	<p>The theoretical and empirical data revealed that communication is the key word of binding the parents and educators to work together. Both theoretical and empirical data acknowledge that partnership of parents and educators can make a difference in the performance of the learner at school.</p>
<p>Partnership of parents and educators are important when coming to the education of the learner. The statement here is backed up by Bell (1993:145) by saying “Neither the educator nor the parent alone can educate the child adequately, each of them has a specific and important role to fulfil.”</p>	<p>According to the respondents, parents can be the driving force behind this idea of EAZ They can help educators to give better results at the end of the year. Respondents mentioned that “Ga ke re you know in Setswana there is a say which says [Kopano ke maatla] unity is strength, if the work get more hands it will get</p>	<p>The importance of the involvement of parents in education of their children and also their motivation are stressed here by both the theoretical and empirical data.</p>

<p>Researchers argued that “Learners develop better attitudes towards their school work when their parents are involved in the school instructional programme” (Fullan, 1993:232). “Educators can facilitate the partnership by keeping regular contact with parents through telephone calls, home visits, home school notebooks, weekly report cards and by meeting parents at school (Nkone & Makete, 1992:11-13). The cohesion between parents and educators is important when coming to education of their children. Barrie and Moore (1993:18) advocate that “Parents and school personnel should bring the strength of their differences to the joint task of the learners education.”</p> <p>2. Parental support</p> <p>Categories: The school.</p> <p>The impression that the researcher gave is that</p>	<p>done.” Respondents noted that, “Parents should motivate their children positively and visit the school regularly and if it comes to a push, go into the classroom with them, just to see how they do it.”</p> <p>Respondents argued that the support of parents to education of their children is important. Children learn more when their parents are involved. One</p>	<p>In both theoretical and empirical data, similar findings are found concerning the support that parents should give to the</p>
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<p>“The school cannot cope educationally without the co-operation and the support of the community” (Pick, 1992:176). According to the report given by Nunn (2000:5) it was noticed that in some areas parents do not support the school at all and that is the problem that lead to poor performance of learners.</p> <p>Parental supervision and guidance is needed to promote the culture of learning. This is the problem that was identified by the monitoring team from their field of work. They have noticed that “In many cases, parental supervision and guidance were absent” (Nunn, 2000:5).</p> <p>Gay (1990:120) suggested that parents should co-operate in reinforcing the school programs at home. This is one way of supervising the school</p>	<p>of the respondents highlighted that “Every school activities must be supported by parents to contribute to the whole performance of the school.”</p> <p>On the issue of guidance and supervision of the school work, respondents argued that “Some parents are more educated than educators, and they can contribute more by guiding their children to improve their performance”</p>	<p>school activities. In both cases it is evident that the co-operation of the school and parents together can bring enormous change in the performance of learners.</p> <p>In the aspect of parental and guidance, similar findings exist between empirical and theoretical data that supervision and guidance that can be offered by parents can be of great help to both learners and educators.</p>
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<p>work at home. Pick (1992:179), strengthen the above statement by saying “Parents should assist their children with homework where possible.”</p> <p>Parents who fall under “read and write” group can contribute little towards better performance of their children at school. According to Harry (1992:123) “Educators believe that many parents lack the knowledge and skills that are recognised and valued by schools, therefore they assume that it is necessary to educate parents in the needed practices to enable them to make useful contributions.</p>	<p>According to the respondents, it doesn't matter whether parents are educated or not, they can all do something to help their children to study. One respondent said “Even those parents who are not well educated can help their children by motivating them to study” Their argument is that such parents can use some incentives as a form of motivation. “You see, some children get to learn more if they know that they are going to be rewarded in a way.”</p>	<p>There is a slight difference between the theoretical and empirical data concerning parent illiteracy. From the theoretical point of view we hear that parents illiteracy has negative effect in the performance of the learner at school. On the other hand, empirical data stressed that, even if parents are not educated, they can contribute to better performance just by motivating their children in one way or another.</p>
<p>3. Parent teacher relation</p> <p>Categories: Monitoring Motivation</p> <p>Monitoring: It is advisable that parents should always keep an eye on their children's attitude towards their school work. Pick (1992:179) advocates</p>	<p>Respondents noted that parents should help to uplift the performance of learners at school by monitoring the schoolwork of their children. I should think even if one is not educated, he/she can in</p>	<p>From both the empirical and theoretical data, the importance of parents monitoring the schoolwork was mentioned. According to the findings, schoolwork does not only</p>

<p>that parents should check children's day to day progress with regard to their schoolwork. He further more suggest that "Parents should assist their children with homework and they should always try to make some follow ups and corrections in their child's work, providing certain skills, revising and repeating school work at home." By doing this, parents will be contributing towards the better performance of the child in his/her learning. There must be a healthy relationship between parents and educators to facilitate the learning process. Van Wyk (1999:108) acknowledge that parents should take their responsibilities and consult with educators to check the progress of their children so as to help where necessary."</p>	<p>one way or another monitor the work and at an ultimate end the work will be done. Respondents stressed this point by saying "We as parents should be involved in the education of our children." "Parents should always check on the schoolwork of their children and sign to acknowledge that they have seen the work." The above quotations give a clear impression that parents are aware that their help or contribution is needed to improve learners performance.</p>	<p>end up at school. Parents should take over from educators and be responsible enough to monitor the schoolwork at home.</p>
<p>Motivation It is very much important</p>	<p>Respondents gave the impression that even extrinsic type of</p>	<p>A slight difference can be identified from the</p>

<p>that parents motivate their children in a positive way. Any form of motivation that can be applied by parents can contribute towards better performance of the child at school. According to Haecox (1991:18) parents should encourage and praise learning efforts.</p> <p>In most cases, learners who attend school regularly are not performing the same as those who are playing truancy. Hence it is very much important that learners attend school properly. This will contribute to their better performance at the end of the year. The statement here is acknowledged by Van Wyk (1999:108) when saying that, "Parents must see to it that their children attend school regularly and make follow up in their schoolwork."</p> <p>For proper learning to take</p>	<p>motivation can make a mark to learners. "If they know that they are going to be rewarded in a way" they will work hard.</p> <p>According to the respondents, the idea of EAZ which is to improve the performance of learners can be promoted by parents by monitoring their children. "Parents should see to it that their children attend school regularly, always check on the schoolwork of their children and sign to acknowledge that they have seen the work."</p> <p>One of the respondents argued that, "Even at home, we can create a</p>	<p>theoretical and empirical data with regard to motivation given by parents to their children concerning their education. From the theoretical point of view, intrinsic motivation was highlighted and from the empirical data we have extrinsic type of motivation. Nevertheless, they are all hitting to one point of motivation. They both stress the point of parents motivating their children to improve their performance in general.</p> <p>Both the empirical and the theoretical data give</p>
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<p>place the environment must be calm. At school, the learning environment is always conducive enough for learning. The above statement is backed up by Van Schalk Wyk (1991:117) saying that, “Parents should ensure that their children are provided with the best possible physical environment for study.” Pick (1992:175) added by saying that, “Parents should see to it that their children have a suitable place for study.”</p>	<p>conducive environment for study.” By so doing, parents will be helping their children to perform better in their studies. The environment counts a lot when coming to study. The learner can not concentrate in a violent and noisy environment.</p>	<p>similar findings that, environment where the learner study is very much important to him/her. Situations, which are not calm, are really not suitable for study, both at home and at school. According to the two findings, theoretical and empirical data, the learning environment must be conducive enough for concentration. Parents should try by all means to create a conducive learning environment at home for the better performance of their children in their studies.</p>
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Having provided the theoretical and empirical findings of the research it is now imperative to give a brief summary.

5.2 SUMMARY

Participants noted that the introduction of EAZ intervention strategy has beneficial prospects potential to bridge the gap between the learner and educators. EAZ can be seen to facilitate credit accumulation to assists with academic progression and to encourage further learning.

Nevertheless, I do believe as discussed in chapter two and four that there is still much to be done in this regard and there are still many aspects that need to be dealt with, with regard to parents involvement in the education of their children. Some parents still need to be made aware of their responsibilities pertaining to education of their children.

5.3 STRATEGIES TO ENHANCE PARENTAL INVOLVEMENT IN PROMOTING THE EAZ INTERVENTION STRATEGY

- Strategies on how parents can promote the idea of EAZ intervention strategy.

This chapter constitutes strategies developed from themes and categories identified in the data analysis. Strategies are developed in order to assist parents to contribute towards better performance of their children's education by supporting the EAZ intervention strategy. This collaboration is necessary to facilitate the performance of learners in their exams at the end of the year especially in Grade 12. The following strategies are now discussed:



5.3.1 Home-school relation

As mentioned earlier, the relationship between the school and home counts a lot when coming to the performance of the learner at school. Learners study with difficulties when their parents have no interest in their studies. The line of communication between parents and educators about the learner should be healthy for the benefit of them all (that is, parents; learners and educators).

In order to ease the burden of the learner, parents and educators should work in partnership. Working together will make a difference in the performance of the learner at school.

5.3.2 Parental support

Parental support is very much important with regard to learner's education. Parents should be willing to support all the activities of the school. They should also play a role in guiding learners to do their schoolwork.

It does not matter whether the parent is illiterate or literate. Every one of them can contribute in one way or another. If maybe the parent don't know how to read and write, they can help by motivating or encouraging their children to study. And again just by providing them with basic needs and healthy environment at home. Learners will perform well at school and that will flourish their results at the end of the year.

Parents should be educated on the role they can play in making their children improve their performance. They should be motivated to accept and be committed to their responsibilities as parents.

5.3.3 School management policy

The school policy and the learner's code of conduct must be drafted in conjunction with parental involvement. District and provincial policies should be drawn to promote the involvement of parents in the education system.

Parents visiting the school should be viewed in a positive light as it may alert them to be able to help their children at home with their schoolwork.

5.3.4 Parent teacher relation

Parents and educators should work together as one in order to bring a remarkable improvement in the performance of the learner. They should always make sure that they monitor school attendance of their children that can be done by checking the schoolwork on daily basis.

In order to achieve this, parents need to know the parameters of their involvement in education of their children. Parent teacher relation should be promoted in schools.

5.4 RECOMENDATIONS

Recommendations hereunder are intended to address the issue of the role of parents in promoting the idea of EAZ intervention strategy.

Recommendation 1

District and provincial policies should be drawn to promote the involvement of parents in education system.

Recommendation 2

The school policies and the learner's code of conduct must be drafted in conjunction with parent involvement.

Recommendation 3

Inputs by parents should be taken into consideration. A positive attitude for involving parents in school matters should be advocated amongst the school administration.

Recommendation 4

Parents should be educated on the role they should play in making their children to improve their performance. Parents should be motivated to accept and be committed to their responsibilities as parents.

Field of further research

Further research on the role of parents in promoting the idea of EAZ intervention strategy needs to be conducted on a broader scale. Parents of learners from primary to high schools should be targeted to elicit their views concerning the role and extent to which parents should be involved in education of their children.

South Africa does not have a body of research on the role of parents in promoting the EAZ / SSIP intervention strategy. Further research into this issue will enhance the chances of introducing the idea of EAZ based on a detailed understanding of the context.

5.5 CONCLUSION

The preceding investigation has provided answers to the research questions under this study's investigation. Nowadays, parents want to be involved in education of their children. Their reasons for involvement have been stated and various ways of involving them identified. However, this study has revealed that parents are not aware of all the strategies that can be applied to uplift the performance of learners at school. Guidelines on how to involve them have been formulated. A general view has been given of the role played by parents in promoting the EAZ intervention strategy.

The impression that one gets from the whole overview is that, for effective and meaningful educative action to take place in schools there should be meaningful interaction between educators, parents and learners. Parents should be involved in the education of their children.

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TRANSCRIPT OF THE INTERVIEW**R: Researcher****P: Parent****GROUP 1****Question 1****R: What do you understand by Education Action Zone intervention strategy?
(Monitoring Team)**

P1: Nna the way I understand it ke gore it is something to do with helping poor performing schools particularly the Grade 12 results to improve.

P2: I should think the Government is doing the right thing ka this plan, because as far as I am concerned, that is one way of helping teachers to be serious with their work. I mean if you know that you are been watched you will strive to do the right thing. This government plan is about to make teachers to be responsible and committed to their jobs.

P3: According to the little knowledge that I have about this monitoring team is that it is more concerned with poor performance of the Grade 12 results. These people want to identify some problems in schools and there after help to resolve those problems.

R: What kind of problems are you talking about sir?

P3: I am referring to problems such as the method of teaching, books, qualified teachers, relevant teachers for a particular subjects you know, such things. I mean things like that ultimately hit back to the performance of the school as a whole.

R: Do you agree with them madam?

P4: Well, I should think though this government plan is still starting, it is a good thing really. Nna I really acknowledge, this is an eye opener to everyone. This plan will help schools to start realise themselves right from the management to pupils.

R: Lets hear from you sir.

P5: Yes, Mm....m, I should think the EAZ is a governmental plan aimed at improving the performance of the schools. If you can remember, it started immediately after the poor performance of the Grade 12 results in 1999.

R: Is this plan of the government applicable to every school?

P6: No...no, to my.....knowledge, this was a plan made for schools that performed poorly in their matric results especially those that got 0 – 20% and 20 – 40% in Grade 12.



GROUP 1**QUESTION 2**

R: What makes you think the idea of Education Action Zone intervention strategy will work?

P1: You know my dear, it is very obvious. Ga ke re you know in Setswana there is a say which says “Kopano ke maatla” (Unity is strength). If the work get more hand it will get done. And that’s it you know.

R: You mean working together, will make a difference?

P1: Definitely.

P2: I should think if we parents can support this plan of the government, it will work to our own benefit.



R: What benefit are you talking about sir?

P2: The benefits I am talking about is the improvement of the school results that will help our children to face the future with confidence.

P3: I think if parents can be involved in promoting this plan of the government, the workload will be easier both from the side of education and the learners. I strongly believe in this term, which says “Se dikwa ke ntja pedi ga se thata”. So, my suggestion is that parents should help by motivating their children to work hard and seek help from their parents as well.

P4: It is true because some parents are well educated. Now if they can start to teach at home, the work will be easier at school.

P5: M...m...m, the government plan will work to improve the results of the school because if it can be properly implemented, every one will be committed to work both

educators and learners. I mean if you know you are been watched, you will always try to avoid silly mistakes.

P6: I think this government plan, educators are going to learn more from it because, to my understanding it is not here to police people but to help them towards the improvement of the school performance. Well, as they use to say, “Kgetse ya tsie e kgonwa ke go tshwaraganelwa” working together with the government will definitely bring a change in education department.

P2: You know, for so many years, the government has been so far from the classroom level. I think this plan will work if they can come nearer the classroom and see what is happening.



GROUP 1**QUESTION 3**

R: How can you as parents help to promote this idea of Education Action Zone intervention strategy?

P1: Ga ke re the main aim here is to improve the performance of the learner? Now, I should think is high time that parents act responsible. We as parent should encourage our children to study. We should always show them the importance of studying independently.

P2: Yes, even at home, we can create a conducive environment for study. Children must not be overloaded with domestic work. They should spend most of their time in books. And this is in the hands of parents. For these children to pass well, parents should be involved.

P3: The thing that we should not forget is that communication plays an important role here. I think if parents and educators can communicate about the learner, improvement will be seen at the end of the day. You know it is very much important that parents communicate with educators about the performance of the child so that,, so that,..... Parents must help where necessary.

R: How can parents help in this regard?

P3: Are you aware that some parents are well educated than teachers?

R: That I know. It is possible.

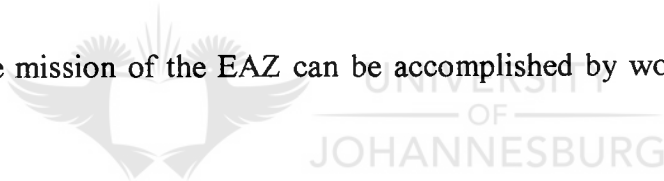
P3: Yes, now these parents can contribute more than the teacher can do. Not to do school work on their children's behalf but to guide them and to help them to improve their performance. I mean if you know your child cannot cope at once, you can always arrange extra lessons for him / her during leisure time.

P4: Even those parents who are not well educated can help their children by motivating them to study. May be they can set some incentives for them, that if they perform well they will be rewarded in some ways. You see, some children get to learn more if they know that they are going to be rewarded in a way.

P5: It is true that this idea of EAZ can be promoted by parents if and only if we parents can support the school in all spheres of life. Every school activities must be supported by parents to contribute to the whole performance of the school. In other words to see this ideas of the government been promoted, parents should see to it that their children attend school regularly, always check on the school work of their children and sign to acknowledge that they have seen the work.

P6: And again try to motivate our children in a positive way, so as to be serious with their work. If we can motivate them to learn – even at home, the work will be easier at school and their performance will definitely be improved.

P3: It is true that the mission of the EAZ can be accomplished by working together with educators.



GROUP 2**QUESTION 1**

R: What do you understand by the term EAZ?

P1: What?

R: Education Action Zone.

P1: Oh!, I think it is this monitoring team was introduced by the government after seeing that the culture of learning is gradually deteriorating.

R: Ah, is that so?

P2: Yes, they call them Scorpions, I don't know why, but what I know about them is that they are concerned with the improvement of the performance of schools.

P3: If my memory serves me well, this EAZ started by the time the Grade 12 learners performed poorly. If you remember well, 1999 was a disaster year when coming to the Grade 12 results in almost every province, that is where this plan came into being.

R: What is it all about?

P4: I should think is about the improve of the school performance. Particularly the Grade 12 results.

P5: I remember in 1999, most schools performed very bad in their matric results. Some school were ranging from 0,20% pass rate. This plan of Education Action Zone was for such schools.

P6: According to my knowledge, this plan was not only based on the Grade 12 results. It involves the whole school development starting from management to educators and learners.

P2: Yes, it is true, because if we want to cure the disease we must not start with the symptoms, but we should start with the course, then, we will make it. If management of the school is correct, the results will improve.



GROUP 2**QUESTION 2****R: What makes you think that this idea will work?**

P1: Well, it is obvious that if we work together, the work will be easier. I think the idea will work because right now every body is disappointed. I mean learners, parents and educators. They are disappointed by the poor results of the Grade 12.

P2: Of course, it is true, I mean, the state of education as it stand right now is bad, every one would like to see an improvement. So I think the government plan will work.

P3: Do not forget people that some people work because they want to. If they do not want they don't. Well, may be it will work if the government can be serious about this plan.

**R: Serious in which way sir?**

P3: Serious in implementing this plan. Making a point that everyone is committed to that effect.

P4: I should think if parents can take their responsibilities in education of their children, this idea will work. We all know that unity is strength.

P5: You are right, working together will make the work easier. And it goes without debate, the support of parents will make the idea to materialise.

P6: You know, this idea is a blessing to learners and parents including educators. I am sure that if we can work together to uplift the standard of learning we are all going to be proud at the end.

GROUP 2**QUESTION 3**

R: How can you help to promote the idea of Education Action Zone intervention strategy?

Oh! It is very simple, just by working together with educators. We as parents should be involved in the education of our children. Show some interest and guide them where necessary.

P2: You know, because the motive behind this government plan is to improve the school performance, parents should help by monitoring the schoolwork at home. I mean just to see to it that their children are doing homework and they also study at home.

P3: According to my understanding, communication is the best. Parents and educators should communicate about the performance of the child. This will help parent to be able to help their children at home. And of course it will contribute towards the better performance.

P4: I think parents can help to make this idea of the government to work by encouraging their children to work hard in their studies. Motivate them positively and visit the school regularly. And if it comes to a push, go into the classroom with them, just to see how they do it. You know?

R: Do what?

P4: How they behave in class, the mm..... mm... teaching methods and the like.

P5: Well, I think that, working together in one accord with teachers will make the idea to work. After all, we are all going to benefit at the end. We as parents must just help the school.

P6: You are right, the school alone can not make it. The school needs us as parents. I wish all parents could be aware of the fact that the future of our children are determined by our contributions in their lives.

