

**PARENTAL INVOLVEMENT AS THE RESPONSIBILITY
OF THE TEACHER**

BY



**PARENTAL INVOLVEMENT AS THE RESPONSIBILITY
OF THE TEACHER**

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ABSTRACT

The focus of this study is parental involvement as the responsibility of the teacher. Aspects of parental participation are addressed as contributory factors towards successful learning of children at school. Therefore the school (teachers) carries a responsibility to make parents to understand their involvement in education and how to make their participation effective and visible. It is the opinion of the researcher that every effort must be made by teachers to enable parents to understand that their involvement at school is a significant influence in a child's life.

The method used in this study is two-fold : Firstly it contains literature study on parental involvement. The researcher used this information to support her field of investigation and to make results based on factual information. Secondly it contains information derived from questionnaires completed by a number of teachers at different schools. With the information obtained from questionnaires the researcher was able to derive an information of teachers opinion on how much of their efforts are utilized to support parents with their involvement in education.

The research as stipulated above, yielded the following results :

- that a larger proportion of input is given by female teachers to parents' class visitation as an aspect of parental involvement as compared to male teachers;
- that teachers of different age groups, married or unmarried with children at school or without, give an input into parental involvement;

- that teachers using Afrikaans, English and African languages (Rest) as a mother tongue and also as a medium of instruction at schools, give a low input into visiting parents at home as an aspect of parental involvement;
- that teachers with the high educational qualifications give lesser input than those with diploma, std 10 and lower qualifications regarding parental involvement as the responsibility of the teacher;
- that principals, deputy-principals and head of departments give the largest proportion of their input on listening to parents as an aspect of parental involvement as compared to other teachers;
- that teachers at primary schools and that teach junior primary subjects are giving the largest proportion of input than secondary teachers; and;
- lastly, it was further evident that although teachers indicate that they are involved with aspects of parental involvement, the aspect on home visiting was rated the lowest.

SAMEVATTING

Die fokus van die studie is die verantwoordelikheid van die onderwyser ten opsigte van ouerbetrokkenheid. Aspekte van deelname van ouers is aangespreek as bydraende faktore tot suksesvolle leer van kinders op skool. Daarvoor dra die skool (onderwysers) die verantwoordelikheid om die ouers betrokke by die onderwys te maak en hoe om hulle deelname effektief en sigbaar te maak. Dit is die mening van die navorser dat van elke geleentheid gebruik gemaak moet word deur die onderwysers om die ouers in staat te stel om te verstaan, dat hulle betrokke by die skool 'n betekenisvolle invloed het op 'n kind se lewe het.

Die metode wat in die studie gebruik is, is tweevoudig. Eerstens bevat dit 'n literatuurstudie oor ouerbetrokkenheid. Die navorser het hierdie inligting gebruik om sy veld van ondersoek te staaf en gevolgtrekkings te maak gebaseer op feitelike informasie. Tweedens bevat dit inligting wat verkry is uit vraelyste wat deur onderwysers by verskillende skole voltooi is. Met die inligting wat vanuit die vraelyste verkry is, was dit vir die navorser moontlik om vanuit die informasie ten opsigte van die onderwysers se menings af te lei hoeveel van hulle pogings gebruik om ouers te ondersteun met hulle betrokke by opvoeding.

Die navorsing soos bo bepaal, het die volgende gevolge opgelewer :

- dat 'n groter proporsie van insette ten opsigte van ouers klasbesoek as 'n aspek van ouerbetrokkenheid is deur onderwyseresse eerder as deur onderwysers gegee;
- dat onderwysers van verskillende ouderdomsgroepe, getroud of ongetroud, met kinders of sonder kinders by die skool, nie verskil het ten opsigte van hulle ouerbetrokkenheid nie;

- dat onderwysers wat Afrikaans, Engels en Afrikane tale gebruik as 'n moedertaal of as 'n medium van opleiding, 'n klein proporsie van insette gee aan huisbesoek as 'n aspek van ouerbetrokkenheid;
- dat onderwysers met die hoogste opleidingskwalifikasies 'n kleiner proporsie van hulle insette lewer teenoor onderwysers met std 10 en laer kwalifikasies aangaande ouerbetrokkenheid as die verantwoordelikheid van die onderwyser,
- dat hoofde, vise-hoofde en departementshoofde die grootste proporsie van hulle insette gee deur na ouers te luister as 'n aspek van ouerbetrokkenheid in vergelyking met ander onderwysers;
- dat onderwysers by primêre skole en wat onderrig gee in primêre vakke, 'n groter proporsie insette lewer as sekondêre onderwysers; en
- laastens het dit verder aan die lig gekom dat alhoewel onderwysers toon dat hulle betrokke is by aspekte van ouerbetrokkenheid, die aspek van huisbesoek die laagste in die orde gerang is.

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CHAPTER 1

GENERAL ORIENTATION, MOTIVATION, PROBLEM FORMULATION, AIM OF THE STUDY, MAIN CONCEPTS, LIMITATION AND PLAN OF STUDY

1.1. GENERAL ORIENTATION

The investigation concerns teacher responsibilities in teaching. It is evident that teachers in an education situation have a variety of tasks which they are responsible for, i.e., both out-door and in-door classroom activities, including the development of a child as a whole. The teacher should not be alone in the task of teaching nor put the intellectual aspect above other aspects that make up a complete being. Teaching should be a matter of team-work. Other structures such as those represented by parents, nurses, social workers and parties interested in education should be involved. They should share and contribute with their experiences in the development of a child as a whole and to the understanding of education as a development to adulthood.

To cover the variety of tasks in teacher responsibilities, a number of researchers are involved in this comprehensive project. Each will look at the input teachers make with each aspect of teacher responsibilities. A conducive situation is essential for effective learning. Therefore it is the responsibility of the teacher to provide security for learners as shown by Moeketsane (1996). The development of learner's self-concept (Richard, 1996). Further the learners' social development (Nkuzana, 1996) and learners' cognitive development (Roodt, 1996). Other aspects included are maintenance of authority and discipline (Nxumalo, 1996), career orientation and view of the future of learners (Marsay, 1996), and the evaluation responsibilities of teachers by Richard (1996). Lesson preparation and presentation by Ngobeni (1996), and remedial work (Vilikazi, 1996). Sports, cultural commitments, learners' normative and religious development, learners'

physical development and care, administrative and organizational obligations, development of own knowledge and skills, will be done by Kok, Myburgh and Van der Merwe (1996).

It is of importance to take note that the topic of investigation of this particular researcher is teacher responsibility in parental involvement. This aspect of parental involvement forms a sub-project of the comprehensive investigation into teacher responsibilities like other aspects in the above mentioned paragraphs. Therefore in this study, the paragraphs below will be confined to matters concerning parental involvement as the responsibility of the teacher.

1.2 INTRODUCTION

Teachers are privileged to play a considerable role in the change and improvement of society. To educate parents mean to enable them to understand what is happening at schools, and to give them direction towards understanding the whole school set-up. The findings by Brooks (1981 : 138) indicated that parents are the people who primarily influence children's attitude towards learning. The home also, creates an attitude towards learning upon which subsequent achievements largely depend (Cullingford 1985 : 14).

Teachers need parents in schools. Therefore, parental involvement becomes the teacher's responsibility because parents are confused about modern methods used in education. Some parents lack the know-how in this field and wonder about their roles and whether they are capable of helping in education. The parents also like the idea of involvement, but the reality is different. They aspire to see change in their children, yet they seem not to understand that they themselves should bring the needed change. Teachers should clarify this confusion by teaching parents how to bring forth what they aspire from their children.

It should be taken into consideration that parents in education is not a new thing, but its recognition grows at a fast rate. To support this Munn (1993 : 15) pointed out that the

desire to involve parents in the schools stems from a desire to unravel the complexity of school life, to involve more people in the school and to show a greater attention to the whole child. Educating a child has been burdened by education inadequacies that calls for parental involvement. It thus becomes the teacher's responsibility to teach parents to contribute towards an effective teaching-learning situation.

Wolfendale (1989 : 112) agrees with Macbeth in Munn (1993 : 138) that parents tend to withdraw their support and shift their role to the teachers, rather than to participate fully in school related matters. On the other hand teachers have to create an awareness amongst parents of the school-home partnership by teaching them how to contribute. Both parties (teacher and parent) have to understand their complementing tasks regarding school i.e. utilizing the teacher's expertise in pedagogy, subjects, curriculum and assessment while at the same time utilizing the complementing learning environment provided by parents in the form of culture transmission and a safe place to live (home).

In support of the parental involvement needed as mentioned above, the government issued numerous acts recognizing the status of parents at school. Halstead (1994 : 25) shows that the additional rights of parents in education should be made known to them. Of importance, an obligation has been placed upon teachers to encourage parents' participation, to publish and disseminate information.

Wolfendale (1989 : 115) defines fundamental rights of parents as the right to know and the right to choose the type of education they need for their children. It becomes a problem if parents don't know how to make right choices and to contribute effectively on the general progress of the child. Therefore, effectiveness of parental guidance will be determined by how much emphasis the teacher puts on it, how much the school is prepared to implement it and how much time and effort the school will allocate to this programme.

In the next chapters, the researcher will investigate how much effort teachers put into guiding parents. Parental programs used previously by other researchers will be looked at to determine how the teacher can effectively teach parents to be involved in school related matters.

1.3 MOTIVATION

It has been briefly stated in the introduction that the development of children's abilities at school depends greatly on the relationship children have with their parents; and how much their parents encouraged them at home. Teachers cannot divorce themselves from involvement of parents in teaching matters because parents form a base in education. It is their responsibility (teachers) to see that parents are taught ways to aid teachers in the classroom, to volunteer in school tasks and to participate as partners. Berger (1981 : 77) says that in carrying responsibility to educate parents, schools should improve their communication, strengthen their approaches and appear more open and inviting to parents.

It appears that the parental involvement that is so much desired and needed by the school, seems not to be clear to some parents and not even recognized by others. One of the greatest difficulties parents are facing is not lack of academic skills but lack of experience needed to be helpful to the child. They do not understand what happens in schools (Hannon 1995 : 17). No one addresses their suspicions and therefore they are unable to participate. Hence, the need for research to find out whose responsibility it is. The teaching profession can help by bringing clarity to how parents can be guided, which roles parents can play and how to play them. Also how to disseminate learning theories, skills and practices that can encourage and guide parents to co-operate fully in educational matters.

1.4 PROBLEM FORMULATION

Indications are that teachers are not doing enough in guiding parents concerning education (Hannon 1995 : 20). But when children fail at school, or become drop-outs, teachers and school administrators claim that parents are at fault. Taking the abovementioned factors into consideration it seems teachers are not fully aware that it is their responsibility to involve parents at school. Therefore the research problem becomes : How much of teacher's input goes into helping parents participate fully in the education of their children?.

1.5 AIM OF THE STUDY

Since this is a group project, as stated in paragraph 1.1, the aim of this study will be two-fold, i.e., the general aim and the particular aim. The general aim is to determine the input made by teachers in carrying out their responsibilities which include inter alia learner's concept, cognitive and social development, career orientation, evaluation, lesson preparation and presentation, remedial work, maintenance of authority and discipline and how to provide security for learners. This aspects will not be addressed specifically in this dissertation.

The particular aim of this research study is to determine the extent of the input teachers make concerning parental involvement regarding the following aspects :

- Teacher - parents meetings / associations;
- Home visits by teachers;
- Classroom visits by parents;
- Informal meetings with parents; and
- Telephoning parents, and
- Listening to parents.

1.6 MAIN CONCEPTS

The following key concepts will be explained as they appear throughout the study. The aim is to convey the message inherent in the topic and in the themes that each chapter aims to present. They are as follows:

- 1.6.1 Parents
- 1.6.2 Teachers
- 1.6.3 Parental involvement
- 1.6.4 Responsibilities
- 1.6.5 Parent empowerment
- 1.6.6 Partnership
- 1.6.7 Input

1.6.1 Parents

Parenthood indicate biological ties between one who brings forth or produces an offspring and such children. The Oxford dictionary (Allen 1990 : 533) explains a parent as a father or mother. The one who has begotten or borne an offspring, an animal or plant from which others are derived. Broadly speaking, a parent refers to a person or figure who cares, has custody, a concern for, and a control over a child (Wolfendale 1989 : 20).

Generally, a parent is any adult in the community. An adult should be shown respect by every child irrespective of knowing her/him. Always parents are seen in family perspective. The family set-up, is where a child gets an opportunity to receive information and guidance, where skills are gradually acquired and competency achieved (Brooks 1981 : 2). Therefore it is important for teachers to acknowledge influences parents have on their children, and come up with ways of involving parents in school. Responsible adulthood will then be experienced through dual responsibilities of teachers and parents.

Wolfendale (1989 : 62) terms this dual responsibility of teachers and parents responsible parenthood based on reciprocity. Parents need the school (teachers) to support them and teachers need parent's support for issues concerning the delivery of lessons and for broader ways of educating the child.

1.6.2 Teachers

The teacher is a formal educator who assist a learner to develop. Van Schalkwyk (1988 : 195) describes a teacher as the most important cog in the education machine. According to the description a teacher occupies a vital position in education, i.e., she/he imparts meaning to the subject matter and gives form and direction to the educative occurrence. In this study the teacher is not concerned only with the learner but incorporated in the teachers' duties is the responsibility to teach parents for the benefit of the child and the improvement of education.

1.6.3. Parent Involvement

Cullingford (1985 : 4) explains parent-involvement as the collective interests of the community in the school. It means parents should enter more fully into the world of schools, and to join in the everyday life of the school. Parental involvement makes parents to be partners. As partners they support the duties and efforts of the head and the staff. Increased involvement of parents makes it possible for the school to experience a high degree of success.

Carrasquillo (1993 : 8) states that when parents are involved, schools are helped. Students' self-esteem and achievement are improved. The working together of teachers and parents help parents to improve their own self-worth while at the same time they acquire useful skills. In fact this implies a reciprocal interaction similar to the one

explained in 1.6.1 where parents and teachers carry dual responsibilities with the teacher as the director.

1.6.4 Responsibility

Responsibility means to be answerable, accountable and having a duty. According to Van Schalkwyk (1988 : 145) responsibility goes together with acknowledgment of authority, authority of norms and values and to accept actions one is involved in. Therefore, parents as primary educators are responsible for their children's education and teachers are sometimes responsible for educating both parents and learners. It is the teacher's duty to make parents partners in education. The teachers and parents have a common responsibility to structure parental involvement in such a way that the co-operation between them becomes cordial, frank and true to its norms (Barnard 1990 : 2).

1.6.5 Parent Empowerment

The term 'empowerment' carries the democratic ring of political expedience (Carassquillo 1993 : 102). Empowerment, however, is not only a political term, but can well be applied to education. Empowered parents will be able to meet a climate of critical educational change. It means educating the public (parents) about related factors of rights and responsibilities needed in education (Jensen & Walker 1989 : 96).

Empowerment further suggests a process by which people become better able to influence those persons and organizations that affect their lives. Vanderslice in Carasquillo (1993 : 102) says persons are helped to remove obstacles that impede efforts to achieve status within a broad social structure. So, teachers have to empower parents with knowledge for them to be able to share in decisions affecting their children. Teachers should also empower parents by instilling confidence in their lives, make them to gain insight in

dealing with educational matters and organize seminars and workshops for them. The gaining of insight by parents will improve partnership and involvement in schools.

1.6.6 Partnership

Munn (1993 : 104) refers to it as a working relationship characterized by a shared sense of purpose, mutual respect and a willingness to negotiate as indicated in 1.7. It entails involvement in decision-making and its implementation, equal strengths and equivalent expertise with sharing of responsibility so that teachers and parents are accountable to one another. Neither parents nor teachers must live and work in isolation. This should be a joint action of parents and teachers, but with teachers as seniors guiding parents.

1.6.7 Input

Allen (1990 : 380) explains input as 'what is put in, an information, a supply of data or programs i.e. teacher's input will be efforts to guide, to educate and to train parents to be able to participate in an accountable manner in education. Educational programs devised by teachers and dissemination of information will be seen as teacher's input that will bring clarity on parents' misunderstandings regarding educational matters.

1.7 LIMITATION OF THE STUDY

The researcher acknowledges that the outcome of the study will be influenced by social, political and economic background on which the research is conducted; e.g. a largely urban area with unstable political conditions affecting education and economy due to the birth of the New South Africa as a democratic country.

Therefore the investigation cannot be viewed as fully representative of the whole country, but it will provide a scientific result that will contribute some insight in education.

1.8 PLAN OF STUDY

This study comprises of five chapters that will appear as follows:

Chapter 1

The first chapter states the general orientation, introduction, motivation, problem formulation, aim of study, clarification of main concepts, limitation and plan of study.

Chapter 2

Chapter two deals with reviewing relevant literature to demarcate the problem further. It also expands the content under discussion and gives the background of the research.

Chapter 3

Chapter three concerns the research design for this study, the description of methods of investigation and the motivation.

Chapter 4

In chapter four, the hypotheses are stated, the discussion of the analysis and conclusions made based on the gathered data.

Chapter 5

In chapter five major findings are summarized and recommendations about what is to be done are made.

CHAPTER 2

PARENTAL INVOLVEMENT AS THE RESPONSIBILITY OF THE TEACHER

2.1 INTRODUCTION

In this chapter, the problem under discussion will be put into perspective by usage of literature study. The theoretical structure will be provided to indicate the various aspects identified as cornerstones of this study. These aspects will be analyzed and necessary details will be stated.

Rudestam and Newton (1992 : 46) emphasize that it is through a study of literature that the researcher can demonstrate why a study is important as well as to give its justification. Literature study also enables the researcher to show how his/her findings relate to other previous research work conducted on a similar topic.

In the introduction of Chapter 1, it was stated that the onus is on the teacher to create parental involvement opportunities. It is the duty of teachers to engage parents actively in the education of their children, and to accord them due dignity at all times. Parental involvement becomes the responsibility of the teacher because of parent's lack of knowledge on how to be involved (Starke 1989 : 36). Presently, parent involvement in education is considered to be such a priority that the government and teaching corps come up with new structures of how to implement it to ensure improvement in the education of young ones (Barnard 1990 : 2).

The researcher will also look at different ways of how parents should be involved. The matter will further be substantiated by looking at ways that teachers can make parents to become more fully involved in the life of children at school, i.e., the best ways of encouraging parent participation and involvement in schools. Marsh and Mckay (1988 : 93) asserts that parental involvement is a matter that needs parents to be trained to acquire skills that would enable them (parents) to participate effectively and to understand their involvement at schools.

In the next paragraphs different forms of parental involvement will be looked upon and examples of how teachers should involve parents will be presented.

2.2 THE RESPONSIBILITY OF THE TEACHER WITH PARENT TEACHER ASSOCIATION/MEETINGS

Parent teacher associations are by no means a new development. It is one of the oldest forms of voluntary organizations supporting schools. According to Edward and Redfern (1988 : 22) parent teacher associations date back to many years prior to 1967. Its creation comes with a realization that keeping parents in the dark about school matters create uncertainty, confusion and tension in education. Their work within schools has always needed supportive guidance from teachers. Many parents were unwilling to take part, perceiving that their involvement is devalued by teachers or eats up substantial teaching time (Thomas, Guskey & Kent 1996 : 12). With such issues prevailing, teachers have to assure parents that their involvement in educational matters are desirable and are encouraged. Ways of how teachers regard the parent participation will be shown in the coming sub-paragraphs.

According to Pugh and De 'Arth (1984 : 177) current evidence indicates that schools (teachers) need more of parents' input in a process of generating ideas and making decisions. Teachers have to guide parents how to take part in that.

But how do parents go about setting up a parent teacher association if the school (teachers) gives no lead? Bond (1973 : 13) answered the given question by stating that the principal and staff are the professionals who must control the organization and the management of the school, to give a general direction as far as how the parent body should work. The implication is that teachers have to guide parents as far as the meetings and duties are concerned, for them (parents) to understand where to be involved and why. Teachers as part of this association are to provide guidance on how to perform school tasks.

The starting point for teachers is that parents and communities are concerned about the education of their children. The parent's interest will enable teachers to assist parents to play their full partnership role. To support this Hattingh (1987 : 19) asserts that parents are ready to participate fully in the school activities of their children as well as to give support to teachers for improvement of education. Teachers should offer training in the form of conferences, workshops and seminars to help parents to acquire knowledge of how to become involved as members of the parent teacher association.

The presence of teachers in the association underlines the responsibility of the teacher within the organization. According to Townsend (1988 : 30) this means that teachers should create adequate awareness of what parents should do as far as parental involvement is concerned.

The presence and direction offered by teachers enable the parent teacher association to recognize that the education of a child is a process of partnership between parents and teachers. They are willing to take joint action to improve the quality of that partnership as explained by Edwards and Redfern (1988 : 24). The school's (teacher's) role becomes a supplementary and supportive one. The quality of partnership is enhanced when teachers forms a team-work with parents. Teachers should:-

- Invite parents to participate on issues of curriculum, i.e., what has to be taught and done at school;
- draft school policies with members of parent association before it is given to parents and students. Information concerning the curriculum and school policy should be discussed between teachers and parent teacher association members. The teachers should provide them with guidelines to understand the curriculum and the school policy's structure. Parents will then become the decision-makers together with teachers.

According to the NECC report (1990 : 3), with South Africa in the process of transformation; the duties of the parent teacher association has been more in control of education than just raising funds and social events. The Provincial Government Gazette (1996 : 36) suggested that the parent teacher association should be given the following duties to perform:-

- participation in the appointment and promotion of teachers, as well as dismissal and recommendations;
- control of textbooks, and establishment of needs concerning Mathematics and Science textbooks; and
- to monitor school progress and to be involved in community projects.

The few abovementioned factors demand expertise and experience that can generally be expected from parents. Therefore, teachers should devote a great deal of their time to educate parents to become part of administration and to be able to meet the school's demands. On a weekly or fortnightly basis, teachers should hold a workshop where all the details will be addressed. Information in the form of guidelines should be given. Parents should be encouraged to study at home with much emphasis from the teacher for parents to understand given tasks. Ebersohn, E.T. (1988 : 30) asserted that 'having a say in education matters gives the organized community (Parent teacher association) more

opportunity to make a direct and real contribution towards the provision of education. It is of great importance that the parents (Parent teacher association) should be taught in order to be able to make independent decisions based on fact and knowledge on professional matters.

In the new dispensation, teachers must introduce multi-skills tutorship to parents to restore confidence through knowledge. Teachers should encourage parents representation and parents to be teachers of other parents as indicated by Pugh and De'Arth (1984 : 177), i.e., to teach other parents to read and write and to become involved or participate in educational activities of the school.

Although parent teacher associations previously had shortcomings, it now seems to improve with time as teachers acquire new skills in educating parents. The next paragraphs show other aspects of parent involvement as teacher's responsibility.

2.3 HOME VISITS

The purpose of home visiting is to help teachers with the unknown and unresolved problems teachers face at school. Home visiting is also a way to reach parents who have no telephones and who most of the time are unable to attend meetings, workshops and seminars intended for parents by the school. It caters also for parents of children from disadvantaged backgrounds.

Other reasons for home-visiting are that teachers intend to establish the parent-teacher relationship and to observe the child out of school environment. Most teachers, particularly in nursery classes visit in order to introduce themselves or give information about the school (Stacey 1991 : 100). Teacher's visits also prepare children and parents for school especially where families have problems, stress or adverse circumstances.

2.3.1 Difficulties experienced by teachers with home visits

Not all parents are receptive to home visits. They are afraid that the teacher is judging the home rather than coming as a friendly advocate of the child (Berger 1981 : 106). It is the teacher's responsibility to take precautions to avoid making the family feel ill at ease. The teacher must first write a note to request time and permission to visit. The letter should be delivered by their own child, and if it is through the telephone, the teacher should speak directly to the parents. Edwards and Redfern (1988 : 91) support Berger by stating that 'home visiting is not a way of spying on parents, their home, their provision for their children or choice of curricular material, but to meet parents on their homeground, somewhere where they feel completely at ease and where teachers hope to be accepted as persons not as teachers'.

2.3.2 Aims of teachers with home visits

According to McConkey (1988 : 139) teachers want to teach parents how to incorporate learning with everyday household activities and to encourage parents to take advantage of opportunities as they arise rather than to stick rigidly to their planned activities. The teacher also gets a chance to recommend and show parents how to establish a routine task because it is not easy for children to master new skills without practice.

An example of how to secure parental involvement has been provided by teachers of Effingham Height Primary school (Arcaro 1995 : 30). Teachers guided parents and asked them to embark on a project together with their children in a joint venture. Parents' children were to build models of a ship, airplane, tapestry or painting using waste material. This was to show that specific school tasks can be made by using material around home (Dodd 1996 : 44). Teachers visited those homes and praised work done.

Models were mounted at school. This encouraged the parents' interest in their children's work.

Another home-visit method teachers use with parents is the Portage approach (Cunningham and Davis 1985 : 136). It has been developed in the town of Portage in U.S.A to mainly assist in early education. It involves weekly home-visits from a range of professionals with teachers. Teachers provide a short training program and come with guides. Parents are helped to select and set appropriate short term goals. Teachers devise appropriate teaching strategies where parents are trained to use suggested activities and methods designed to help the child reach the goal. Teachers visit regularly to review progress.

With home-visits teachers influence parental attitudes, interests and involvement to promote their child's education. Teachers can take books, jigsaws, pictures and games to encourage parents to participate in helping the child. The parents, by using things they have made will gain self-confidence that will breed a positive attitude. This helps the child as they experience teachers' teaching at home. The child will adjust more easily in a school situation where the work relates more directly to a home situation.

According to Stacey (1991 : 105) home visiting has advantages as well as disadvantages. The two shall be listed below to show their effect on the education and how they can affect the parents, teachers, learners as well as parental involvement.

2.3.3 Advantages of home visiting

The teacher is the one who takes the initiatives of visiting in this set-up. Therefore, parents intimidated by the school setting are helped by the teacher to overcome their lack of confidence and to be able to bring forth their contributions or concerns. After a visit, a parent no longer feels threatened to visit the school. Home visits improve parent-child-

teacher relationships and the child enjoys that the teacher has visited his/her home. Lastly, situations can be dealt with, before they become formal complaints or problems. At home teachers can see the child's side which has not been seen before, and discussions become more intimate.

2.3.4 Disadvantages of home visiting

Home visits can cause confusion when the purpose of the visit is to complain about the child or to investigate family problems. It is the teacher's responsibility to guard against that. Lack of special skills from the teacher can make the visit unpopular. To involve parents through home visits means that teachers should have necessary skills that will invite parents to co-operate. In the next paragraph, parent participation in the classroom will be discussed.

2.4 CLASSROOM VISITS

Arcaro (1995 : 57) asserts that parents and the community cannot be left in the dark about what happens in the classrooms. It is of great importance for teachers to realize that parental involvement is vital to a student's success in class and at school. Teachers should allow parents to come to the classrooms. Where possible, parents have to be given a chance to teach or to help children with other class activities (Thomas, Guskey & Kent 1996 : 10).

Sarason (1995 : 82) expounded that when teachers were asked why they don't invite parents to the classrooms, explanations given were that parents simply do not understand the complexities of the teacher's role and diversity among students in the classroom. Teachers should mention what they can do to help parents in this situation. According to Berger (1981 : 107) visits by parents to the classrooms allow parents to be acquainted with their child's educational environment, the other children in the room, the class

teacher as well as different subject teachers. This type of involvement helps parents to know the situation the child experiences at school and how to help them.

Teachers have to help because parents are sometimes uncertain when it comes to subjects used in class for discussion. Parents are also threatened by terminology that is used in those subjects. Supporting the mentioned statement, Atkin (1988 : 34) states that 'parents do not have a well designed picture of themselves as educators and are largely unaware of the skills and expertise they possess in this area. Teachers at the same time fear that parents are to interfere and initiate damaging patterns which teachers have to put right after parents have left. With uncertainties like that, the responsibility remains with the teacher to use professional expertise to enable parents to discover and develop any contribution they can bring to the classroom.

The teacher has to encourage and give direction. Practices and approaches used in the classroom should be linked to what parents are doing at home. The teacher has to listen first to what parents know and say, then couple it with what a parent is supposed to do in class. To support that Arcaro (1995 : 59) adds that 'any group of parents represents a considerable collection of knowledge, skill and experience'. This means that the teacher should consider the fact that there are many things that parents know and can do, that comes from their backgrounds, their work and their life experiences.

Mc Conkey (1988 : 139) asserts that a teacher should try to think of a number of different contexts that parents can use in the classroom. Variety of contexts will thus give parents alternatives to use what is of interest to them. It will also encourage participation because parents will be fascinated by being able to use a variety of contexts. With this variety of contexts the teacher should guide parents to develop their own strategies. As they discover that they can develop and implement strategies on their own, parents will then gain confidence in themselves as educators and will participate confidently in the classroom.

Parents' presence at school should not only be a matter of complaining about the child's failure or when something has gone amiss. Wallat and Goldman (1979 : 130) say the teacher must invite parents to the classroom and address their complaints in such a way that parents will solve other problems on their own with their children.

On the other hand, when inviting parents to the classroom, teachers should not forget or overlook a fact that parents and children interact differently. Raven (1980 : 22) explains this interaction of parents and children as a dialogue that takes the form of warning and instruction, i.e., parents' ways of teaching and explaining things in the classroom can be unusual or make the child less responsive. Therefore, teachers should teach parents to avoid creation of dependent behaviour by not carrying tasks with constant supervision, warning and instructions. Children should experience an independent classroom atmosphere with parents in the classroom.

Another thing of importance not to be ignored by the teacher is parent's dissatisfaction about visiting the classroom. Previous research has shown for instance that "when parents are asked to help in the classroom, they do teaching their own way, or offer help their own way and get the right answers, but this is of no help to their children because they are using the wrong techniques' (Johnson & Ransom 1983 : 88). But who told parents that what they are doing is wrong? This emphasizes paragraph 2.3.2 that the teacher must introduce changing methods and new learning techniques to parents. Parents will then have an idea of what is expected of them, in classrooms beforehand. Being trained in the implementation of these new methods will instill confidence in them to be aware that what is done at school is a continuation of what is happening at home. At the same time this will empower them to be able to handle school matters with understanding. Lastly, classroom visits are not only for parents to participate in teaching only. The presence of parents in the classroom, doing some observations can provide children with opportunities to learn to relate to many adults. Teachers should encourage children to mix with parents in classes because it prepares children for interpersonal relationships for future adult roles.

Fine (1980 : 203) asserts that teachers can invite parents in the classroom to have a chat over what can make the class conducive or attractive for learning. Teachers further can ask parents to assist in for example the cutting and pasting of posters. The working together becomes multi-purpose because the parent and the teacher gets to know each other well eliminating the presence of one threatening the other. Children's learning is enhanced by the mutual working together of a parent and a teacher.

2.4.1 Volunteers

Volunteering to work or to teach in classrooms may not be easy or convenient for many parents as stated by Rasinki (1995 : 185). Therefore once a parent volunteers to be involved with classroom activities, the teacher should provide an orientation format to the parent. The class must also be prepared. The parent has to be trained to perform what is of interest to do. The teacher should help the parent to make learning materials, to select a book from a library, or to make blank books for children. At the completion of the volunteered lesson or course, the teacher must provide some recognition and encourage more parental involvement. This can be done in a form of thank-you notes, small gifts or certificates.

In concluding this paragraph, it is up to the teacher to take cognizance of the importance of knowledge placement, i.e., parents' knowledge and professional knowledge of the teacher. The knowledge of the teaching content the teacher possesses should not bar the parents to be involved in the child's learning. Instead, both parent's and teacher's knowledge should complement one another as shown in the introduction of Chapter 1. Of great concern should be that teachers in teaching parents, should not put too much emphasis on a particular content but more effort on broader learning strategies that parents can assist children with. Being acquainted with learning strategies provided by the teacher will give parents the ability to make choices based on adequate information (Atkin 1988 : 75).

2.4.2 Prerequisites for classroom visits

The teacher should help parents to feel comfortable in the classroom with a particular setting. Parents should be cheerfully greeted by the teacher. The teacher and parent have to sit on the same level, i.e., if it is on a desk, both must sit on a desk, not the teacher in front of a table and the parent on a desk. The teacher should orientate the parent by discussing informal topics with him/her. The teacher should use the language understandable to the parent and allow the parents to inspect their children's books to become familiar with their school activities.

2.5 LISTENING TO PARENTS

Listening has been known to be an effective tool of communication since early 1960's as stated by Berger (1981 : 116). He explains that Rogers made an impact with his concept of reflective listening. But of importance to everybody, listening whether active, effective, responsive or reflective, works and is essential for improving relationships.

Parents should be listened to as indicated by the sub-topic. A two-way process should be conducted. The teacher must listen attentively to parental statements and responses and parents to listen attentively to the teacher (Allen & Martin 1992 : 51). Both should reflect in their discussions on what they've heard e.g. during a conference, telephonic conversation or home visit or whatever teacher-parent encounter. Sharing of conversation and listening must be encouraged on both sides, i.e., the teacher should use fifty percent of the time and allow parents to use the other fifty percent.

There is an importance attached to listening to parents as indicated by Atkin (1988 : 87). Listening to parents is an invaluable way of uncovering and building upon the skills and expertise they (parents) possess, and are not always aware of. Listening to parents, the teacher will receive information given on the accounts of family life. Having that

information, the teacher will be able to ask the right questions to promote dialogue that will uncover a number of operational concepts the teacher would like to know and to employ in dealing with the children. It will at the same time allow the teacher to explore the knowledge parents have but are not able to use. What should be taken into cognizance is that parents have more intimate knowledge of their children than the teacher; but the teacher possesses professional skills on how to develop the intimate knowledge of parents and how to motivate a child in different ways. In different settings of family life, the child changes, develops and matures. Therefore teachers' attitudes have to complement parental intimacy. The skills teachers have enable parents to develop the skills to motivate each child in a different way. The teacher should listen to what the parent has to say concerning the child. The parent should listen in order to receive professional help from the teacher. Parental involvement will reach its full potential if there is communication between a parent and a teacher.

Stacey (1988 : 88) asserts that teachers should develop listening skills during In-service training. This will make them (teachers) aware of what they should do with parents to improve their concentration which is vital for listening. Skills such as giving attention, showing interest, clarifying, reflecting back and summarizing are also very important for the teacher to master and to use when communicating with parents. There are ways of improving discussions and more awareness e.g. reflective listening. According to Berger (1981 : 116) no one can accurately respond to another one's statement unless the message has been heard and well understood, i.e., parents will feel free to speak openly if they know that they are listened to.

To involve parents in conversation will arouse interest that will encourage and emphasize parental involvement. Opportunities will be created to develop a more accurate view of parental needs, wishes and experiences, and the teacher will utilize the opportunities to involve parents in educating their children (Starke 1989 : 36). Again, listening to

parents provide insights into parental perspectives and experiences that the teacher should build upon his endeavours to involve parents into the learning process. Atkin(1988 : 115) outline various forms of communication. This involves listening to parents and teacher-parent interviews as a two-way process to be established. Attention is paid to parents by the teacher and consequences are followed through.

Lastly, teachers can increase contact with parents by showing that they listen to what parents need and by showing that they appreciate their involvement. Listening directly to parents can be seen through eye-contact and through the tone of the voice in the telephonic conversations teachers have with parents as will be indicated in the next paragraph.

2.6 TELEPHONIC CONVERSATIONS WITH PARENTS

It is another means for involving parents, and for teachers to use in case it becomes impossible to visit the parents. It is also important for teachers to communicate with parents who are unable to come to school. Generally parents are contacted when something is wrong. It now becomes a habit that most parents when told that the teacher has called wonder what could be wrong.

According to Cunningham and Davis (1985 : 135) the telephone can provide a physical barrier, yet at the same time a more personal or individual dialogue. This means that parents can more easily talk with teachers and be helped with the educational problems of their children without being threatened by coming face to face with a teacher. Sometimes the teacher's presence make parents uneasy. Berger (1981 : 105) solves this mystery of teacher presence threatening parents by stating that teachers must change the tradition of phoning parents only if something is wrong. Teachers should set aside a short period each day for making telephone calls to parents.

It can be easier if teachers acquaint parents with telephonic conversations early in the year, like at the time when schools re-open. The teacher can include information about who they are and explain to the parents why they are calling. The teacher can also give a 'short anecdote' about the child. In this case it is necessary for the teacher to begin the dialogue on a positive note, to attract the interest of the parent and to call for more openness.

Teachers can also make a telephone program to answer questions concerning school curriculum, social events and other school activities (Rune 1976 : 3). Berger (1981 : 102) supports that teachers should inform parents about the telephonic program and teach them how to use them. The numbers to be used can be sent to parents, and teachers are the ones to phone first to acquaint parents with those services. The telephone can have a forwarding number that will enable parents to use school telephones even after school hours. This will allow teachers and parents to communicate during off hours and will benefit parents who are working until late to use it to communicate with teachers.

Another telephonic method teachers can use with parents is the Opus and Family Network used by the Social work offices (Pugh and De'Arth 1984 : 163). These services are run by a group of teachers who have knowledge of professional advises. They handle confidential matters and provide confidential services to personal problems of both parents and pupils. This is a tiring and most of the times a difficult job. Good training and supervision is required for teachers to teach parents to participate in these services.

Pugh and De 'Arth (1984 : 163) further advised that the phone services can collaborate with local radio stations, where the radio station be provided with educational topics and particular programs of helping parents be commentated. Teachers should in advance give programs and time for parents to study and wait for the day the program will be broadcasted. Teachers will help parents about programs and to pay attention to the discussed matter on the radio. Parents will be expected to phone the school for remarks or clarification on matters not understood when a certain program was broadcasted.

Other telephone programs used that involve parents is the instructional process of distance education (Rune 1976 : 5). The calls are interchanged between tutors and students. Parents are guided through study guides sent to them by teachers showing them how to participate in the program. Research has shown that teaching via the telephone increased parents' curiosity and interest in participating (Parker and Riccomini 1976 : 5).

As has been stated in the previous paragraphs, parents have to be made to feel at ease all the time to enable them to bring forth their experiences as educators. They should be telephoned and invited to get involved in school matters in both formal and informal ways. Informal meetings with parents are highly appreciated and encouraged by the school (teachers) as will be shown in the following paragraphs.

2.7 INFORMAL MEETINGS WITH PARENTS

Going to school could be traumatic for parents as well as their children because of how they perceive teachers (Bond 1973 : 5). But if everyone is welcomed, the easier and calmer it will be for the whole family (Edward and Redfern 1988 : 94). The said statement agrees with Thody's view (1994 : 16) that formality has stifled much discussion and inhibited more imaginative approaches to parents. It is an indication that parents come to school or to meetings tense because they regard it as formal occasions where professionalism should govern behaviour and language.

Teachers should create a situation where they will talk together with parents, and parents with other parents. Teachers should firstly make them feel free by creating a certain style of seating arrangement whenever they expect parents. A style where parents sit in a row of seats and teachers at the back is discouraged. The mood and style of relationship should not be formal. It is the responsibility of the teacher to make the meeting informal. Teachers can make casual greetings and briefly introduce any community event that will lead to dialogue amongst parents and make them to participate freely in a conversation

with teachers as suggested by Marsch and Mckay (1988 : 93). The conversation can be current news in the television or radio. Other ways of inducing informal meetings will be in the following paragraphs.

2.7.1 Noticeboards

Bond (1973 : 14) says that Principals and teachers need to be seen as more approachable and in an informal way. This can be done by removing negative notice boards such as 'No parents' cars beyond this point'. Positive notices that are welcoming could replace the negative ones. It is the responsibility of the teacher not to limit or confine visiting hours of parents to certain hours, but to invite them whenever time suits them.

2.7.2 Evenings

Once a month teachers could open schools to allow an informal free time for any parent to come in and look around or to talk with any of the teachers or the principal (Bynner 1972 : 25). Teachers should also in this set-up guide parents how to talk to each other and to gain an experience such as the child's home background, or causes of good or poor school performance (Johnson and Ransom 1983 : 57). The opportunity afforded the parents' evenings will enable parents to talk freely about the child's home background. Parents will share with others what to do for the improvement of the school and development or their participation (Carrasquillo 1993 : 155). It becomes easier as parents realize that others are experiencing similar situations.

2.7.3 Social events

In this area, entertainment organizers and volunteers are needed. Parents should be invited by teachers to volunteer for these positions. After volunteering guidance is provided by the teacher on how the entertainment or other social event can function.

Other things they can organize are trips, beauty contests, fashion displays and carnivals. Edwards and Redfern (1988 : 57) suggest that teachers should delegate much work to parents by allowing them to be trip-organizers and to conduct festivities that calls for an informal interaction between parents and teachers. At these occasions teachers should try to be as informal as possible to strengthen what is indicated in 2.6.

It is the responsibility of the teacher to show friendliness and to be approachable in general. To substantiate, teachers can join in various community activities to familiarize themselves with parents. Teachers engaged in community activities can highlight informally what the school expects from the community and how parents can volunteer to run school activities. The school identifies itself wholly with the community, with social, sporting and cultural organizations whose aims are to prepare the youth adequately for a bright future.

2.8 CONCLUSION

Parental involvement contributes to quality education (Carrasquillo (1993 : 24). The abovementioned aspects had indicated parental involvement programs that work well when teachers and parents are committed to carry the responsibility for the success of their partnership. The teacher with his knowledge and expertise come up with various ways to ease and remove burdens of misunderstandings that cause parents to feel incompetent and uneasy in school situations and with school matters.

The teacher's efforts are also seen as an empowering agent of parents as stated by Kruger (1985 : 183) when saying 'Die ouer sal self die inisiatief moet neem om sy plek as vennoot op 'n waardige wyse vol te staan'. This shows that parents will come with their ideas and experiences that will significantly contribute to education. Of utmost importance for teachers to consider, is that children's success depends mostly on the working together of

both a parent and a teacher. To ensure continued involvement, it is the responsibility of the teacher to find activities that are enjoyable and satisfying as well as easy to implement, to enable parents to participate fully in the school matters with enough knowledge gained through their interaction with teachers.



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CHAPTER 3

RESEARCH DESIGN

3.1 INTRODUCTION

The review of literature in the previous chapter provided a theoretical background. It showed how teachers carry a responsibility to guide parents to be involved in schools for effective education, better understanding and unraveling of complexities that exist within the school situation. In this chapter, to be able to measure teacher's responsibilities regarding parental involvement, the research design and methods will be explained to provide a description of steps that will be followed in the data analysis.

3.2 THE RESEARCH INSTRUMENT

Rudestam and Newton (1992 : 66) assert that it is of great importance that the researcher make use of the best and appropriate instrumentation, to guard against the claim that she should have used something else. This calls for attention on the researcher's side in case she wants to design an instrument for a research project that is conducted. Pretesting, validity and reliability determines the suitability of an instrument.

3.2.1 Choice and design of instrument

When choosing an instrument in this study, a decision to make use of questionnaires was arrived at. Questionnaires used to collect data in this study were designed after realizing that none existed to measure this particular research effectively. Questionnaires are more

effective in collecting factual information. Best and Kahn (1993 : 230) together with Rudestam and Newton (1992 : 65) support this by indicating that questionnaires are an effective means of collecting factual information and can be used also where subjects cannot be interviewed. Questionnaires are also an advantage to the researcher because separate questions can be phrased similarly:

3.2.2 Items

Items in this study have been formulated as simple and as operationally as possible to assist the respondents to complete the questionnaire. Below are the aspects of teacher responsibility in parental involvement that have been dealt with as they appear in the questionnaire.

The question items dealt with the following aspects of parental involvement as the responsibility of the teacher :

Parent-teacher meetings/associations :

It has been indicated in paragraph 2.2 how teachers should equip parents with adequate knowledge to be able to participate effectively in parent - teacher meetings and the decision making process regarding their children at school. With this item (Appendix 1, item 92) respondents (teachers) have to show how much of teachers input are given.

Visiting parents at home :

In paragraph 2.3 home visits are discussed as teacher's efforts to devote more time to each family. The aim is to meet parents on their home ground, where a detailed family record, cultural and linguistic background can be acquired. This helps parents to acquaint themselves with teachers as persons, creates and strengthens a bond between teachers and parents. Respondents are expected also to indicate to what extent a teacher carries a

responsibility in involving parents as far as the item is concerned (See Appendix 1, item 93).

Informal meetings with parents :

Paragraph 2.6 points out how teachers can ease the tension that parents usually have when they (parents) are supposed to meet teachers. This item wants the respondents to show how much of the teachers' input is given to familiarize parents with teachers, and to make the teacher's presence less threatening to parents. Respondents are to indicate the responsibility of the teacher in this regard (See Appendix 1, item 94).

Parent's class visitation :

Paragraph 2.4.2 showed that teachers have to make parents feel comfortable when visiting classrooms i.e. classroom settings should be welcoming. Parents should be introduced to various activities that exist in the classroom to familiarize a parent with classroom situations. Activities in the classroom should be inviting and well communicable to the parents by the teacher in such a way that a parent will ultimately volunteer to get involved as indicated in 2.4.1. Thus, the respondents are to indicate the teachers' input in this regard (See Appendix 1, item 95).

Telephoning parents :

Telephoning parents has been shown in paragraph 2.5 as an excellent way of involving parents with matters concerning their children in a quicker and a safer manner than talking face to face. It is further shown that telephoning parents makes the relationship between teacher and the parent less threatening. Respondents are to indicate how much of the input made by teachers goes into telephoning parents (See Appendix 1, item 96).

Listening to parents :

In paragraph 2.5 the assertion was made that listening as a tool of communication should be made a two-way process between a parent and a teacher for one to respond well to

another. It was further shown that it becomes the responsibility of the teacher because of much family information needed for successful teaching of the child that would be derived by teachers from parents. In this item (See Appendix 1, item 97) respondents are to indicate how much of the teachers' input goes into parental involvement as the responsibility of the teacher.

3.2.3 Scaling technique

A ten point scale has been chosen to be used in relation to each item. The scale shows how much input is given by respondents on this matter. On the questionnaire, the scale starts from 0 to nine. The responses given between 0 and 6 indicate a "low input", whereas seven, eight and nine indicate a "higher input" of teacher responsibility regarding that particular aspect.

3.3 EMPIRICAL INVESTIGATION

3.3.1 Choice of respondents

Teachers from schools in the Johannesburg district of the Gauteng province were chosen and used to judge the responsibilities of teachers on parental involvement and other aspects of teacher responsibility as appears in 1.1. The decision made concerning this choice is based on the fact that Gauteng province is a cosmopolitan area that have different types of schools and heterogenic societies suitable for the purpose of this research.

3.3.2 Teachers

Teachers, not parents were chosen to respond to the questionnaire. The decision was taken because the research in this study tries to assess the input of the teachers concerning the various responsibilities facing the teachers. To make a detailed and comparative

analysis of teachers' responsibility in parental involvement, the following information concerning respondents were requested: (i) gender (Appendix 1, item 1); (ii) language (Appendix 1, item 4.5); (iii) age (Appendix 1, item 2); (iv) marital status (Appendix 1, item 10); (v) family size (Appendix 1, item 13). The mentioned factors were considered as it is believed that they have an influence on teacher's views of their responsibilities concerning parental involvement.

3.3.3 Universum

This indicates a group of people or a population from which research participants are chosen. It included all the schools in the Johannesburg region of Gauteng Department of Education. After the schools had been chosen randomly the principals of the schools were approached and asked to co-operate by distributing questionnaires to teachers. The principals were also requested to participate by completing a questionnaire the same as teachers did.

3.3.4 Sample and sampling procedure

A sample is a smaller number of observations taken from the total number making up a given population (Sprinthall, Schmutte & Sirosis, 1991 : 28). Random sampling is a procedure demanding that each member of the entire population must have equal chance of being included. It enables a researcher to make inferences and to come to generalizations based on the responses of the sample. From the available schools in the Johannesburg district of the Gauteng province, 656 schools have an equal chance of being selected when using random sampling methods.

Sampling procedure

In the Johannesburg school district, from the population of 656 schools, a random sample were chosen. Fifty schools were selected. The schools are comprehensive schools ranging from pre-school to std 10. The schools are also of different types e.g. Primary, High, Public and Private schools. After drawing a random sample of fifty schools, the team decided on another ten schools which were put on the reserve list in case some schools declined to participate in the project. The ten schools were also randomly selected.

3.3.5 Collection of data

The total amount of 1004 questionnaires were distributed to the principals. Completed questionnaires were collected from the school again by members of the research team. The total amount of 578 were recovered. Questionnaires received were checked for suitability and completeness. The data were evaluated for mistakes. Hereafter the responses were computerized by the computer center at the Rand Afrikaans University.



3.4 FEEDBACK AND ADMINISTRATION

Members of the research team reported that the majority of principals complied and most schools generally co-operated well. In some cases, some questionnaires were not received back from chosen schools due to lack of co-operation.

3.5 SUMMARY

In this chapter a description has been given of how the research project pertaining to this study was conducted. The research instrument (questionnaire) used was discussed showing why certain design decisions were taken. In the next chapter the empirical data collected, will be presented, analysed and interpreted.

CHAPTER 4

TABLING, ANALYSIS AND INTERPRETATION OF EMPIRICAL DATA

4.1 INTRODUCTION

In this chapter, the way in which data is analyzed is discussed. The description of the biographical variable and dependent variables concerning the research group will be given. The hypotheses will be stated and tested. Question items of this researcher appear as Q 92, Q 93, Q 94, Q 95, Q 96, Q 97. (Compare Appendix 1)

4.2 INTERPRETATION OF THE BIOLOGICAL DATA OF RESPONDENTS

The total number of questionnaires received and suitable for analysis was 578. It was found that 27.8% questionnaires were completed by males while 72.2% were completed by females. Of the 578 teacher respondents, 25.6% are between 21 and 29 years of age, 34.0% between 30 and 39 years, while 40.4% are 40 years of age and older. Of all these teachers 18.9% of them had 4 years or less teaching experience, 27.9% between 5 and 10 years teaching experience and 53.2% have 11 years or more teaching experience.

Respondents who consider Afrikaans as their mother tongue forms 23.2%, 45.7% English and 31.1% considered other languages mostly African language as their mother tongue. It was further realized that 13.1% of the respondents use Afrikaans to give instructions, 74.7% use English while 7.6% use other languages. Of these 578 respondents 4.8% have qualifications between std 10 and lower, 50.0% hold diploma certificates, 28.8% are teachers with B-degree and post-school diploma, while those with post-graduate qualifications forms 16.4%.

It was further found that subjects taught mostly at schools acquires the following percentages : languages 21.3%, physical, technical and practical sciences 16.1%, human and economic sciences 15.4%, junior primary 24.0%, senior primary 19.6%. Secondary school teacher respondents made 45.3% and the primary ones 54.7%.

Of the 578 number of respondents, 7.3% are principals and deputy-principals, 15.1% head of department and 77.7% ordinary teachers. Concerning their marital status, 64.5% of respondents are married, 24.7% unmarried and 10.7% are estranged, widow, widowers and divorced ones. 34.6% of respondents have an average number of pupils in class that is between 2 and 29, 42.6% have between 30 and 39, and 23.0% have between 40 and more average number of pupils in class. It was found that 65.2% of respondents have children of their own whereas 34.8% of them have no children of their own.

4.3 CONTENT VALIDITY

Content validity implies the authenticity of the items used in the investigation. The content of this research questionnaire investigation is valid as it has been supported by means of literature study provided in chapter 2. The content of the question items also reflect the theoretical concepts. The items have been submitted to professors in the Sociological Education Department as well as the co-researchers for their judgment concerning a valid operationalisation of its aspects.

4.4 ANALYSES OF RESPONSES CONCERNING PROPORTION OF THE TOTAL INPUT OF TEACHERS REGARDING PARENTAL INVOLVEMENT

The respondents were asked to give their opinion in terms of the proportion of the total input of teachers regarding parental involvement. The analysis of their responses are indicated below (See Table 4.1) :

Table 4.1. Averages, standard deviation and rank orders of averages concerning teachers responsibility towards parental involvement.

ITEM	AVERAGE	STANDARD DEVIATION	RANK ORDER
Proportion of teacher's total input regarding parental involvement			
Q 97. Listening to parents	6.74	2.33	1
Q 92. Parent/teacher meetings / associations	6.23	2.82	2
Q 94. Informal meetings with parents	5.35	2.92	3
Q 96. Telephoning parents	5.00	3.07	4
Q 95. Parents class visitation	4.76	3.45	5
Q 93. Visiting parents at home	2.33	2.82	6

Proportion of total input regarding :

- **Parent - teacher meetings/associations**

Over half of the respondents (57.6%) rate the contribution of the teacher in this aspect of parents - teacher meetings/association high in comparison to 42.3 which give a low rating. 42.3% rated this low by making their choices between 0 and 6 on the ten point scale. The average is 6.23 and the standard deviation is 2.82.

- **Visiting parents at home**

Less than a quarter of the respondents (14.4%) rated this input in the visiting of parents at home high, and a high percentage 85.7% rated it low. The average is 2.33 with a standard deviation of 3.0.

- **Informal meetings with parents**

Less than half the respondents (42.6%) rate the teachers contribution high and over a half (57.5%) rated it low. The average is 5.35 and the standard deviation is 2.92.

- **Parents class visitation**

Less than half the respondents (40.2%) rate the teacher's contribution high and over a half (59.8%) rated it low. The average is 4.76 and standard deviation 3.45.

- **Telephoning parents**

Respondents above a quarter (38.4%) rated the contribution of teachers high in this aspect of telephoning parents and a high percentage (61.6%) rated it very low. The average is 5.0 and standard deviation 3.07.

- **Listening to parents**

A high percentage (62.3%) of respondents indicated that this aspect of listening to parents is rated high by teachers. 37.7% of respondents rated this aspect low. The average is 6.74 and standard deviation 2.33.

In terms of six aspects that appears on Table 4.1 teachers indicate that they give parental involvement a reasonable proportion of their input. The averages lie between 2.33 and 6.74 on a ten point scale. The item judged top on the list is the one about listening to parents. Further, respondents showed that parent - teacher meetings/associations are conducted by teachers with parents. A response about parents visiting classes and informal meetings conducted with parents are indicated averagely. Home visiting was rated the lowest. The reason of this low rating could be the uncertainties and

uncomfortable experiences teachers associate with this item as indicated in chapter 2 (2.3.1)

4.5 STATEMENT OF HYPOTHESES :

A hypothesis is an empirically testable hunch or intelligent guess that a researcher predicts about a relationship that might exist between variables. Mulder and Swanepoel (1989 : 26) emphasize that a hypothesis gives direction to the investigation by indicating the procedures to be followed and the type of data to be collected. The researcher does not try to prove his hypothesis, but collects data so that he can eventually support or reject. The hypotheses to be tested are the null hypothesis (H_0) and the alternate hypothesis (H_a). These hypotheses are presented in Tables 4.2 to 4.13 that will follow.

In this study, hypotheses are formulated on the basis of the following independent variables : gender, age, teaching experience, mother tongue, language mostly used in teaching educational qualifications, mostly taught subject fields, primary and secondary school, current level of teacher's professional rank, marital status, number of pupils in class and teachers with children or those without. The abovementioned biographical data and the dependent variable namely parental involvement as the responsibility of the teacher are joined in contingency tables which are made of 2×2 , 3×2 , 4×2 and 5×2 . Contingency tables 3×2 , 4×2 and 5×2 indicate relationships between the independent and the dependent variables, whereas 2×2 contingency table indicates the proportion of one group of respondents in comparison to the proportion of another group of respondents' input of the same variable.

In the following paragraphs, hypotheses will be stated and tested using the information given in the various Tables.

4.5.1 Gender :

Hypotheses with gender as an independent variable are stated below.

Ho : There is no statistically significant difference between the proportion of male and female teachers and the proportion of input concerning parental involvement.

Ha : There is a statistically significant difference between the proportion of females and the proportion of male teachers concerning their input with respect to parental involvement.

Ho is supported with respect to items Q 92, Q 93, Q 94, Q 95, and Q 97. This means that there is no significant statistical difference between the proportion of female teachers and the proportion of male teachers concerning the proportion of input regarding parental involvement. Ho is further rejected in favour of Ha at 1% level of significance for items Q. 95 This means that the proportion of their input in parents' visitation to class as an aspect of parental involvement. According to Allison (1995 : 42) a high proportion of input given by female teachers as compared to the proportion of input given by their male counterparts, is that female teachers regard parents visitation to class (Q 95) as an extension of motherhood roles.

Table 4.2 Significance of differences between gender with respect to the proportion of input concerning parent - teacher meetings/association.

ITEM	GENDER		LOW INPUT	HIGH INPUT	TOTAL	CH2	P
Q. 92 Parent/teacher meetings association	MALES	F RP	71 0.444	89 0.556	160	0.295	0.587
	FEMALES	F RP	172 0.414	243 0.586	415		
		TOTAL	243	332	575		
Q. 93 Visiting parents at home	MALES	F RP	138 0.862	22 0.318	160	0.007	0.932
	FEMALES	F RP	355 0.855	60 0.145	415		
		TOTAL	493	82	575		
Q. 94 Informal meetings with parents	MALES	F RP	91 0.569	69 0.431	160	0.004	0.951
	FEMALES	F RP	239 0.576	176 0.424	415		
		TOTAL	330	245	575		
Q. 95 Parents class visitation	MALES	F RP	114 0.712	46 0.288	160	11.050	0.000
	FEMALES	F RP	231 0.557	184 0.443	415		
		TOTAL	345	230	575		
Q. 96 Telephoning parents	MALES	F RP	98 0.612	62 0.387	160	0.000	0.999
	FEMALES	F RP	256 0.617	159 0.383	415		
		TOTAL	354	221	575		
Q. 97 Listening to parents	MALES	F RP	70 0.437	90 0.562	160	3.259	0.071
	FEMALES	F RP	146 0.352	269 0.648	415		
		TOTAL	216	359	575		

* = 1% Level of significance
 ** = 5% Level of significance
 Degree of freedom = 1

F = Frequency
 RP = Row proportion
 CH2 = Chi-square

4.6.2 Age :

Following are hypotheses with age as an independent variable.

Ho : There is no significant statistical relationship between teacher's age and the proportion of input concerning parental involvement.

Ha : There is a statistically significant relationship between teachers age and the proportion of input concerning parental involvement.

As far as Table 4.3 is concerned, Ho is not rejected concerning items Q 92, Q 94, Q 95, Q 96 and Q 97. This indicates that there is no statistically significant relationship between the teacher's age and the abovementioned aspects of parental involvement. Further, Ho is rejected in favor of Ha on the 5% level of significance concerning item Q 93. This indicates that there is a statistical significant relationship between the teacher's age and the input they give to visiting parents (Q 93) as an aspect of parental involvement. Teachers of the three different age groups, give a low proportion of input into this aspect (Q 93) as compared to an input given to other aspects of parental involvement in this table.

According to Croft (1992 : 46), younger teachers are often uncertain about what to do when visiting parents at home.

TABLE 43 SIGNIFICANCE OF RELATIONSHIP BETWEEN TEACHER'S AGE AND THE PROPORTION OF INPUT CONCERNING PARENTAL INVOLVEMENT

ITEM	AGE		LOW INPUT	HIGH INPUT	TOTAL	CH2	P
Q. 92 Parent/teacher meetings association	21 - 29	F RP	71 0.480	77 0.520	148	3.24	0.197
	30 - 39	F RP	83 0.423	113 0.577	196		
	40 + OLDER	F RP	90 0.386	143 0.614	233		
		TOTAL	244	338	577		
Q. 93 Visiting parents at home	21 - 29	F RP	136 0.919	12 0.081	148	8.727	0.012 **
	30 - 39	F RP	158 0.806	38 0.194	196		
	40 + OLDER	F RP	200 0.858	33 0.142	233		
		TOTAL	494	83	577		
Q. 94 Informal meetings with parents	21 - 29	F RP	92 0.622	56 0.378	148	1.927	0.381
	30 - 39	F RP	108 0.551	88 0.449	196		
	40 + OLDER	F RP	131 0.562	102 0.438	233		
		TOTAL	331	246	577		
Q. 95 Parents class visitation	21 - 29	F RP	94 0.635	54 0.365	148	1.094	0.578
	30 - 39	F RP	114 0.582	82 0.418	196		
	40 + OLDER	F RP	138 0.592	95 0.408	233		
		TOTAL	346	231	577		
Q. 96 Telephoning parents	21 - 29	F RP	99 0.669	49 0.331	148	3.398	0.182
	30 - 39	F RP	112 0.571	84 0.429	196		
	40 + OLDER	F RP	144 0.618	89 0.382	233		
		TOTAL	355	222	577		
Q. 97 Listening to parents	21 - 29	F RP	56 0.378	92 0.622	148	0.844	0.724
	30 - 39	F RP	70 0.357	126 0.643	196		
	40 + OLDER	F RP	92 0.395	141 0.605	233		
		TOTAL	218	359	577		

* = 1% Level of significance
 ** = 5% Level of significance
 Degree of freedom = 2

F = Frequency
 RP = Row proportion
 CH2 = Chi-square

4.5.3 Teaching Experience :

The following are hypotheses concerning the teacher's teaching experience as an independent variable.

Ho : There is no significant statistical relationship between the teacher's teaching experiences and the proportion of input concerning parental involvement.

Ha : There is a statistically significant relationship between the teacher's teaching experiences and the proportion of input concerning parental involvement.

According to Table 4.4 Ho is rejected in favor of Ha on the 1% level of significance on item Q 96. Ho is rejected in favor of Ha on the 5% level of significance with item Q 93 & Q 94. Indications in this Table are that teachers give a low proportion of input on visiting parents at home (Q 93), conducting informal meetings with parents (Q 94) and telephoning parents (Q 96). The Table (4.4) further suggests that teachers with more experience give a larger proportion of their input into the mentioned aspects of parental involvement than teachers with less experience. According to Wildlake (1986 : 47), teachers with more experience have knowledge derived from the experience they have accumulated with years in working with parents. The experience enable teachers with more experience to conduct telephonic conversations and to visit parents than younger inexperienced teachers who feel afraid and inadequate to invite parents into class. Beginning teachers are also under tremendous pressure to demonstrate their competency in class in the presence of parents.

4.5.3 Teaching Experience :

The following are hypotheses concerning the teacher's teaching experience as an independent variable.

Ho : There is no significant statistical relationship between the teacher's teaching experiences and the proportion of input concerning parental involvement.

Ha : There is a statistically significant relationship between the teacher's teaching experiences and the proportion of input concerning parental involvement.

According to Table 4.4 Ho is rejected in favor of Ha on the 1% level of significance on item Q 96. Ho is rejected in favor of Ha on the 5% level of significance with item Q 93 & Q 94. Indications in this Table are that teachers give a low proportion of input on visiting parents at home (Q 93), conducting informal meetings with parents (Q 94) and telephoning parents (Q 96). The Table (4.4) further suggests that teachers with more experience give a larger proportion of their input into the mentioned aspects of parental involvement than teachers with less experience. According to Wildlake (1986 : 47), teachers with more experience have knowledge derived from the experience they have accumulated with years in working with parents. The experience enable teachers with more experience to conduct telephonic conversations and to visit parents than younger inexperienced teachers who feel afraid and inadequate to invite parents into class. Beginning teachers are also under tremendous pressure to demonstrate their competency in class in the presence of parents.

TABLE 4.4 SIGNIFICANCE OF RELATIONSHIP BETWEEN TEACHER'S TEACHING EXPERIENCES WITH RESPECT TO THE INPUT CONCERNING PARENTAL INVOLVEMENT

ITEM	TEACHING EXPER.		LOW INPUT	HIGH INPUT	TOTAL	CH2	P
Q. 92 Parent/teacher meetings association	0 -4 YRS	F RP	53 0.486	56 0.514	109	5.561	0.062
	5 - 10 YRS	F RP	75 0.466	86 0.534	161		
	11 YRS +	F RP	116 0.378	191 0.622	307		
		TOTAL	244	333	577		
Q. 93 Visiting parents at home	0 -4 YRS	F RP	101 0.927	8 0.073	109	8.973	0.011 **
	5 - 10 YRS	F RP	142 0.882	19 0.118	161		
	11 YRS +	F RP	251 0.818	56 0.182	307		
		TOTAL	494	83	577		
Q. 94 Informal meetings with parents	0 -4 YRS	F RP	72 0.661	37 0.339	109	7.215	0.027 **
	5 - 10 YRS	F RP	98 0.609	63 0.391	161		
	11 YRS +	F RP	161 0.527	146 0.476	307		
		TOTAL	331	246	577		
Q. 95 Parents class visitation	0 -4 YRS	F RP	74 0.679	35 0.321	109	5.145	0.076
	5 - 10 YRS	F RP	100 0.621	61 0.379	161		
	11 YRS +	F RP	172 0.560	135 0.440	307		
		TOTAL	346	231	577		
Q. 96 Telephoning parents		TOTAL	346	231	577	9.841	0.007 *
	0 -4 YRS	F RP	81 0.743	28 0.257	109		
	5 - 10 YRS	F RP	98 0.609	63 0.391	161		
	11 YRS +	F RP	176 0.573	131 0.427	307		
		TOTAL	355	222	577		
Q. 97 Listening to parents	0 -4 YRS	F RP	49 0.450	60 0.550	109	2.942	0.229
	5 - 10 YRS	F RP	58 0.360	103 0.640	161		
	11 YRS +	F RP	111 0.362	196 0.638	307		
		TOTAL	218	359	577		

* = 1% Level of significance
 ** = 5% Level of significance
 Degree of freedom = 2

F = Frequency
 RP = Row proportion
 CH2 = Chi-square

4.5.4 Mother Tongue :

The following are hypotheses concerning mother tongue as an independent variable.

Ho : There is no relationship between spoken languages of teachers and the proportion of input concerning parental involvement.

Ha : There is a relationship between spoken languages of teachers and the proportion of input concerning parental involvement.

Ho is rejected on the 1% level of significance in favor of Ha for item Q 92 and Q 93. This means that the Mother tongue of the teacher influences the proportion of input into parental involvement. Teachers speaking Afrikaans, English and African Languages give a higher input into parent-teacher meetings and a low input into visiting parents at home as indicated in Table 4.5. Croft (1992 : 46) stated that visiting parents at home (Q 93) is rated very low by the three groups because teachers are often uncertain about what to do. When visiting parents teachers are also discouraged by the unwelcoming attitudes and negative experiences associated with parents at home (See 2.3.4). On the other hand, parent - teacher meetings are held regularly at schools, and teachers are well acquainted with those meetings, hence, a high input on this aspect (parent - teacher meeting / associations).

TABLE 4.5 SIGNIFICANCE OF RELATIONSHIP BETWEEN LANGUAGES SPOKEN BY TEACHERS WITH RESPECT TO THE INPUT CONCERNING PARENTAL INVOLVEMENT

ITEM	MOTHER TONGUE		LOW INPUT	HIGH INPUT	TOTAL	CH2	P
Q. 92 Parent/teacher meetings association	AFRIKAANS	F RP	65 0.485	69 0.515	134	26.023	0.000 *
	ENGLISH	F RP	132 0.500	132 0.500	264		
	REST (03 - 11)	F RP	47 0.267	129 0.733	176		
		TOTAL	244	330	574		
Q. 93 Visiting parents at home	AFRIKAANS	F RP	122 0.910	12 0.090	134	41.137	0.000 *
	ENGLISH	F RP	245 0.928	19 0.072	264		
	REST (03 - 11)	F RP	127 0.722	49 0.278	176		
		TOTAL	494	80	574		
Q. 94 Informal meetings with parents	AFRIKAANS	F RP	82 0.612	52 0.388	134	1.005	0.604
	ENGLISH	F RP	148 0.561	116 0.439	264		
	REST (03 - 11)	F RP	100 0.568	76 0.432	176		
		TOTAL	330	244	574		
Q. 95 Parents class visitation	AFRIKAANS	F RP	73 0.545	61 0.455	134	2.265	0.322
	ENGLISH	F RP	161 0.610	103 0.390	264		
	REST (03 - 11)	F RP	110 0.625	66 0.375	176		
		TOTAL	344	230	574		
Q. 96 Telephoning parents		TOTAL	344	230	574	4.922	0.085
	AFRIKAANS	F RP	91 0.679	43 0.321	134		
	ENGLISH	F RP	151 0.572	113 0.428	264		
	REST (03 - 11)	F RP	113 0.642	63 0.358	176		
		TOTAL	355	219	574		
Q. 97 Listening to parents	AFRIKAANS	F RP	52 0.388	82 0.612	134	3.337	0.188
	ENGLISH	F RP	108 0.409	156 0.591	264		
	REST (03 - 11)	F RP	57 0.324	119 0.676	176		
		TOTAL	217	357	574		

* = 1% Level of significance
 ** = 5% Level of significance
 Degree of freedom = 2

F = Frequency
 RP = Row proportion
 CH2 = Chi-square

4.5.5 Highest Educational Qualifications :

Following are hypotheses about the teachers' highest educational qualifications as an independent variable.

H₀ : There is no relationship between teachers with the highest educational qualifications and the proportion of input concerning parental involvement.

H_a : There is a relationship between teachers with the highest educational qualifications and the proportion of input concerning parental involvement.

Table 4.6 indicates that H₀ is rejected in favor of H_a on the 1% level of significance for Q 95. H₀ is further rejected in favor of H_a on the 5% level of significance for Q 92, Q 93 and Q 97. This means that qualifications play a role in parental involvement. Indications from Table 4.6 are that teachers with a lower qualifications (Std 10 and diploma) give an input to visiting parents at home (Q 93) and involving parents in the class (Q 95) than teachers with high qualifications. They involve parents in meetings and associations (Q 92) and listen to them (parents) (Q 97). Gumberst (1990 : 34) explains that principals and other seniors, possibly those with high qualifications delegate tasks to be dealt with parents to ordinary teachers with low qualifications. Therefore teachers spend a relatively large amount of time in making parental engagements in classes than the principal, deputy-principal and head of departments. Hence a high proportion of input given on this Table by teachers with lower qualifications.

TABLE 4.6 SIGNIFICANCE OF RELATIONSHIP BETWEEN TEACHERS HIGHEST EDUCATIONAL QUALIFICATION WITH RESPECT TO THE INPUT CONCERNING PARENTAL INVOLVEMENT

ITEM	AVERAGES OF PUPILS IN CLASS		LOW INPUT	HIGH INPUT	TOTAL	CH2	P
Q. 92 Parent/teacher meetings association	STD 10 AND LOWER	F RP	8 0.286	20 0.714	28	9.128	0.027 **
	DIPLOMA	F RP	110 0.381	179 0.619	289		
	B-DEGREE & P.SCH. DIP.	F RP	78 0.470	88 0.530	166		
	POST GRADUATE	F RP	49 0.516	46 0.484	95		
	TOTAL		245	333	578		
Q. 93 Visiting parents at home	STD 10 AND LOWER	F RP	20 0.714	8 0.286	28	10.575	0.014 **
	DIPLOMA	F RP	240 0.830	49 0.170	289		
	B-DEGREE & P.SCH. DIP.	F RP	148 0.892	18 0.108	166		
	POST GRADUATE	F RP	87 0.916	8 0.084	95		
	TOTAL		495	83	578		
Q. 94 Informal meetings with parents	STD 10 AND LOWER	F RP	13 0.464	15 0.536	28	6.193	0.102
	DIPLOMA	F RP	158 0.547	131 0.453	289		
	B-DEGREE & P.SCH. DIP.	F RP	97 0.584	69 0.416	166		
	POST GRADUATE	F RP	64 0.674	31 0.326	95		
	TOTAL		332	246	578		
Q. 95 Parents class visitation	STD 10 AND LOWER	F RP	14 0.500	14 0.500	28	33.382	0.000 *
	DIPLOMA	F RP	142 0.491	147 0.509	289		
	B-DEGREE & P.SCH. DIP.	F RP	119 0.717	47 0.283	166		
	POST GRADUATE	F RP	71 0.747	24 0.253	95		
	TOTAL		346	232	578		
Q. 96 Telephoning parents	STD 10 AND LOWER	F RP	19 0.679	9 0.321	28	3.094	0.377
	DIPLOMA	F RP	171 0.592	118 0.408	289		
	B-DEGREE & P.SCH. DIP.	F RP	101 0.608	65 0.392	166		
	POST GRADUATE	F RP	65 0.684	30 0.316	95		
	TOTAL		356	222	578		
Q. 97 Listening to parents	STD 10 AND	F	5	23	28	8.994	0.029

	LOWER	RP	0.179	0.821		
	DIPLOMA	F RP	101 0.349	188 0.651	289	
	B-DEGREE & P.SCH. DIP.	F RP	69 0.416	97 0.584	166	
	POST GRADUATE	F RP	43 0.453	52 0.547	95	
		TOTAL	218	360	578	*

* = 1% Level of significance
 ** = 5% Level of significance
 Degree of freedom = 3

F = Frequency
 RP = Row proportion
 CH2 = Chi-square

4.5.6 Language used for Teaching :

The following hypotheses concern the language used by teachers for teaching (instruction) as an independent variable.

H₀ : There is no statistically significant relationship between teacher's medium of instruction and the proportion of input concerning parental involvement.

H_a : There is a statistically relationship between teacher's medium of instruction and the proportion of input concerning parental involvement.

Table 4.7 shows that H₀ is rejected in favor of H_a on the 1% level of significance for item Q 93. This means that there is a statistical relationship between the teacher's medium of instruction and the proportion of input concerning visiting parents at home as an aspect of parental involvement. Teachers using Afrikaans, English and African languages as medium of instruction, give a low input into visiting parents at home as an aspect of parental involvement. Reasons could be similar to the one given with the explanation on the analysis of Table 4.5.

TABLE 4.7 SIGNIFICANCE OF RELATIONSHIP BETWEEN TEACHERS MEDIUM OF INSTRUCTION AND THE PROPORTION OF INPUT CONCERNING PARENTAL INVOLVEMENT

ITEM	MOTHER TONGUE		LOW INPUT	HIGH INPUT	TOTAL	CH2	P
Q. 92 Parent/teacher meetings association	AFRIKAANS	F RP	35 0.461	41 0.539	76	2.950	0.228
	ENGLISH	F RP	182 0.421	250 0.579	432		
	REST (04 - 12)	F RP	13 0.302	30 0.698	43		
		TOTAL	230	321	551		
Q. 93 Visiting parents at home	AFRIKAANS	F RP	70 0.921	6 0.079	76	17.641	0.000
	ENGLISH	F RP	374 0.866	58 0.134	432		
	REST (04 - 12)	F RP	28 0.651	15 0.349	43		
		TOTAL	472	79	551		
Q. 94 Informal meetings with parents	AFRIKAANS	F RP	42 0.553	34 0.447	76	0.754	0.685
	ENGLISH	F RP	249 0.576	183 0.424	432		
	REST (04 - 12)	F RP	22 0.512	21 0.488	43		
		TOTAL	313	238	551		
Q. 95 Parents class visitation	AFRIKAANS	F RP	42 0.553	34 0.447	76	1.552	0.46
	ENGLISH	F RP	263 0.609	169 0.391	432		
	REST (04 - 12)	F RP	23 0.535	20 0.465	43		
		TOTAL	328	223	551		
Q. 96 Telephoning parents	AFRIKAANS	F RP	50 0.658	26 0.342	76	0.616	0.735
	ENGLISH	F RP	264 0.611	168 0.389	432		
	REST (04 - 12)	F RP	27 0.628	16 0.372	43		
		TOTAL	341	210	551		
Q. 97 Listening to parents	AFRIKAANS	F RP	25 0.329	51 0.671	76	1.889	0.388
	ENGLISH	F RP	167 0.387	265 0.613	432		
	REST (04 - 12)	F RP	13 0.302	30 0.698	43		
		TOTAL	205	346	551		

* = 1% Level of significance
 ** = 5% Level of significance
 Degree of freedom = 2

F = Frequency
 RP = Row proportion
 CH2 = Chi-square

4.5.7 Subjects mostly taught :

The following hypotheses regard the subjects mostly taught at school as an independent variable.

H₀ : There is no statistically significant relationship between subjects mostly taught and the teacher's proportion of input concerning parental involvement.

H_a : There is a statistically significant relationship between subjects mostly taught and the teacher's proportion of input concerning parental involvement.

According to Table 4.8, H₀ is rejected in favor of H_a on the 1% level of significance for item Q 92, Q 93, Q 94, Q 95 and Q 97. H₀ is again rejected in favor of H_a on the 5% level of significance for item Q 96. This means that there is a relationship between the subjects teachers mostly teach and the aspects of parental involvement. Teachers teaching junior primary subjects give more input than other teachers regarding the aspects of parental involvement. A high input by junior primary teachers in comparison to the other teachers is that they want to establish early positive relationship with parents acquainting them with subjects and the basic skills instruction that will be taught, and the security needed for younger children.

TABLE 4.8 SIGNIFICANCE OF RELATIONSHIP BETWEEN SUBJECTS MOSTLY TAUGHT WITH RESPECT
THE INPUT CONCERNING PARENTAL INVOLVEMENT

ITEM	SUBJECTS MOSTLY TAUGHT		LOW INPUT	HIGH INPUT	TOTAL	CH2	P
Q. 92 Parent/teacher meetings association	LANGUAGES	F RP	50 0.407	73 0.593	134	15.201	0.004 *
	PHYS. TECH & PRACT. SUB	F RP	55 0.591	38 0.409	93		
	HUM. & ECO. SCIENCES	F RP	36 0.404	53 0.596	89		
	JUNIOR PRIMARY	F RP	47 0.338	92 0.662	139		
	SENIOR PRIMARY	F RP	47 0.416	66 0.584	113		
		TOTAL		235	322		
Q. 93 Visiting parents at home	LANGUAGES	F RP	107 0.870	16 0.130	123	17.504	0.001 **
	PHYS. TECH & PRACT. SUB	F RP	87 0.935	6 0.065	93		
	HUM. & ECO. SCIENCES	F RP	79 0.888	10 0.112	89		
	JUNIOR PRIMARY	F RP	105 0.755	34 0.245	139		
	SENIOR PRIMARY	F RP	99 0.876	14 0.124	113		
		TOTAL		477	80		
Q. 94 Informal meetings with parents	LANGUAGES	F RP	78 0.634	45 0.366	123	49.892	0.000 **
	PHYS. TECH & PRACT. SUB	F RP	73 0.785	20 0.215	93		
	HUM. & ECO. SCIENCES	F RP	51 0.573	38 0.427	89		
	JUNIOR PRIMARY	F RP	48 0.345	91 0.655	139		
	SENIOR PRIMARY	F RP	71 0.628	42 0.372	113		
		TOTAL		321	236		
Q. 95 Parents class visitation	LANGUAGES	F RP	90 0.732	33 0.268	123	81.68	0.000 **
	PHYS. TECH & PRACT. SUB	F RP	75 0.806	18 0.194	93		
	HUM. & ECO. SCIENCES	F RP	65 0.730	24 0.270	89		
	JUNIOR PRIMARY	F RP	43 0.309	96 0.691	139		
	SENIOR PRIMARY	F RP	63 0.558	50 0.442	113		
		TOTAL		336	221		

Q. 96 Telephoning parents	LANGUAGES	F	76	47	123	11.224	0.02 **
		RP	0.618	0.382			
	PHYS. TECH & PRACT. SUB	F	67	26	93		
		RP	0.720	0.280			
	HUM. & ECO. SCIENCES	F	60	29	89		
		RP	0.674	0.326			
	JUNIOR PRIMARY	F	72	67	139		
	RP	0.518	0.482				
SENIOR PRIMARY	F	70	43	113			
	RP	0.619	0.381				
	TOTAL		345	212	557		
Q. 97 Listening to parents	LANGUAGES	F	46	77	123	41.246	0.00 *
		RP	0.374	0.626			
	PHYS. TECH & PRACT. SUB	F	48	45	93		
		RP	0.516	0.484			
	HUM. & ECO. SCIENCES	F	47	42	89		
		RP	0.528	0.472			
	JUNIOR PRIMARY	F	24	115	139		
	RP	0.173	0.827				
SENIOR PRIMARY	F	45	68	113			
	RP	0.398	0.602				
	TOTAL		210	347	557		

* = 1% Level of significance
 ** = 5% Level of significance
 Degree of freedom = 4

F = Frequency
 RP = Row proportion
 CH2 = Chi-square

4.5.8 School :



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The following hypotheses concern the school as an independent variable.

H₀ : There is no statistically significant difference between the proportion of Secondary and Primary school teachers concerning the proportion of their input with respect to parental involvement.

H_a : There is a statistically significant difference between the Secondary and Primary school teachers concerning the proportion of their input with respect to parental involvement.

The data on Table 4.9 leads us to reject H₀ in favor of H_a at the 1% level of significance for items Q 93, Q 94, Q 95, Q 96 and Q 97, and at 5% level of significance for item Q 92.

Primary school teachers give more input to all aspects of parental involvement namely parent - teacher meetings, visiting parents at home, informal meetings with parents, parents class visitation, telephoning and listening to parents than teachers at secondary schools. Rich (1987 : 44) asserted that there is a higher proportion of input in primary schools than secondary schools, because both parents and teachers are concerned about the whole and general being of a child.

TABLE 4.9 SIGNIFICANCE OF DIFFERENCES BETWEEN SECONDARY AND PRIMARY SCHOOL TEACHERS WITH RESPECT TO THE PROPORTION OF INPUT CONCERNING PARENTAL INVOLVEMENT

ITEM	SCHOOL		LOW INPUT	HIGH INPUT	TOTAL	CH2	P
Q. 92 Parent/teacher meetings association	SECONDARY	F RP	129 0.476	116 0.524	245	5.285	0.021 *
	PRIMARY	F RP	142 0.378	191 0.622	333		
		TOTAL	271	307	578		
Q. 93 Visiting parents at home	SECONDARY	F RP	247 0.911	24 0.89	271	11.739	0.000 *
	PRIMARY	F RP	248 0.808	59 0.192	307		
		TOTAL	271	83	578		
Q. 94 Informal meetings with parents	SECONDARY	F RP	186 0.686	85 0.314	332	25.303	0.000 *
	PRIMARY	F RP	146 0.476	161 0.524	246		
		TOTAL	271	307	578		
Q. 95 Parents class visitation	SECONDARY	F RP	208 0.768	63 0.232	346	59.269	0.000 *
	PRIMARY	F RP	138 0.450	169 0.550	232		
		TOTAL	271	307	578		
Q. 96 Telephoning parents	SECONDARY	F RP	185 0.683	86 0.317	271	9.083	0.002 *
	PRIMARY	F RP	171 0.557	136 0.443	307		
		TOTAL	356	222	578		
Q. 97 Listening to parents	SECONDARY	F RP	133 0.491	138 0.509	271	27.132	0.000 *
	PRIMARY	F RP	85 0.277	222 0.723	307		
		TOTAL	218	360	578		

* = 1% Level of significance
 ** = 5% Level of significance
 Degree of freedom = 1

F = Frequency
 RP = Row proportion
 CH2 = Chi-square

4.59 Current Level of Post :

The following hypotheses concern the teacher's current level of post as an independent variable.

H₀ : There is no statistically significant relationship between teachers current level of post and the proportion of input concerning parental involvement.

H_a : There is a statistically significant relationship between teachers current level of post and the proportion of input concerning parental involvement.

Table 4.10 suggests that H₀ is rejected on the 1% level of significance in favor of H_a for item Q 92, Q 94 and Q 96. This indicates that there is a relationship between the teacher's current level of post and the input made by teachers concerning parent - teacher meetings, informal meetings with parents and telephoning parents as aspects of parental involvement. As indicated by Table 4.10, the proportion of input given by principals is higher than a proportion of input given by head of departments and teachers. According to Taylor (1985 : 76) a high input made by principals and deputy-principals, not teachers, is caused by communication that is relatively limited between head of departments, ordinary teachers and parents. If parents make a public or private visit, they are likely to meet only the principal with a rare chance of arriving at a teacher. The same with telephonic conversations, which is in other cases only in the principal's office.

TABLE 4.10 SIGNIFICANCE OF RELATIONSHIP BETWEEN THE TEACHER'S CURRENT LEVEL OF POST WITH RESPECT TO THE INPUT CONCERNING PARENTAL INVOLVEMENT

ITEM	CURRENT LEVEL OF POST		LOW INPUT	HIGH INPUT	TOTAL	CH2	P
Q. 92 Parent/teacher meetings association	PRINCIPAL + DEP. PRINC.	F RP	4 0.095	38 0.905	42	25.782	0.000*
	HEAD OF DEPARTMENT	F RP	29 0.333	58 0.667	87		
	TEACHER	F RP	212 0.472	237 0.528	449		
		TOTAL	245	333	578		
Q. 93 Visiting parents at home	PRINCIPAL + DEP. PRINC.	F RP	38 0.786	9 0.214	42	2.852	0.240
	HEAD OF DEPARTMENT	F RP	78 0.897	9 0.103	87		
	TEACHER	F RP	384 0.855	65 0.145	449		
		TOTAL	495	83	578		
Q. 94 Informal meetings with parents	PRINCIPAL + DEP. PRINC.	F RP	16 0.381	26 0.619	42	9.154	0.010*
	HEAD OF DEPARTMENT	F RP	45 0.571	42 0.483	87		
	TEACHER	F RP	271 0.604	178 0.396	449		
		TOTAL	332	246	578		
Q. 95 Parents class visitation	PRINCIPAL + DEP. PRINC.	F RP	26 0.619	16 0.381	42	2.176	0.336
	HEAD OF DEPARTMENT	F RP	58 0.667	29 0.333	87		
	TEACHER	F RP	262 0.584	187 0.416	449		
		TOTAL	346	232	578		
Q. 96 Telephoning parents	PRINCIPAL + DEP. PRINC.	F RP	17 0.405	25 0.595	42	12.271	0.002*
	HEAD OF DEPARTMENT	F RP	47 0.540	40 0.460	87		
	TEACHER	F RP	292 0.650	157 0.350	449		
		TOTAL	356	222	578		
Q. 97 Listening to parents	PRINCIPAL + DEP. PRINC.	F RP	10 0.238	32 0.762	42	3.732	0.154
	HEAD OF DEPARTMENT	F RP	34 0.391	53 0.609	87		
	TEACHER	F RP	174 0.388	275 0.612	449		
		TOTAL	218	360	578		

* = 1% Level of significance
 ** = 5% Level of significance
 Degree of freedom = 2

F = Frequency
 RP = Row proportion
 CH2 = Chi-square
 Dept. Principal = Deputy principal

4.5.10 Marital Status :

Following are hypotheses concerning marital status as an independent variable.

Ho : There is no statistically significant relationship between the teachers marital status and the proportion of input concerning parental involvement.

Ha : There is a statistically significant relationship between the teachers marital status and the proportion of input concerning parental involvement.

According to Table 4.5.11 Ho is supported with respect to all items i.e. Q 92, Q 93, Q 94, Q 95, Q 96 and Q 97. There is thus no statistically significant relationship between the teacher's marital status and the proportion of input concerning aspects of parental involvement i.e. Teachers with different mentioned marital status give a proportion of their input in parent - teacher meetings, informal meeting with parents, parents class visitation, telephoning and listening to parents and a lower input on visiting parents at home.



TABLE 4.11 SIGNIFICANCE OF RELATIONSHIP BETWEEN THE TEACHERS MARITAL STATUS WITH RESPECT TO THE PROPORTION OF INPUT CONCERNING PARENTAL INVOLVEMENT

ITEM	MARITAL STATUS		LOW INPUT	HIGH INPUT	TOTAL	CH2	P
Q. 92 Parent/teacher meetings association	MARRIED	F RP	162 0.434	211 0.566	373	2.063	0.36
	UNMARRIED	F RP	62 0.434	81 0.566	143		
	DIV. ESTR. WIDOW/ER	F RP	21 0.339	41 0.661	62		
		TOTAL	245	333	578		
Q. 93 Visiting parents at home	MARRIED	F RP	322 0.863	51 0.137	373	0.732	0.69
	UNMARRIED	F RP	122 0.853	21 0.147	143		
	DIV. ESTR. WIDOW/ER	F RP	51 0.823	11 0.177	62		
		TOTAL	495	83	578		
Q. 94 Informal meetings with parents	MARRIED	F RP	218 0.584	155 0.416	373	1.579	0.45
	UNMARRIED	F RP	83 0.580	60 0.420	143		
	DIV. ESTR. WIDOW/ER	F RP	31 0.500	31 0.500	62		
		TOTAL	322	246	578		
Q. 95 Parents class visitation	MARRIED	F RP	217 0.582	156 0.418	373	3.662	0.16
	UNMARRIED	F RP	95 0.664	48 0.336	143		
	DIV. ESTR. WIDOW/ER	F RP	34 0.548	28 0.452	62		
		TOTAL	346	232	578		
Q. 96 Telephoning parents	MARRIED	F RP	227 0.609	146 0.391	373	0.34	0.84
	UNMARRIED	F RP	91 0.636	52 0.364	143		
	DIV. ESTR. WIDOW/ER	F RP	38 0.613	24 0.387	62		
		TOTAL	356	222	578		
Q. 97 Listening to parents	MARRIED	F RP	143 0.383	230 0.617	0.183	0.912	0.15
	UNMARRIED	F RP	52 0.364	91 0.636	143		
	DIV. ESTR. WIDOW/ER	F RP	23 0.371	39 0.629	62		
		TOTAL	218	360	578		

* = 1% Level of significance
Degree of freedom = 2

F = Frequency
RP = Row proportion
CH2 = Chi-square
Div. Estr. = Divorced Estranged

4.5.11 Averages of Pupils in Class :

The following hypotheses are averages number of pupils in class as an independent variable.

Ho : There is no statistically significant relationship between the teacher's averages of pupils in class and the proportion of input concerning parental involvement.

Ha : There is a statistically significant relationship between the teacher's averages of pupils in class and the proportion of input concerning parental involvement.

The data on Table 4.12 shows that Ho is rejected on the 1% level of significance in favor of Ha for item Q 93 and on the 5% level of significance on Q 92. This means that there is a significant relationship between teachers who have different average number of pupils in their classes and the input concerning parental involvement. The teachers with an average of 29 pupils in class give a lesser input than teachers with averages of 30 - 39, 40 and more concerning parent - teacher meetings (Q 92) and visiting parents at home (Q 93) as aspects of parental involvement. The reason is that teachers with a large number of pupils in class encounter more problems concerning control of the class, discipline and lack of attending to learners individually (Zaaiman, Brown & Notley 1994 : 45).

TABLE 4.12 SIGNIFICANCE OF RELATIONSHIP BETWEEN TEACHER'S AVERAGES OF PUPILS IN CLASS WITH RESPECT TO THE INPUT CONCERNING PARENTAL INVOLVEMENT

ITEM	AVERAGES OF PUPILS IN CLASS		LOW INPUT	HIGH INPUT	TOTAL	CH2	P
Q. 92 Parent/teacher meetings association	< - 29	F RP	92 0.460	108 0.540	200	6.228	0.044 **
	30 - 39	F RP	109 0.445	138 0.555	245		
	40 & MORE	F RP	44 0.331	89 0.669	133		
		TOTAL	246	333	678		
Q. 93 Visiting parents at home	< - 29	F RP	188 0.940	121 0.060	200	22.026	0.000
	30 - 39	F RP	206 0.841	39 0.159	245		
	40 & MORE	F RP	101 0.759	32 0.241	133		
		TOTAL	495	83	678		
Q. 94 Informal meetings with parents	< - 29	F RP	128 0.640	72 0.360	200	5.169	0.610
	30 - 39	F RP	130 0.531	115 0.469	245		
	40 & MORE	F RP	74 0.556	59 0.444	133		
		TOTAL	332	246	678		
Q. 95 Parents class visitation	< - 29	F RP	128 0.64	72 0.36	200	2.184	0.335
	30 - 39	F RP	141 0.576	104 0.424	245		
	40 & MORE	F RP	77 0.579	56 0.421	133		
		TOTAL	348	232	678		
Q. 96 Telephoning parents	< - 29	F RP	130 0.650	70 0.350	200	1.804	0.405
	30 - 39	F RP	144 0.588	101 0.412	245		
	40 & MORE	F RP	82 0.617	51 0.383	133		
		TOTAL	366	222	678		
Q. 97 Listening to parents	< - 29	F RP	83 0.415	117 0.585	200	5.432	0.660
	30 - 39	F RP	96 0.392	149 0.608	245		
	40 & MORE	F RP	39 0.293	94 0.707	133		

* = 1% Level of significance
 ** = 5% Level of significance
 Degree of freedom = 2

F = Frequency
 RP = Row proportion
 CH2 = Chi-square

4.5.12 Own Children :

The following hypotheses concern an independent variable on whether teachers have their own children at school or not.

H₀ : There is no statistically significant difference between teachers with children and those without children at school concerning the proportion of their input with respect to parental involvement.

H_a : There is a statistically significant difference between teachers with children and those without children at school concerning the proportion of their input with respect to parental involvement.

Table 4.13 suggests that H₀ is supported with respect to all aspects of parental involvement. This means that there is no statistically significant difference between teachers with own children and those without children of their own at school concerning the proportion of the teacher's input with respect to aspects of parental involvement. Further, teachers with children and those without children at school give a very low input on visiting parents at home as compared to the high input teachers give on parent - teacher meetings, informal meetings with parents, parents class visitation, telephoning and listening to parents.

TABLE 4.13 SIGNIFICANCE OF DIFFERENCES BETWEEN TEACHERS WITH OWN CHILDREN AND THOSE WITHOUT CHILDREN AT SCHOOL CONCERNING THE PROPORTION OF THEIR INPUT WITH RESPECT TO PARENTAL INVOLVEMENT

ITEM	OWN CHILDREN		LOW INPUT	HIGH INPUT	TOTAL	CH2	P
Q. 92 Parent/teacher meetings association	YES	F RP	151 0.401	226 0.599	377	2.152	0.142
	NO	F RP	94 0.468	107 0.532	201		
		TOTAL	245	333	578		
Q. 93 Visiting parents at home	YES	F RP	320 0.849	57 0.151	377	0.346	0.556
	NO	F RP	175 0.871	26 0.129	201		
		TOTAL	495	83	578		
Q. 94 Informal meetings with parents	YES	F RP	208 0.552	169 0.448	377	2.020	0.155
	NO	F RP	124 0.617	77 0.383	201		
		TOTAL	322	246	578		
Q. 95 Parents class visitation	YES	F RP	219 0.581	158 0.419	377	1.212	0.271
	NO	F RP	127 0.632	74 0.368	201		
		TOTAL	346	201	578		
Q. 96 Telephoning parents	YES	F RP	228 0.605	149 0.395	377	0.442	0.506
	NO	F RP	128 0.637	73 0.363	201		
		TOTAL	356	222	578		
Q. 97 Listening to parents	YES	F RP	147 0.390	230 0.610	377	0.603	0.437
	NO	F RP	71 0.353	130 0.647	201		
		TOTAL	218	360	578		

* = 1% Level of significance
 ** = 5% Level of significance
 Degree of freedom = 1

F = Frequency
 RP = Row proportion
 CH2 = Chi-square

CHAPTER 5

OVERVIEW, SUMMARY AND FINDINGS, CRITICAL EVALUATION AND RECOMMENDATIONS

5.1 OVERVIEW

In chapter one a general orientation, problem formulation, aim of study, clarification of concepts and plan of study were done. In chapter two, literature survey on parental involvement, teacher responsibility was conducted to provide more information on the problem. Chapter three described the research design and the plan of the research. In chapter four the researcher dealt with analysis and interpretation of empirical data. In this chapter, the summary of research findings are provided. A critical evaluation of the study as well as recommendations will also be made.

5.2 SUMMARY OF FINDINGS

An analysis of the empirical data indicated that the following variables have no statistical significant difference regarding the proportion of input teachers made concerning parental involvement as the responsibility of a teacher.

- **Teachers with own children and those without children at school :**

There is no statistical significant difference between teachers with own children and those without children at school, regarding a proportion of input they made concerning the six aspects of parental involvement.

- **Marital status :**

There is no statistically significant relationship between the teachers marital status and the proportion of input concerning parental involvement i.e. teachers whether married, unmarried, divorced, estranged, widow or widower are conscious about the role parents play in the education of their children. Thus they give their proportion of input into aspects of parental involvement.

The following variables indicate that there is a significant statistical relationship regarding the proportion of input made concerning parental involvement as a responsibility of the teacher.

- **Gender :**

Female teachers give a high proportion of input into parental involvement mostly with parents class visitation as compared to male teachers. The reason could be that female teachers prefer parent visits to the class because they regard it as an extension of motherhood roles which is less regarded and less challenging to their male counterparts.

- **Age :**

The teachers of the three different age groups give the lowest proportion of input into visiting parents at home as compared to an input they give to other aspects of parental involvement. Reasons for a low input could be similar to the ones given on 2.3.1.

- **Teaching experience :**

Teachers with more teaching experience give a larger proportion of their input into the aspects of parental involvement than the teachers with less experience. This is possible because teachers with more teaching experience have more knowledge accumulated with years in working with parents than teachers with lesser experience.

- **Mother tongue and language of instruction :**

Afrikaans, English and African languages speaking teachers and teachers using Afrikaans, English and African languages as a medium of instruction, give a very low input on visiting parents at home as compared to the high input given by the three groups of teachers to parents - teacher meetings as an aspect of parental involvement. A high input on parent - teacher meetings is the fact that parents - teacher associations have been known for years as mouthpiece of parents at schools (Wildlake 1986 : 67). Visiting home receives a low input because of reasons similar to the ones stated in 4.5.4.

- **Highest qualifications :**

Expectations are that teachers with high qualifications should involve parents more with the six aspects of parental involvement than teachers with lower qualifications, but evidence from data collected indicated the opposite (See 4.6.5). It may be that teachers with higher qualifications in comparison to teachers with lower qualifications, occupy senior positions where they seldom go to class.

- **Subjects mostly taught :**

It is evident that junior primary teachers give more input than teachers teaching other subjects with aspects of parental involvement at this level to make sure children are able to learn basics such as writing and reading.

- **Schools :**

Primary school teachers differ from secondary school ones concerning a proportion of input made concerning parental involvement. Primary school teachers give more input than secondary school teachers probably because the younger learners need both teacher and parent contribution on teaching and learning matters.

- **Current level of post :**

Findings on this item indicate that principals and deputy-principals have the largest proportion of input into parental involvement in comparison to teachers, regarding parent

- teacher meeting, informal meeting with parents and telephoning parents. This is possible because parents when visiting, they generally meet the principal, and sometimes they go home without talking to the teachers.

- **Average pupils in class :**

Data collected indicated that there is a statistical significant relationship between an input of teachers with different averages of pupils in class. Teachers with more average number of pupils in class involve parents more than teachers with lesser numbers of learners in class. Probably a high input from teachers with more learners in class is that a larger number of learners are less manageable than smaller ones.

5.3 EDUCATIONAL IMPLICATIONS

The teachers, seemingly remain the only body that can guide and teach parents about their involvement at school. They possess the skills and structured knowledge to teach and to guide parents to understand the importance of their participation in education. Teachers have the capacity to reach and influence a greater part of the community with learners they have at schools, and with their participation in community projects as indicated in 2.7.3. Therefore it is the responsibility of teachers to educate parents with school related matters.

5.4 FURTHER RESEARCH

Home visiting as an aspect of parental involvement was given the lowest proportion of input in comparison with other aspects of parental involvement. Therefore, other researchers can further investigate and come with various ways of how effectively teachers can involve parents with home visiting.

5.5 CRITICAL EVALUATION OF THE RESEARCH

The results of this research could have been different, perhaps also more representative of the Gauteng province teachers had a number of questionnaires distributed been all recovered e.g. Total amount 1004 questionnaires distributed and 578 recovered.

At the Gauteng province where the research survey was conducted, the area is mainly urban. It could be possible that the outcome of the research could be different when conducted in the rural areas. Therefore the research findings cannot be regarded as representative of the rest of the country, but valid for providing some educational insight.

5.6 RECOMMENDATIONS

There are daily frustrations, challenges and expectations that are all part of the teaching situation that teachers can alleviate by giving an undivided attention to parental involvement as their responsibility. The researcher, however, puts forward the following recommendations :

- The collected data has made the researcher aware that there is a need of educators with expertise in this area to meet specialized demands of the society. Therefore, Teachers Colleges, Universities and other higher institutions of learning, should design courses for specialization in this field, to meet the broader scope of parental involvement.
- Parental involvement must be seen to be a continuous process whereby teachers will incorporate in their duties how to involve parents in workshops, seminars and follow-up programs to empower them, to ensure understanding and to encourage commitment and participation.

- Teachers should make the role of parents in children's education compulsory for all. If few parents and teachers are involved, it will be difficult for parents who don't play their role to keep abreast with modern developments found in the education of their children.
- Home visits should receive more attention as it has been rated the lowest as compared with other aspects of parental involvement. The teachers should workshop themselves on this aspect, to build their confidence in visiting parents at home. They should form groups whereby visits will not be done by individuals i.e. teamwork.

5.7 CONCLUSION

The literature in this investigation indicated the importance of parental involvement and that its success depends on the efforts the teachers make to it. It was further found that building positive teacher - parent relationship is essential for the education of children. Also that the quality of parent involvement depends on the teacher's commitment to this aspect.

In the final analysis it becomes evident that parental involvement can only reach its full potential if there is effective communication for both parties to realize a common responsibility each carries. Further, the researcher feels that if teachers can give more input into parental involvement than before, uncomfortable situations that can cause a relationship and communication gap between parents, teachers and children can be tackled easier before it becomes a problem. Co-operation, mutual trust and true norms free of prejudice can be established by teachers and be maintained by both teachers, parents and children.

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