THE ROLES OF PARENTS AND TEACHERS IN THE

EDUCATION OF LEARNERS:

A CASE STUDY OF

MANDLENKOSI SECONDARY SCHOOL, LINDELANI AREA

By

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DECLARATION

I, Siphelele Eugene Jiyana, declare that this dissertation, "*The roles of parents and teachers in the Education of learners: a case study of Mandlenkosi secondary school, Lindelani area*", is my own work information and implementation; and that all the sources used or quoted have been duly acknowledged and referenced.

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Jiyana S.E

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DEDICATION

This work is dedicated to my late father Theophius M Jiyana, my late mother Thokozile T Jiyana, my late sisters Nqobile and Thabile Shezi and my leader Jacob G Zuma.

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ABSTRACT

The intention of this research is to define and bring about an integrated role between the triple society components into sustainable education development, and in respect to producing learners who are self-disciplined, self-dependent, skilled, employable and qualifying for higher education.

The study investigates communication impact, attitudes and, teaching and learning space between teachers and parents' involvement from a shared role and a shared partnership necessarily to advance learners basic needs. Hence, this cooperative role is the extension of communication between parents and teachers.

Reystek (1999: 111) in Mpofana (2004) observed that parents in black communities disregard their mission of being part of the education of their children. However, the South African Schools Act (Act. No. 84 of 1996) (SASA) suggests that parents must accept the co-responsibility of their involvement. It is on this premise that this research work is designed to investigate into the state of the unknown.

The study depicts the understandings and perceptions of Mandlenkosi Secondary School learners at eThekwini North district; a district predominantly black people. The District proves to be associated with an area called Lindelani, an informal settlement which is challenged by socioeconomic transformation. This is in consonance with what Legotlo (2002) who posits that poor and uneducated parents have a tendency to be unenthusiastic towards getting involved in their children school activities because they feel inferior to the highly educated, knowledgeable and rich teachers. In any case this is true. This evidently demonstrates a potential lack of parental involvement in school matters, in as much as teachers are adequately present but there is a vulnerable gap as far as morals and attitude are concern.

The theory of overlapping spheres of influence that discusses the mutual interests and influence, policies and practices of all stakeholders' interaction, family creation and

schools can help the learners to become more successful in education by Epstein (2001:15) was employed by the researcher to account for this phenomenon.

In order to accomplish the objectives of the study, a mixed research method was used and the main data collection instruments used, were interviews and questionnaires. From a quantitative process, a descriptive research method was applied, of which the study focused on a group of 30 learners studying at Mandlenkosi Secondary School, 10 parents of learners that study at Mandlenkosi Secondary School; and 10 teachers that teach as Mandlenkosi. The present study also made use of a qualitative design to describe the attitudes of the learners, parents and teachers. On a qualitative process, an in-depth interview was done, by the researcher through putting to gather, organizing and interpreting information.

In addition, a dominant language like the mother tongue, that is, isiZulu was used to interpret questionnaires as they were written in English

The study findings revealed that there is lack of effective communication from school to parents, and as a result, communication needs to be disseminated in a more proficient and receptive manner. The study also indicated that the performance level between a child with both parents and child with single parents is not the same. In conclusion, the study revealed that there needs to be a social worker or rather an educational psychologist that is always available on the school premises, whose role is to address learner's behaviour modification, as well as addressing the issues of poverty and entry level [Grade 8] career guidance to learners.

In summary, this study concludes that it is appropriate to reward and acknowledge teachers and learner's performance by using annual awarding programs in order for learners and teachers to be kept motivated, appreciated and recognized.

Chapter One

Orientation of the Study

1.1   Introduction

Arguably, education is a universal phenomenon that every society subscribes to regardless of the customs, standards, values and doctrines that obtain in the respective societies. Education is an input factor and learners are recipients of that knowledge. Stakeholders, such as parents and teachers specifically play a significant role in moulding the attitudes of children towards intellectual capacitation in pursuit of advanced education that is an indispensable necessity in the working environment.

Thus, the importance of this study derives, from among other things, from the fact that it probes into the role of educators and parents as stakeholders into the education sector in Lindelani. This study, therefore, sought to establish how education as a social development tool can advance the lives of children. It also probed into how the collaborative education investment by parents and teachers open opportunities for the future of children specifically in the township area of Lindelani. According to Mkhabela (2008), the collaborative role is the responsibility of all the community designated stakeholders as well as educational institutions. A community that values education so dearly claims ownership not only of the process but also of the educational institutions.

As argued by Hoppers (2000), the present crisis of education for young people in Africa reveals that the problems that call for immediate attention are the acute ones as opposed to those that border primarily on issues of enrolment, input and cost. Arguably, acute problems relate to the very structure and substance of the education provision of a specified concern such that schools find it difficult to respond to the various needs and circumstances of their learners in terms of organising learning experiences in relation to

the social, cultural and economic environment.

Since the post-apartheid era after 1994 South Africa underwent many reforms in the education sector. These education reforms significantly empowered the previously disadvantaged communities in South Africa to the extent thatthe demise of apartheid in 1994 was considered a national victory given the attainment of democracy and human rights. The dawn of the new era offered unique opportunities and responsibilities in the reconstruction of the fragmented and the highly discriminatory education system. Thus, a unified national system underpinned by equity, redress, transparency and participation was established.

An enabling constitution was created to improve the quality of the lives of the general populace and thus advocated for basic human rights for all. Education for all was provided for in the Constitution (Section 29, 1996) which provides that "everyone has the right to basic education, including adult basic education" without discrimination of any sort. Also, The South African Schools Act No. 84 of 1996 (Education Law and Policy handbook, 1999) advocates for the forging of partnership in education.

Encouragement is in the main the critical concern which should steer collaborative educational responsibilities that would create a teaching and learning environment for learners and teachers through proactive parental engagement as stakeholders. Working jointly towards education needs these three components to play a complementary role into ensuring that the basic necessary requirements are met.

Notably, the *Education White Paper 6: Building an inclusive education and training system* (2001) indicates that whereas in the past the education system and its education Departments were racially divided by the government of the time currently the education Departments have become more uniformed in polices and in its operations. This situation is a result of the education sector having been somewhat transformed and such transformation is attested to by the fact that all children are now allowed to join any school of their choice without being discriminated against because of their color and race.

Arguably, the education of children is the joint responsibility of the educator and the parent since few people, if any, would contend the fact that the parent is in a partnership with the school. Thus, the parent should also be involved in assessing the child's performance. It is notable though that when parents are illiterate and cannot be expected to write assessment comments on the school work of the learners, the educational problems are inevitably rendered more apparent.

The post-apartheid education Department enjoins all parents in all schools to play a complementary role in the education of their children. The new education policy and the South African Schools Act (SASA) of 1996 demand that parents be involved in school activities. Thus, parents are expected to be involved in the education of their children and in partnership with the School Governing Bodies (SGB) help in the governance of the schools.

Nevertheless, affected communities that are currently and previously disadvantaged like Lindelani parents require to be empowered in order to be able to work with schools because schools are there to produce educated progressing learners.

1.2 Theoretical Frameworks, Basic Models and Approaches of Parents and Teachers' Involvement in the Education of Learners

A joint involvement of both the teachers and the parents into the education of learners consist of types of scholastic approaches, models and frameworks from different schools of thoughts, perceptive and ground theories, such as, overlapping spheres of influence. The theory of overlapping spheres of influence states that the mutual interests and influence, policies and practices of all stakeholders can increase interaction and create families and schools which can help the learners to become more successful in education (Epstein 1996, cited in Kgaffe, 2001:15).

1.3 Statement of the Problem

Many basic school learners in Lindelani lack literacy, numeracy and language skills that increase the number of learners' drop outs and a pool of Matriculation learners that do

not meet the minimum requirements of entering into higher education institutions. This increase is hypothesized to be caused by the poor parents and teachers' relationship and a hindrance to the educational development of the learners.

The two most important stakeholders that play an important role in learner's education are the parents and the teachers. Therefore, the researcher observed a lack of confident relationship between these community stakeholders, especially in township schools. As a result, the research assumed to determine the best approach to foster a relationship that serves the best interest of school children.

The importance of this study emanates from poor hands-on roles by parents and teachers that should take place in and outside of classroom activities at the Mandlenkosi Secondary School learners.

Furthermore, one of the concerns is: whether the critical basic values such as; respect, punctuality, tidiness, courtesy and homework are the responsibilities of the government in terms of advancing education policy documents, or whether is it the duty of parents and teachers to foster them.

As the South African Schools Acts of 84 of 1996 lays down a set of rights and responsibilities towards schools; every parent in a school has the following responsibilities: to ensure that the child attends school regularly; assists with the discipline of their child; assists school in promoting a culture of mutual respect and tolerance; monitors the child's educational progress; ensures that the child completes homework; liaises with school staff and responds to school notices.

1.4   Objectives of the Study

The study set out to achieve the following objectives:
   (a) To investigate the extent of communication between teachers and parents.
   (b) To assess the impact of parental involvements on learners' school performance.
   (c) To assess the attitude of parents towards learners' education.
   (d) To assess the quality of school teaching and its learning space.

1.5   Significance of the Study

The goal of this study was to assess the possibility of having an integrated role between the triple society components [teacher, parent and learner/child] into sustainable education development with the view of producing learners that are self-disciplined, self-dependent, skilled, employable and qualifying for higher education. Such an assessment would, inter alia, allow for the identification of gaps and interventions that would foster an ethos of education policies and highlighting of the role of the parents and teachers into public schools.

The study will benefit many Lindelani neighbouring communities in terms of developing a lifestyle whose primary objective is to strengthen the schooling systems and the good relations between parents, teachers and learners' collaboration by contributing towards an effective and a sustainable community based on schooling arrangement.

1.6   Research Questions

The study sought to answer the following questions:

    (a) Is there a communication between parents and teachers on school matters?
    (b) What impact does a parental involvement have on learners' school performance?
    (c) What is the attitude of parents towards learners' education?
    (d) What is the quality of school teaching and learning space?

1.7   Research Methodology

This study adopted a mixed method approach to conduct an empirical investigation. A mixed method approach is used to encompass both the qualitative and quantitative style of sampling and data collection. Research methods are described with reference to the target population, sample, sampling method, data collection and the instrument used (Burns and Grove, 2007). It should also be noted that the main data collection instruments used were interviews and questionnaires. In addition, languages like the

mother tongue, that is, isiZulu was also used verbally to interpret questionnaires as they were written in English.

1.7.1 Research Design

A Research design, according to Welman, Kruger, and Mitchell (2009:46), is best described as the overall plan, according to which the respondents of a proposed study are selected, as well as the means of data collection or generation, even though Zikmundet al(2010:66) state that the research design should be seen as a mixed-bag approach that implies choosing from different alternatives and options to ensure that the research purpose and perspective are clarified and achieved. The research problem will determine the methods and procedures: the types of measurement, the sampling, the data collection and the data analysis to be employed for the proposed research.

Literature review and empirical research were conducted on the recent study. To meet the requirements of these research intentions, the researcher adopted a purposeful research design to embrace the true nature of the research problem, research objectives and research questions. For this reason, and to increase the scope and range of the research, a mixed method research design was chosen to conduct this research. Ivankova, Creswell and Clark (2007), define mixed method approach (both qualitative and quantitative methods of data collection) as a system for gathering, evaluating and mixing both quantitative and qualitative data at the same stage of the research process within a single study to understand a research problem more completely non-experimental designed.

1.8   Targeted Population

The target population consisted of the learners who study at Mandlenkosi Secondary School, the parents of the learners who study at Mandlenkosi Secondary School and the teachers who teach at Mandlenkosi secondary school in the area of Lindelani community. Mandlenkosi Secondary School is a rated as a quintile three on the South African basic education rating, quartile rating are measured through the area where the

school is located at. In other words Mandlenkosi secondary school is situated in an area whereby its community profile shows that it is a semi-rural area and under developed.

1.9   Sampling and Sampling Procedures

As Martin (2011:113) outline, sampling as a selection of research participants from an entire population, and involves decisions about which people, settings, event behaviours, and/or social process to observe.

The researcher decided to study the population in Lindelani at the eThekwini Region. The eThekwini Region has schools in remote areas, urban area, semi-urban (township) and sub-rural schools. Mandlenkosi Secondary school is situated at Lindelani, categorised as an area that is semi-rural under the eThekwini municipality profile. The area was chosen because an increasing number of drop outs, teenage pregnancy and one of the schools in eThekwini north district with an increasing number of crime in the school premises.

The main concern of sampling is representativeness. The aim is to select a sample that will be representative of the population which the researcher aims to draw conclusion about.

In this case study, the purpose of sampling comprises fifty (50) samples were selected. The researcher selected thirty (30) learners that were divided into two; 15 males and fifteen (15) females who study at Mandlenkosi secondary school, a total number of ten (10) parents of learners who study at Mandlenkosi secondary school, that was divided by two; five (5) males and five (5) females, and a total number of ten (10) teachers that teach at Mandlenkosi secondary school that was divided by two; five (5) males and five (5) females. All together a total number of (50) fifty was sampled because the researcher envisaged that, teachers, parents and learners are the primary source of information that would provide the true nature and character of the existence and absence of collective role through their daily experiences.

1.9.1 Purposive Sampling

Purposive sampling was used. Martin (2011:138) outlines that purposive sampling is not dependent only on the available and willingness to participate, but also on cases where a population is typically selected.

In this case, the researcher firstly, identified that learners studying in a public (township) school are the ones who are knowledgeable about the roles of parents and teachers because they are the subject matter; secondly, the parents of the learners are the ones who are well-informed about the amount of participation that they contribute to, at school, and they have the ability to give reasons as to why there is low participation; thirdly, teachers are the ones that are well informed about the level parental participation at school. These selected populations are therefore, likely to have relevant answers to the researchers questions as they are key to the study.

Purposive sampling technique is a non-probability sampling method where subjects are selected because of their convenient accessibility and proximity to the researcher. A statistical method of drawing representative data, by selecting people because of the ease of their volunteering or selecting units because of their availability or easy access was employed.

1.10   Definitions of Operational Terms

1.10.1 Literacy

The word "Literacy" or "being literate" is defined in a number of ways, and these definitions are frequently changing. The term 'literacy', for example, sometimes refers only to reading, sometimes to reading and writing and sometimes, more rarely, to reading, writing and speaking and listening (Inglis and Aers, 2008:32). This implies that a literate individual is conscious of the change that takes place in his or her surrounding, for instance, he/she has the ability to contribute informed decisions with regard to political, economic, and social issues.

The characteristic of literacy is generally recognised as one of the key educational objectives of compulsory schooling. Furthermore, literacy is referred as the ability to read and write to an appropriate level of eloquence. There is, however, no commonly accepted definition of what 'an appropriate level', 'effectively' or 'well' mean: 'There is no universal standard of literacy' (Lawton and Gordon, 1996:138). Conversely, Illiterate people are those that cannot read or write. Moreover, individuals who cannot read and write are classified as undereducated mainly because they lack basic functioning and operating skills of being employable citizens.

1.10.2 South African Schools Act (SASA)

SASA stands for the South African Schools Act (RSA, 1996:10). It is generally understood that the primary aim of this act is to encourage the various stakeholders, e.g. parents, teachers, learners and members of the community who have an interest in the school, to participate in the activities of the school and thus guide them in the process.

1.10.3 Education

Education is the practice - the educator's concern in assisting the child on his way to adulthood. Van Rensburg, Landman and Bodenstein (1994:366) define education "as the conscious, purposive intervention by an adult in the life of a non-adult to bring him/her to independence". According to Mpofana (1999:8) the term ·education' is derived from "educo (Latin) meaning, amongst others, to draw out, lead out". This implies that an educant is led from one situation to another.

Education is a universal phenomenon which is limited to human beings. Education is a process in which in its practice it involves responsible adults. It helps, supports and accompanies a child towards self-actualization and ultimately to adulthood. Education is a purposeful, conscious intervention by adult in the life of a non-adult with the specific

purpose of bringing the non-adult successfully to adulthood (Van Den Aardweg and Van Den Aardweg, 1988:76).

1.10.4 Learners

Learners are groupof children who desires to obtain knowledge and skills at school by studying, practicing, or being taught by teachers.

1.10.5 Parents

In the context of this study, the term 'parent' means all types of parental figures. For example, a biological, step parent or any legal guardian of a child.

1.10.6 Communal Role

It is a character or an act in which people from different backgrounds meet at a certain point, to jointly involve themselves into a common objective, and in the context of this study the joint involvement role is between the parents and the teachers into educating learners.

According to Bastiani (1993), the fundamental characteristics of effective family-school partnerships is inclusive of; sharing of power, responsibility and ownership, though with each party having various roles and a degree of mutuality that begins with the process of listening to each other. In other words, it incorporates responsive dialogue and 'give and take' on both sides; shared aims and goals based on a common understanding of the educational needs of children; and commitment to joint action, in which parents, learners and teachers work together.

1.11   Ethical Considerations

The researcher jealously followed all the requisite ethical demands, by the university's research and higher degree committees. The use of the respondents input was the consent of the participants who were not coerced to participate in the research. They were also allowed to withdraw at any time during in the research if the need arose.

There were confidential agreements signed between the researcher and the respondents. Furthermore, names were anonymous, even the position of the respondents was unspecified.

Participants were not misled by the questionnaires with regards to fabricated incentives from the research conducted, and lastly, the research was conducted free from any to give false promises to the respondents. The research could benefit the society as a whole.

The researcher comprehend with the University's Policy and Procedures on Research Ethics and its Policy and Procedures on Managing and Preventing Acts of Plagiarism, and the researcher read and understood their content.

Other important ethical issues according to Welman, Kruger and Mitchell (2005) include; competence, whereby a researcher should not embark on the use of skill in which they have not been adequately trained, because that is risk, causing harm to subject, abusing a subject's goodwill, damaging the reputation of the research organisation, and wasting time and other resources, secondly, literature review, where by any research should be preceded by a thorough review of the literature to ensure, as far as possible, that proposed research has not been done elsewhere, third, plagiarism, whereby the use of other data or ideas without due acknowledgement and appropriate is unethical. Lastly, the falsification of results or the misleading report of result is clearly unethical.

1.12   Resources

This research has resource implications. Existing resources are inadequate and apart from the basic university computer lab and accommodation, there is minimal advance travel grants approval and, stringent institutional financial fund allocation provision.

1.13   Feasibility

All necessary arrangement and financial resources were used in order for the research to become successful. Relevant information was accessed from the library, internet, conducted interviews and distributed questionnaires.

1.14   IntellectualProperty and Innovation

Other than the usual copyright issues, the researcher does not expect any special intellectual property rights to emanate from this research; however, the researcher has duly acknowledged the sources where information was extracted from literatures, in order to avoid plagiarism.

Furthermore, the researcher ensured that

(a) Confidentiality and secrecy was maintained, in that the names of the respondents were not disclosed.
(b) There was a greater assurance of anonymity.
(c) All questions were standardised. Interview bias had to be eliminated at all costs.
(d) The interviewees included males and females because partnership in education affects all sexes in our community.

1.15 Conclusion

The study concentrates on the channels and levels of communication between teachers and parents, which the researcher identified as an instrumental part into the role of parental involvements on learners' school performance. Moreover, the researcher indicates that attitude of parents towards learners' education including the attitudes of learners and teachers towards education which is a key factor to the whole education system. Also the environment of the school used for teaching and learning.

1.16 Demarcation of the Study

The dissertation is demarcated as follows:

Chapter 1: This chapter provides the background information to the study. It includes the motivation of the study, the statement of the problem, the aim and objectives of the study, brief explanation of the research methodology, intended contribution of the study/significance of the study, research layout and research time schedule.

Chapter 2: This chapter arrangement contains, literature review of the previous work done by scholars in the field. In this section, the research synthesised literature relevant to this study for the purpose of establishing the gaps in the study.

Chapter 3: This chapter presents theoretical frameworks, basic models and approaches of parental involvement, which are a set of constructs, and proposition that present a systematic view of phenomena which are overlapping spheres of influence, the functional approach, the internal model, the external model, the role and responsibility of parental involvement in education.

Chapter 4: This chapter is devoted to the research methodology outlines the method used. This comprises of the design of the research, planning of the research, the research tools and administration of questionnaires.

Chapter 5: This chapter handles data analysis, interpretation and presentation, it deals with presentation and analyses the findings on communal role of teacher and parents from learners.

Chapter 6: This chapter provides reviews the main findings, concludes and offers recommendations to the study.

CHAPTER TWO

2.   LITERATURE REVIEW

2.1   INTRODUCTION

The previous chapter provided an overview on the entire study. This chapter, therefore, provides insights derived from the relevant literature reviewed for the study.

The researcher's argument is based on a comprehensive literature review, which is based on the following;

(a) The role of parental involvement in democratic education,
(b) The impact of literacy and socioeconomic status,
(c) Overcoming the challenge of parental involvement,
(d) Parent – child educational relationship,
(e) Factors that help or hinder partnership between parents and educators.

2.2 THE ROLE AND RESPONSIBILITY OF PARENTAL INVOLVEMENT

Parental involvement can take numerous forms of cooperation which can lead to participation and partnership (Dekker and Lemmer, 1998:155). Moreover, Swap (1993:33) asserts that basically, parental involvement is an extension of supporting and upholding the philosophy of the school. Thus, it extends to the supervision of the children's homework. Thus, involvement is often compromised especially when parents work long hours. These facts notwithstanding, it is contended that participation can play a pivotal role into a child's life in and out of school.

The importance of parental involvement in education is emphasized in Kruger (1998:23) and Wolfendale (1989:34).Similarly, Loomis et al (2012) assert that parental involvement entails firstly the active and supportive involvement of parents in all sides of

the child's formal schooling, secondly, being partners and allies of educators in the primary aspects of formal and informal education, thirdly, involvement in an individual and a collective way, as well as involvement in a planned and organized manner and aiming to achieve the objective of education as fully as possible. Contrastively, however, a positive attitude, school attendance, good behaviour in and out of school and increased community support for Mandlenkosi Secondary School learners is needed to improve the learners' academic achievement given the background of the learners. That support includes emotional, financial and material resources which are a necessity to realise meaningful learning.

Unger (1991:14) posits that without the full co-operation of parents, schools cannot educate children. Furthermore, it cannot be gainsaid that parents are in the main the critical role models for their children. In this regard, Unger, avers that parents who do not read books cannot expect schools to make their children avid readers and parents who watch television continuously in the evenings cannot expect their children to spend their own evenings doing homework.

It is further argued by Unger (1991:18) that regardless of children's schools and teachers, the academic performance of children will ultimately reflect their intellectual life at home. Thus, the collective steering role between parents and teachers in the education of a child comprises the sharing of ideas, co-operation and support, while collaborative involvement helps parents determine their strengths, potentialities and talents and to use these not only for the themselves but also for the benefit of their children and the school. In situations where parents act as the primary motivators and teachers as the secondary ones, this is a desirable initiative. Similarly, a parent who drinks, smokes and behaves recklessly in respect of his or her child, possibly produces the same character in the child in question.

Lemmerand van Wyk (2004: 183) categorize diverse types of parental participation namely, parenting, communication, volunteering, home learning and decision-making. These categories for most parents are non-negotiable as the mere fact of registering a

child in a school does not translate in abandoning all the parental responsibilities to the teachers. Arguably, competent parenting and effective communication skills pose as prerequisites for commendable parental participation in the upbringing of the child. The researcher observed that one of the many challenges at Mandlenkosi secondary school are the increasing instances of late coming to school, suspension of learners and fluctuating annual pass rates.

In a contending view, Scribner, Young and Pedroza (1999), argue that in high performing Hispanic schools in the United States, majority of the teachers believed that parental involvement meant participating in events, meetings, workshops, and government activities, and working as teachers' aides, tutors and school advocates within a larger community.

As argued by Epstein (2002), educators who work together with parents understand their learners better and are thus able to generate unique as opposed to routine solutions to classroom problems and can reach a shared understanding with the parents and learners.

When a school collaborates with families to support learning, children are motivated to succeed not only in school, but also in life. Three decades of research conducted by Hanafin (2002:37) reveals that parental participation in schooling improves the learners' learning. Such participation of the parents and the families is critical not only in the very beginning of the educational process but also throughout the child's entire academic career. This is indeed a living testimony in many model C schools where there are educational psychologists who play a critical role as mentors and career guides to the learners. Thus, collaborations ensure that a child is properly channelled to realise the attainment of goals pursued in the educational arena.

Epstein (1991:15) defines parental involvement as parenting, communicating, volunteering, learning, learning at home, decision-making and collaborating with community. It is thus maintained that factors such as socioeconomic, education, time

constraints, and cultural status always determine the level of parental involvement (Epstein, 1991:20). The argument advanced in this regard, therefore, is that parents are enjoined to share responsibilities within the realistic factors of barriers such as, socioeconomic and cultural status.

There are many classification of parental involvement. However, Epstein's classification appears to be the most influential in literature, and it is explored here under in more details.

Furthermore, Schools need to ensure that there are parent friendly communication models, as well as to ensure that as are less communication breakdown. Moreover, schools need understand the levels of economic status of every child registered, as they contribute to the performance of learners and encourage volunteering parent participations.

At the contrary, Christie and Collins in Human Right Watch (2004:22) contended that "Moral degeneration at school must be addressed", whereby some impoverished South African schools, manage to operate reasonably well, while others around them collapse. Such exemplary schools strategize in making the best of the situations they find themselves in so as to succeed against all odds. In her argument that the features that contribute to these schools' success, include, school governance and parental involvement.

Some schools survive in extremely harsh conditions, especially when children come from a poor family's background. In many cases, these are some of the reasons why their academic status, either advance or deteriorate every year. Moral regeneration is greatly challenged especially when poverty is not addressed, though indeed out of many, not all have the strength to overcome such stumbling blocks.

However, Dlamini (2003) argues that in education there are still inequalities between the rich and the poor, as well as rural and urban schools in which the poor rural school stay

disadvantaged. Learners lose confidence in education when those promises to free and compulsory education are not fulfilled. In relation to the area of Lindelani, where Mandlenkosi secondary school is situated, from the estimated 50895 population, there is a group of 24399 residents with an educational level of literacy (people who can read and write), then there is a group estimated at 26496 residents who do not meet the minimum standard rate level of a person who qualifies to read and write, of which it is a course for concern.

A relationship is an attitude that is adopted authentically on human standpoint, because it is only humans that can adopt an attitude, initiate a relation and maintain it (Griessel (1988:54) in Dlamini (2003). Griessel (1988: 57) continues to say that; an upright connection is important between an educator and a learner inside and outside of a classroom. Below is a list of some essential features of pedagogic relationship:

(a) A child is a full human being who is dependent on an adult to find his/her way of adulthood. His/her dignity has to be respected. The adult has a strong responsibility to support the child to find his/her way through the world independently, and in selecting and ascribing meaning to life.

(b) The learner needs an adult. The child is completely lost without co-existence with his fellow human beings.

(c) It is a dialogue where the educator is heard and his/her questions are answered, so that the learner feels safe. The learner will have courage and confidence to carry on with the dialogue, guided by the presence of the educator, to whom he/she can communicate his needs.

(d) It is a binding relationship because of its pedagogic tie of love. This love forms the substructure of all pedagogic support.

(e) It is a constellation of relations in that it consists of a number of unchanging relations without which the education relationship ceases to exist.

The pedagogic relationship consists of three relations within the structure of education relation, grouped under the term "pedagogic relation structures", namely the relationship

of knowing (or cognitive relation), also known as the relationship of understanding, the relationship of authority and the relationship of trust. These relationship structures are explored as they form the cornerstone of the pedagogic situation.

Crawford's (1989:102in Sue (2000) research demonstrates that "for low achievers or learners, parental involvement is essential to reinforce children's performance and to communicate high expectations about academic achievement", for example; an intention to reward good behaviour and attitude towards school on learners.

In a democratic dispensation like South Africa, shared role of parents and teachers in education of learners can also be made with reference to the laws and policies that regulate the day to day activities of all subjected citizens of the land.

Mncube (2009) conducted a study focusing on the perception of parents and their role in the democratic governance of schools in South Africa. In his study, it was revealed that parents have generally become extremely knowledgeable of their legal right and responsibilities in schools. Most parents would like to help their children succeed but usually possess little knowledge of how their children can be developed educationally.

Listening to parents, encouraging their participation, and giving them more power and responsibility (in other words, greater democratisation) can help improve the functioning of schools (Mncube, 2010: 234-5). To some degree, there a level of a parental democratisation process, upon electing of School Governing Body (SGB) representatives. This body is responsible for leading the school and to be the voice of all parents of learners that study at Mandlenkosi Secondary School, though its functionality towards doing what is best interest for learners, is a topic on its own.

Parents undertake the responsibility of a child's existence from the beginning until the time the child gradually becomes less dependent on them, then simultaneously the child assumes a greater obligation of his/her own life as an individual, that is, to live his/her

own life yet his/her parents still accept final responsibility for what he/she says and does (Du Plooy, 1985:14). The first responsibility of a child is to define the true nature of the existence of reality as well as responsive teachings from their surroundings.

According to Dekker and Lemmer (1993:161), parents as the child's primary educators, are responsible for adequate education at home which serves as a basis for school education. In other words, with regards to education of children, parents should at all times be aware of their role, purpose and task, as well as the possibilities and limitations of their activities.

Adequate support and guidance towards adulthood is necessary, as the purpose of the children education but also is an optimal realisation of the children's unique potential (Landman, 1989: 221). It is important that parents often strive for a strong and healthy relationship in the family. If, for instance, parents fight in front of their children, the children may no longer have confidence in them and feelings such as insecurity may develop. Moreover, it is even worse if the children are not taught good morals, as usually they ought to grow up in an ill-disciplined environment when they have done wrong.

2.3   THE IMPACT OF LITERACY AND SOCIO-ECONOMIC STATUS

 "Literacy is a potent strength in the economic, political and social empowerment process; as well as an important tool for alleviating poverty that prevails amongst the largest proportion of the disadvantaged communities in South Africa (Matjeke, 2005:23). There are situations whereby most illiterate families have work pressures and lack sufficient time to assist their children with their schoolwork. According to Martinez and Fernandez (2010), "Illiterate parents tend to have lower expectations and aspirations regarding education for themselves and their children. Poor families often place work before education and the children of parents who have failed to complete primary education tend to do the same. When parents are not involved in their children's education, young students are more likely to display behavioural problems, get poor school results, have a high absentee rate, repeat school years or drop out of school."

Willenberg (2005:163) points out the fact that low-literate adults in South Africa tend to occupy the lowest socio-economic strata and are poorly remunerated. Beal's, Temple and Dickinson (1994:19) maintain that, parent's education, a family's status and income evidently affects children's literacy. Parents with higher economic and social capital normally invest into their children's education through buying them educational toys, and generally provide them with a richer environment than parents with fewer resources. Furthermore, children from rich homes with language, with writing experience, and where literacy is valued, tend to be more linguistically proficient than children from homes where literacy is neither valued nor practiced to a great extent. Precisely, less educated, lower income parents talk less and use fewer differentiated words than expressed by those in higher socio-economic classes (Cooter, 2006:699).

Lareau (1989) argues that the devastating sense of separation between the school environment and subsequently children whose parents' earn low income. As an outcome, children from lower-income families generally have less parental support or involvement in, their education compared to children from middle- and upper-income families. In many instances, parents living in poverty find it difficult to understand and converse with their children's teachers and, because of their lower occupational status in unskilled and semi-skilled jobs, do not consider themselves equal to teachers or people they regard as professionals.

Furthermore, the phenomenon of parents feeling inferior causes them to stay away from situations they do not understand and, because they feel unreceptive and looked down upon because of their economic statues, to avoid it they give teachers full responsibility for educating their children. Through the absent of home and school support, children from poverty stricken homes are far more likely to fail. Conversely, parents with at least one college degree typically feel confident about interacting with the school system (Lareau, 1989).

For example, according to Sloat and Willms (2000:229), "in many instances, parents

living in poverty find it difficult to understand and converse with their children's teachers because of their lower occupational status.... do not consider themselves equal to teachers". Sloat and Willms (2000:229) highlight that literacy and economy are interdependent.

It is therefore important for the teachers to know the profile of the community noting that the fact that socio-economic status of the learners plays a major role in their learning process, as it guarantees the ability to produce and reduce a learner's performance at school.

The study conducted by Smit and Liebenberg (2003:2) in sub-economic living conditions revealed evidence that parents experience school staff as being out of touch with the realities of their economic status. The study further explains that teachers should be more in touch and extensive with the issues of in a community that they work in, and that all parents and children should be treated with compassion and respect, as well as offered the opportunity of empowerment. According to Yinusa and Basil (2008:320), "a combination of a healthy family background living in a good environment plus the child being educated in a conducive environment will prompt academic performance and a reduction of will retard academic performance".

From the evidence above, it turns out to be apparent that school governance is greatly dependent on the socio-economic status of learners and parents play a significant role in parental involvement.

McGrath and Kuriloff (1999:604) point out that policymakers and school administrators cannot be unsympathetic to the special effects of socio-economic status (SES) on parental involvement in education. They argue that the efforts to involve parents may be biased by giving further advantage to well-off parents while creating difficulties to the involvement of the working class. Such an imbalance in parental involvement in education is clearly identified in historically disadvantaged secondary schools (HDSS) where most of the parents lack the required literacy levels of participation. In addition,

many of these parents are unemployed, consequently reducing their role in negotiating from a point of strength. According to Banda and Kirunda (2005:16) "The deprived socio-economic condition under which rural families find themselves, lends itself to impoverished literacy practices", especially in cases where there is a lack of resources and support from the parents.

However, the learners' background is considered to be a crucial factor in the positive or negative impact in black parent involvement that influences the learners school performance, for example the researcher paid attention to the historically disadvantaged black township Mandlenkosi secondary school in Lindelani.

"Schools which are complacent about their relationships with parents say one or two things (sometimes both). They say that parents (those that don't turn up to parents' meetings) are apathetic. They do not think that their children's education is important. Or they say that parents don not feel the need to come, because they are happy with everything the school does. Parents feel like intruders in many schools and some schools are happy that this should be the case" (Gann, 1998).

However, Yinusa and Basil (2008:319) contend that the determinant of development of any nation or community essentially depends on the quality of education and that formal education remains the vehicle for socio-economic development and social mobilization in any society. They further indicate that poor people often find it difficult to support their children; they cannot afford to keep their children at school until Grade 12 and that low socio-economic backgrounds contribute towards children's becoming less interested in schooling. As a result, their children resort to absenteeism which ultimately leads them towards dropping out of school and this creates a vicious cycle of poverty in their families. As Van Wyk and Lemmer (2009:14) state that learners who are aware that their parents are interested in their school work, experience emotional stability and security and are better able to overcome obstacles.

2.4   OVERCOMING CHALLENGES OF PARENTAL INVOLVEMENT

In as much as parents are the primary influencers of the child's cognitive, social, affective, moral, religious and physical development on the way to enlightenment about life, which is adulthood, the dominant challenge of parenthood is to adequately provide for the needs of the child.

The child's need to; love, accept, secure, belong, confidence, discipline, new capabilities, praise and recognition and responsibility needs to be met by parents to ensure optimal growth (Pringle, 1987:148-151). Conferring to Cicirelli (2000:54) in modern society, parenthood becomes more challenging because parents are required to master attitudes and techniques that vary considerably from the ones they learned from their parents.

Moreover, Cicirelli continues to say that, today, parents tail their children in a pluralist society, characterized by diverse and conflicting values, often alien morals which they have to observe and conduct their lives accordingly. In order to guide the child effectively, likewise, parents tend to compete with several other factors that may influence the child, for example the school, church, peers, television, movies and books.

However, Pillay (1995) outlines some factors and submits that, through lack of a proper upbringing, the child cannot become a proper grown-up, the child's growth to adulthood implies the necessity for education and that the child is able to take an active part in hi/hers becoming. It is also a patent element that the essential nature of a child needs the help and support of an adult.

A research done by Mbokodi *et al* (2003) revealed some of the contributory factors that discourage parent involvement in education in South Africa. This is despite the fact that parents have a legitimate right to be involved in education, but there are certain elements that discourage their involvement. The first factor is unemployment, which he ascertains is that parents cannot afford to provide books and other necessary learning materials, which are essential for successful study; unemployment leads to parent's low

socioeconomic status.

Parents who appear to be greatly disadvantaged in managing their children's schooling include; parents who are in circumstances of deprivation, suffering, unemployment, poverty as well as poor housing and bad health (Hunt, 1990: 77, 78). It is a gloomy reality when children go home to parents who have little to contribute, as well as no resources to enrich them educationally in Lindelani.

Barbour, Barbour and Scully (2008:72) argue that the underclass embraces individuals and families that are locked into an unbearable cycle of poverty and despair from which they can find little escape. It is therefore the duty of the school management to take it upon themselves that the school is able to identify them and come into rescue where needs be, for instance, by setting up community outreach programmes that will enable them to reach out to parents who find it difficult to visit the schools. Constantino (2003:90-91) highlights, that outreach is an important concept to embrace when creating family engagement programmes. Constantino (2003:93) adds that family engagement programmes designed by schools must include plans to reach families in places other than the school.

However, a study done by Chrispeels and Rivero (2001) outlines that the use of workshops to focus on the needs of parents to become involved with the school through communication and school activities, and also to become involved with their children's homework more often. The workshops, presented at two elementary schools, were attended, by an average of about 100 parents at a targeted location. These parents were from mid-to low-socioeconomic backgrounds, many with low levels of formal education, and for them English was not their native language. After completing the eight, 90-minute sessions, then eleven families were involved in a qualitative study, and interviewed over the next nine months. They were taught how to encourage their children so that they could be more successful.

The American education system was explained to parents so that they could understand what was expected and how to anticipate helping their children to apply admission to colleges. The results suggest that after attending these workshops, the parents were more aware of what was needed from them in order to help their children's academic achievement.

Secondly, Mbokodi's (2003: 23) study also argues that parents' levels of education or low literacy levels discourage parents from helping their children with school work, which is a critical factor for the reason that children tend to follow the footsteps of their parents. According to Landman et al (1993:62), initially parents were entirely responsible for the education of their children. The "responsibility for the education of children" should not only mean being responsible only in the elementary levels of a learner education, but, should also take place even in the secondary levels. In most cases, it is in the secondary levels of education where parents usually give all the learning responsibility to educators and children, of which in many cases parents assume that a child is old enough to know how to learn and master things on his/her own, which in many circumstances does not work to the advantage of the child.

Henderson et al (2007) suggest that schools can establish a learning activity to parents, so to explain how the school process will advance the learners' skills. If teachers are not comfortable, working with low literacy level parents, family literacy practitioners can work with a child's teacher and together they can determine what the child's weaknesses are and the type of intervention to be developed. The family literacy instructor can then teach the parent the intervention and give them the materials to use. Afterwards, the parent can help to assess the child. The suggestion of Hendersonet al (2007) covers Mbokodi's third point which entails a lack of support programs that empowers black parents to participate fully and meaningfully in education. This lack of support programs in many cases tend to disengage and discourage most black parents in educational activity because they would not have been empowered to engage in such activities requiring specific educational orientation.

Furthermore, Mbokodi (2003:23) states that, lack of career guidance teachers' services that empower learners to enhance their skills, of which teachers are few in numbers to cater for learners from the previously disadvantaged schools. With reference to career guidance, the teachers need to have resources about career requirements and admission requirements for higher education (Learning Programme Guidelines: Life Orientation. DoE, 2008). In the absence of Life Orientation, learners who are not sure about which career to choose or to pursue, are expected to consult other sources such as brochures from universities and colleges (Baldwin and Agho, 2003). However, provision of accurate information to secondary school learners is important as this may prevent incorrect career choices and attrition, for instance in programs such as nursing (King et al, 2007).

Life orientation equips learners to solve problems, to make informed decisions and choices and to take appropriate actions to enable them to live meaningfully and successfully in a rapidly changing society (Prinsloo, 2007).

Mbokodi et al (2003:17) continue to point out that lack of library facilities that would solve some of the black learners' problems that is experienced at home and education that is made irrelevant to the community needs. Hence,this is done by ignoring cultural traditions and marginalising the learners by teaching them unresponsive syllabuses while ignoring indigenous knowledge.

However, Bristow (1992:76) once mentions that the typical home environment of black people in South Africa is not conducive to reading, and that many homes are hopeless if not overcrowded and congested, with inadequate lighting and very little privacy. In most cases, there are no books in the home and no libraries nearby. Most of the people who live in such homes are illiterate and poor. Yet, whether people are illiterate or not and irrespective of their geographical location, they still have a need for information, a commodity that should be enjoyed by all citizens.

In addition, Stadler (1992:44) argues that black children that attend schools in urban areas do have an advantage over their counterparts. She argues that children in urban areas can be able to have some access to library in the established urban public libraries and some tertiary institutions such as universities, which provide access to study facilities. Therefore, school library provision is a matter of urgency in a situation where the majority of the families are underprivileged. She continues to say that if a library can be provided where people who live in uncongenial housing conditions can go to get information and a quiet place to work in, an important social and educational service is being provided for the previously disadvantaged.

2.5   PARENT-CHILD EDUCATIONAL RELATIONSHIP

The education relationship can be defined and classified as a relationship between the educator and one or more learners formed with the specific aim of educating the child or children (Neland Urbani, 1990:11). The informative situation develops within this relationship.

For instance, according to Goldberg (2002), when parents find their child in a challenging situation, it is best to work on the problem with the child by trying to find possible solutions. As parents play this role, they will be building a good relationship with their children. The more parents believe in their children, the more they will be able to capacitate their children. Being the recipient of a positive warmth and support is a basic fundamental to the development of understanding and morality. Daily relationship are formed through interactions, and have the potential ability to be positive.

However, in the pedagogic situation, according to Landman (1992), the educator (parent) and the educand (child) are related in a special way. They become involved in education relationships, which is called a Pedagogic relationship of trust. In addition, Goldberg (2002: 33) states that, a parent should try to acknowledge good behaviour when one sees it. Though Landman et al (1992: 89) contend that an adult must guide and direct the children towards adulthood. Without education, the children will be driven and directed by impulsive instincts, like animals. In this process of educating, the child

becomes a responsible human being.

Parent-child relationship is unique to both the educator (parent) and the educand (child). For instance, a parental role as an educator is to generate an intimate educational relationship and provide protective guidance and orientation to the child. Socialization as a result creates the principle of the child's upbringing by his parents.

Van den Aardweg and Van den Aardweg (1988:214-216) conserve that some of primarily parental tasks are to influence the child's conscience and guiding them towards accepting their responsibilities in a personal and social sense. According to Garforth (1985:57), their task is to scrutinize all possible external influences and to exclude all aspects that can jeopardize the child's becoming. When certain influences cannot be excluded, parents must support the child in assimilating these influences to accommodate them within the accepted system of norms and values of the family, their language, religious denomination and population group.

2.6   FACTORS THAT CAN HELP OR HINDER PARTNERSHIP BETWEEN PARENTS AND EDUCATORS

There are wide-ranging obstructions towards parental involvement in education. Some of the most cited reasons for parents not being involved in schooling is work commitments. Lack of time and childcare difficulties seem to be a significant factors, more dominantly for women and those working full-time. Also, teacher's report that more single parents are not involved in their child's education at home, unlike married parents who make time to help their children with homework. Hence, single parents feel very restricted in this respect and tend to be the least responsive to invitations and requests from school.

Kohl et al (2000) investigated family factors which potentially put parental involvement at risk. In their study, it was argued that, parents' views of their role as teachers and their degree of comfort in communicating with teachers might in part be a reflection on

their own education experience. The more educated the parents, the greater was their involvement in their child's education. A lack of extended personal educational experience has, argues Kohl et al (2000), rendered some parents lacking in relevant skills or appropriate conception of 'parents as co-educator'.

On the contrary, Nechyba et al (1999) summarized three possible mechanisms through which social class might operate as an obstruction to parental involvement. Firstly, the suggestion is that there is a 'culture of poverty' in which working class families place less value on education than middle class parents and hence are less disposed to participate. Second, working class families have less 'social capital' in terms of social networks and skills. They do not know the 'right sort of people'. In consequence, regardless of disposition, working class parents either are, or feel they are, less well equipped to negotiate and deliver on the demands of schooling.

Thirdly, working class parents face certain institutional barriers as schools are middle class institutions with their own values. They accept involvement only on their own terms which are non-negotiable. Consequently, those parents not conforming to these values are quickly 'put in their place'.

Crozier (2001) interviewed in depth a sample of parents (71% of working class) on the experience of home-school relations and found the following:

(a) Many working class parents have perceptions of teachers as superior and distant.
(b) These perceptions are reinforced by the teachers' stance.
(c) Teachers engage with parents only on their own terms.
(d) This does not encourage parents to be proactive in partnership, rather it encourages parental fatalism in regard to their children's schooling.

Whilst there is a broadly held desire amongst parents for more involvement in schooling, there are clearly material (time and money) and psychological barriers which operate differentially (and discriminatingly) across the social classes and individual differences amongst parents that operate within social classes.

2.6.1 Single-parent family

The character of a single parent family by a great deal is of group dissimilarity, but yet it is one of the many family forms (Kissan and Allen, 1993:7). Just Like two-parent families, each single-parent family is unique and has its own strengths and weaknesses. These families live everywhere: in large cities and in suburbs and in small towns.

Single parenting in South Africa is indicative many one such factor is the fact that although parents might still be married, they might be separated by distance of work when working at different places. A single parent might struggle or be faced with a wide range of economic, social and emotional issues such as economic instability, loss of income, relocation, changes in family roles and responsibilities and emotional stress. Single parents often experience problems of discipline, guilt, insecurity, ex-spouses, lowered standards and depression (Popenoe, Cunningham and Boult, 1998:284).

There are some important distinctions among different types of single-parent families, for instance families led by never married mothers, separated mothers, divorced mothers, widowed mothers and single fathers. According to Grossman (1986:166), family breakups of any kind threaten the children's positive sense themselves and their world. Single mothers have a dual responsibility in their households. "You are a working mom and you're tired beyond belief. You rush to get to work on time, race to pick up the kids at day care, and juggle an endless list of household chores before falling into bed at midnight" (Hittner, 1998: 1).

2.6.2 Never-married mothers

Never-married mothers are by far the poorest group of single parents. Their average income is one-sixth of the average income of two-parent households. Never-married mothers tend to spend more time at home with their children than other single parents, though this may have more to do with their personal backgrounds, present joblessness and lack of social and career opportunities than with their never-married status (Hargreaves 1991: 18). Never-married mothers consist of women who adopt, give birth

to one or more children, from young teenage mothers to older professional women who choose to start families on their own.

2.6.3 Separated and divorced parents

Marital separation marks the beginning of a divorce process. For most families, separation means that the father sets up a separate residence and the mother become the head of the household.

According to Emery (1999), if all divorces were to be characterized by one thing, it would be change. Some changes begin well before the physical separation and others continue long after the legal divorce. Additionally, changes can make the family environment better or worse, but changes do require children to adapt (Emery, 1999).

Hargreaves (1991:20) contends that divorced mothers share slightly better conditions than separated mothers because many of these mothers have successfully passed through the initial crisis stage of marital dissolution, or because women of low socioeconomic status do not obtain formal divorces as often as others.

According to Shinoda (2001), when a couple has children, divorces or separates, a process of disorganising a family occurs. Substantial research has indicated that conflict between parents can be seriously harmful to children. Moreover, the processes of divorce and the changes that a divorce entails may involve children's exposure to parental conflict before the divorce, in the courtroom itself and in post-divorce family life (Emery, 1999).

Additionally, through the course of social modelling, parental conflict may also influence child behaviour, whereby children acquire the same behavioural strategies used by their parents during conflicts (Shinoda, 2001:17).

As there are many contributory factors that create and break a joint partnership towards ensuring smooth production of well-educated learners. McAdams (1993:7-12) discusses factors that could help to promote or hinder partnership, as follows:

2.6.4 The forms, tasks and general philosophy of the school

The general aim of the school, whether it is intended to balance, supplement or substitute for the care and teaching of parents for their children, will have an important effect on the extent to which partnership is possible. Evidently, partnership is possible and easier in schools that focus on support rather than intervention. Also, the school that offers a community provision open to all local families, rather than a specialist service providing a safety net for vulnerable families.

Moreover, the key factor in all of this is how prepared the school and educators are to work in an open and collaborative way with parents. Importantly, it is also critical how well they are able to respond to the needs of individual children, their families and values and culture of the local community.

2.6.5 Establishing policy of working with parents

The schools will have to work towards partnership with parents that can be formed if and only if it has an explicit commitment in the method of a policy statement on parental involvement. Hence, commitment needs to operate at two levels, namely on the part of the local authority and within individual schools.

Individual schools are most likely to develop their work with parents if a clear statement about the role of parents is included in their aims. What is expected of parents, the roles they should play and what the staff should either ask or expect them to do should be made clear from the beginning.

2.6.6 Management

Whether or not parents are entitled to participate in management besides being representatives, will be partly determined by the type of a school, as well as the numbers of issues identified in schools that practice the full parental Involvement in management and can be summarized as:

The prerequisite to clarify roles, responsibilities and duties of management committees; that is, where does the power lie, and also which decisions can the management committee make and which are made elsewhere, the problems related to records and to confidentiality when parents are involved in discussing matters related to other families in their local community, the importance of developing strategies to enable parents to participate in management, and provide training and support for them as well as the question of potential conflict between parents and educators when the views of the parents are at odds with those of the staff, for example, on whether the school should employ more men than women.

2.6.7 Funding

While working with parents is primarily about changing attitudes, perceptions and style of service, there is absolutely no doubt that if educators are to take on responsibilities and tasks in addition to their work with learners, then this is considerably captivated if there are adequate staff, equipment, premises and resources. However, the lack of resource dominates many discussions on working with parents.

2.6.8 Location and premises

Where the school is, whether it is accessible to local families and to those who have to come by public transport, and how welcoming the premises are, endure all factors that disturb parents from accepting the school invite. The school can be a brand-new purpose-built centre or old hall, but the age and state of the surrounding seems less important to parents than whether or not they are made to feel at home when they get there.

Parents will respond well to clear signs (in different languages if appropriate) which welcome them and point to the reception area or parental room. Shortage of space is usually one of the main difficulties facing educators wishing to develop work with parents.

If parents have a base of their own and are able to invite educators to join them on their items, the distance between them and educators maybe reduced and the feeling of powerlessness felt by some parents can be minimized.

2.6.9 Time

According to Chamberlain and Kindred (1966:45), time is very important for doing the following:

> To think through carefully why parent involvement is important, before developing new approaches or involving parents in new ways; to talk to parents about what their views and expectations are; to visit other schools which are working with parents and to learn from their successes and mistakes, but remembering that no two schools are the same; to persuade other educator colleagues that what is being done is important; to set up new activities and approaches which may have to be fitted in beyond the daily requirements of the job; to enable the work to develop at its own pace and in response to the needs of parents and skills and interests of the staff and not to fulfil the requirements of a predetermined blueprint; to enable parents to develop at their own pace and not to be rushed into roles and activities before they are ready; to review constantly how the programme is going; to ask parents for feedback and to make changes where appropriate, and to provide educators with appropriate (and regular) training and support as they take on new activities.

2.6.10 Methods and strategies

Detailed methods and strategies should be in practice for parents and educators to work together and if all parents are to be reached. The critical key factors in determining

these strategies and methods are: the need for flexibility in responding to the changing needs of the local families.

Moreover, the importance of making a choice of activities to enable parents to become involved at the point that suits them, as well as provision for opportunities within the school for parents to move from shy observers, to become participants as partners on the education of a learner. However, Stacey (1991:20) identifies a range of methods as follows; when schools are communicating through a written letter, they must ensure that they communicate in the language that parents can understand, including both regular newsletters, the brochures outlining the aims of the school as well as the role that parents can play; and if possible, a home-school diary for regular communication about what has happened during the day.

Individual interviews with all the parents before the learners come to the school, personal contacts opportunities between the educators and the parents, for instance, home visits for those parents who have challenges of going to school. Furthermore, creations of opportunities for informal discussions on a daily basis, and formal sessions at regular intervals in order to share information, and a review of the progress are critical.

Establishing what the parent and educator respectively expect of the learners while at school and what their individual roles entail can be achievable through informal contracts or agreements between the educators and the parents, reviewed at regular intervals.

Making the school friendly by putting clear notices, having space that belongs to the parents, being clear about how parents fit into the daily routine, as well as invitations to become more involved in specific tasks, through giving opportunities to participate in learners' education by having open discussions about the school's aims and objectives and the programme of work with the learners, participation in the school by having parents taking turns on helping out in school activities, sharing their skills in the

classroom. Consequently, partnership in the school by having sufficient information to be contributed by the parent in discussions pertaining to the progress of their understanding, feeling that the educator concerned is listening to and taking account of their point of view.

A realization of parents as workers through being home visitors and counsellors as well as training opportunities to enable parents to develop skills required to undertake these tasks and to participate in school management.

Additionally, parents as evaluators by asking teachers for feedback on the school matters and how the school is meeting their needs and those of their children and working parents, making ways of enabling the involvement of parents who may not be able to attend during the day.

2.6.11 Fe Y Alegria program in teacher/parent involvement

Rugh and Bossert (1998:123) deliberated the importance of community involvement in a programme referred to as Fe Y Alegria (FYA) as practised in many countries for example, Bolivia, Columbia, Brazil and others, although the FYA might differ as it moves from country to country where it is practiced.

Rugh and Bossert (1998:123) cited Swope who highlighted a subsequent basic ways of involving the community in FYA, for instance, a community group invites FYA to start a school in its area; A school is opened immediately with resources at hand; other local organizations are contacted to build a broad support; community groups participate in the construction of the school to reduce labour and finishing costs; a parent association begins operation immediately and works closely with the principal; FYA involves the parents in their children's education; FYA works with the community to create a variety of formal and informal education programmes.

Precisely, Reimers (1997) clarifies that between many factors of influence that make FYA successful is the emphasis on the role of the community and democratic leadership.

Agreeing with Mbokodi, Singh and Msila (2003) through using the framework of FYA, developed frameworks that could be used in schools to enhance black parental participation in education. The schools cannot expect the black learners to be empowered if they are allowing them to go to disempowered parents each day. Hence, the framework (see Figure.1) is necessary in a transformation process that calls for the total involvement of parents in education as envisaged in the South African Schools Act (SASA).

Figure.1 Parental Involvement in education cycle
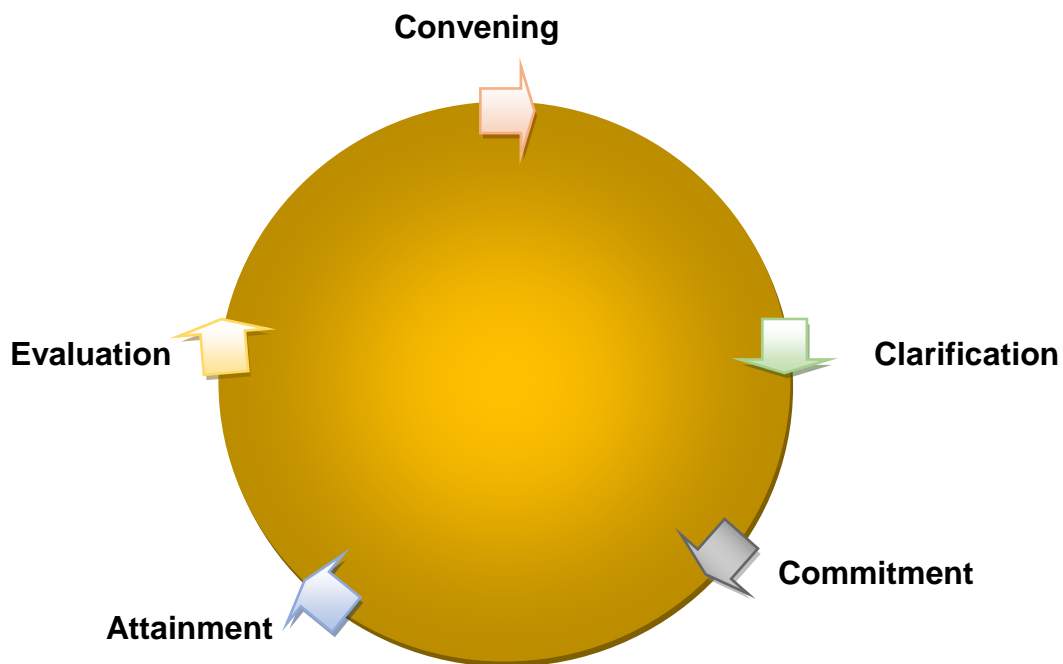
The framework is divided into five phases namely: convening level, clarification   level, commitment level, attainment level, evaluation level.

Phase 1:   Convening level

It is important to make parents aware that they can enhance quality in schools and discuss transformation in education with teachers, as well as creation of opportunities for parents to become partners in education and allow them to voice out what they want education to embrace.

Stage 2:   Clarification level

Clarify the role of parents in education by making teachers aware of the positive potential of their (parents) role; making parents aware of their role in contributing towards change in education; clarifying differential roles for parents with varying educational backgrounds. For instance, parents with low literacy levels can contribute meaningfully towards upkeep of the school ground.

Phase 3:   Commitment level

Teachers and parents must have the will to work together, plan jointly, improve relationships, reduces stress and anxiety as well as to create a favourable climate for consensual decision making; and apply a collegial approach on policy issues.

Stage 4:   Attainment level

Coordinate and control activities through a joint deliberate initiative on educational matters; and assume joint responsibility for resource utilization as well as adopt a transparent approach in policy implementation; and contribute jointly towards the attainment of the vision and mission of the institution.

Stage 5:   Evaluation

Jointly evaluate educational outcomes, provide feedback on cost effectiveness as well as correct faulty communication channels; and modify current plans and consider alternative goals, if necessary.

It is evident that the above phases sort to be an advantage to the parents more over they exist to unite both the parents and the teachers under a common banner, which is to contribute effectively to education as decreed in the SASA.

2.7   CHAPTER SUMMARY

In the context of South Africa as pertains to public schools, parents go through sundry challenges in terms of playing a good and a positive role into sustaining an effective public based education and sustainable livelihood in Lindelani is still not realised. The study examines the essential roles of school stakeholders in the education of children, particularly in the township area. Amongst many ways of closing the gap between schools and community is to enhance a relationship between the teachers and the parents. Through the methods of Mbokodi et al *(2003*: 27), achieving it by working together within the spirit of Masifunde, as are many comprehensive types of doable and pragmatic theories, models, and approaches that are well expressed in the next chapter (theoretical frameworks, basic models and approaches) can be looked at in order to further advance and emphasis of the role of community members in education and making education more fashionable to all learners in and informal settlement.

The focus is fundamentally on the impactful roles of building a healthy communication bridge to relevant component of a community into advocating education, mobilising and crafting learners to meet the demands of life basic necessities and opportunities for sustainable development in the historically disadvantaged secondary school townships. The absenteeism of black parental participation was significant in this investigation. However, there should be crucial interventions to empower the parents as well as, the education system in order to create a well transformed and endowed society.

CHAPTER THREE

3. THEORETICAL FRAMEWORKS, BASIC MODELS AND APPROACHES OF PARENTAL AND TEACHERS INVOLVEMENT IN THE EDUCATION OF LEARNERS

3.1 INTRODUCTIONS

In this chapter, some of the theories, models and approaches to researching the effects of parental involvement are introduced and examined. Parental involvement is a broad-term for several types of activities. This applies, for example, in good parenting at home, assisting children with their homework, talking to teachers, attending to school functions and taking part in school governance. Thud, the chapter demonstrates and examines some of the problems of measurements and analysis by reference. Notably, these studies indicate that parental involvement in children's education has the potential of impacting on the children's achievement and transformation.

3.2 OVERLAPPING SPHERES OF INFLUENCE

Barbour, Barbour and Scully (2008:337) observe that Epstein developed a theoretical framework called the "overlapping spheres of influence" in a student's schooling as in other partnership models. The framework of Epstein's programme is basically centered on the idea of the shared responsibilities at home, school and community for children's learning and development. In the community of Lindelani, there is an element of a "do not care attitude" which denotes that they do not bother so long as it is not their own child locked outside the school gate for coming late. Also, most parents care less if they see children on the street as long as it is not their children and teachers mostly care only about learners who are present in class.

Furthermore, this model of overlapping spheres of influence assumes that there are mutual interests and influences of families and schools that can be more or less successfully encouraged by the policies and programmes of the organisations and the

actions and attitudes of the individuals in these organisations (Epstein, 2001:31). Arguably, a positive shared attitude is an appropriate angle from which to address and promote education. Mutual interest can easily be achieved when all the participants are well informed, willing to be informed and attentive as regards the role and responsibility of stakeholder ship. This, arguably, has the potential of empowering parents to be educationally conscious of the fact that education is more than just about a learner being promoted to an upper grade but that it also defines children's future.

The theory of overlapping spheres of influence states that the mutual interests and influence, policies and practices of all the stakeholders can increase interaction and thus create families and schools which can help the learners to become more successful in education (Epstein cited in Kgaffe, 2001:15). Epstein also notes that at any time in any school and in any family or community, parent involvement is a variable that can be increased or decreased through the practices that are used. Moreover, the theory recognises the multiple contexts and interpersonal relations of all informants (Kgaffe, 2001:16). A collaborative effort is evident to many learners that have families who take their children's education serious, in addition to obtain ability of a joint support system. This also serves as a monitoring measure to a child, noting the fact that giving the children total freedom or rather to allow them to do as they please does not end promise the child any career guidance, in and out of school.

Epstein (2001) argues that the different spheres maybe accomplished through their practices and that everyone roles and responsibilities is to achieve a common goal, is to produce educated and successful learners. Within her theory of the overlapping spheres of influence roles and responsibilities between the family and school and the community, Kgaffe (2001:15) outlines that when teachers and parents put more emphasis on their shared responsibilities, they support the generalisation of skills required by both groups to produce educated and successful learners. Their combined effort pushes together the spheres of family and school influence and increases interaction between them.

Collaboration is the key to fostering a school success. Moreover, parents play a central role in establishing cognitive skills prior to their children entering formal education and in helping to lay the groundwork for academics. Although most parents understand the importance of homework, they may not know the value of reading to their children, talking about their day and checking on their school work occasionally (Navette, 1996:45). Fostering these approaches in a pragmatic and a well-structured awareness, with proper communication channels from teachers to parents will enable a platform that can address various other challenges, yet also addressing what the schools desire from a parent.

A joint involvement of teachers and parents should be consistence with a verity types of educational approaches, models and frameworks from different schools of thoughts, perceptive and ground theories, such as discussed below. These are the working relations between the three spheres; the functional approach, the external model and the internal model.

3.2.1 The functional approach

The functional approach promotes students' achievement whereby it highlights the roles and responsibilities of teachers and parents. Therefore, the emphasis is on parent involvement, which includes many conceivable roles as possible, with the purpose of improving learning. Such promotion serves as a performance adjustment dominator and controller. Through this system of external rewards and reinforcement, it is a way of encouraging the learners to gain more insight into the curriculum provided by the school, and in that way encourages the learners to develop individual behavioural strategies in order to exercise more, rather than less. An example of this, it is using reinforcement (rewarding) techniques, where rewards are given to encourage types of behaviour more acceptable and functional, such as rewarding a child for not being absent and observing punctually norms.

According to Risimati (2001:21), functional approach theory is based on a social organisation perspective that advances that the most effective families and schools

have overlapping, shared goals and a common mission concerning children, and that they conduct some of their tasks collaboratively.

In a shared involvement, some of the excessive impediments that are not properly addressed are the issues of single parents, precisely single mothers being the only bread winners hitherto working late hours. Moreover, the involvement of teenage parents who are going through their adolescent stage.

Epstein's theory assumes that schools cannot exist, nor function in isolation. Instead they should work in collaboration with other stakeholders, such as families and communities, in the process of educating learners. The intention of improving such a partnership is to ensure that schools become effective institutions of learning in communities.

It is significant to democracy in those parents and citizens that participate in the governing of public institutions, since a parent is fundamental to a healthy system of public education (Epstein, 2001:316). She also makes mention that the points of partnership are further emphasized by the issue of parent involvement in their children's education being much larger than improving learners achievement. In a nutshell, learners' achievement go as far as career management, mentoring the learners growth into ensuring sustainable and endured performance is met, so that it accomplish the long term perceived goal which is to prosper and be successful in life. However, Groenewald (1996:56) as cited in Volk (1994:66) argues that there are five basic models that characterize the parents' role. These models consist of the following:

(a) Parents as audience.
(b) Parents as learners.
(c) Parents as paraprofessionals.
(d) Parents as teachers of their own children.
(e) Parents as decision-makers.

Epstein *(*2001:58) furthermore state that, no matter which model a family might follow, they will continue to influence their school experiences. With this in attention, parents as community members need to play a more active role in their children's school lives and also understand the power of influence they hold over learners. As a result, display a multifaceted parental roles and responsibilities that enables a tranquil consideration on the recipient, and allows for a more settled understanding by the parent, so as to recognize what type of role and responsibility they are playing; or what type of role and responsibility they should be playing as stakeholders.

Epstein (1991:177) makes a parallel argument to that of Volk. In her research, she identifies and clarifies many diverse styles of partnerships that all contribute to the success of learners. Her model, first, converses the basic responsibilities of parents: At all ages, parents help their children to learn by safeguarding and keeping them healthy; or feel good about themselves and confident with others; and they advise them on the importance of learning and being attentive in school.

In summary, parental involvement in learning activities takes place at home. Furthermore, Epstein's theory of overlapping sphere of influence includes both the external and the internal models.

3.2.1.1   The internal model

Epstein (2001) writes that the internal model of the interaction of the three spheres of influence shows where and how complex and essential interpersonal relations and patterns of influence occur between individuals at home, at school, and in the community. These social relationships may be enacted and studied at an institutional level, for example, when a school invites all families to an event or sends the same communications to all families, and at an individual level. For example, when a parent and a teacher meet in conference or talk by telephone. Connections between schools or parents and community groups, agencies and services can also be represented and studied within the model.

These types of models entail that the mode of communication is a critical element to the study, hence, with poor channels of communication, neither the parents, nor the children, community, or the school will able meet their primary objectives. Issues of language and socio-cultural context are a basic consideration when communication is conveyed.

Epstein (2001: 33), reasons that the "maximum" overlap takes place when schools and families operate as true "partners" with frequent cooperative efforts and clear, close communication between parents and teachers in a comprehensive programme of many important types of parent involvement. However, she maintains that there is never a total overlap because the family maintains some functions and practices that are independent of the schools' or teachers' programmes, and vice versa.

Various tasks can be characterised into two support frameworks, says (Young and Helvie, (1996:88) which is direct and indirect support;

Direct support involves attending school sponsored functions and participation in the child's educational plans and progress.

Indirect support manifests itself through positive attitudes towards schooling, home-base support of the child, and valuing education. The parent-child-school link should recognize both support angles.

3.2.1.2   The external model

Epstein (2009) states that the external model of overlapping spheres of influence recognises that there are three major contexts in which learners learn and grow, namely the family, the school and the community, which may be drawn together, or pushed apart. The degree of overlap or non-overlap among these three spheres is controlled by three forces:

a) Time, which includes the historic period, changes in the age and grade levels of learners. Families and schools are ever-changing, as the members mature, develop new skills, knowledge, contacts and patterns of social interaction;
b) philosophies, policies and practices of the family; and
c) Philosophies, policies and practices of the school (Epstein, 2001).

In this model, Epstein summarise that there are some practices that schools, families and communities conduct separately and some that they conduct jointly to influence children's learning and growth.

The researcher adopted the combination of Epsteins' overlapping spheres of influence approach and it functional, Internal and external models in this study for the reason that these approaches are perceived to work better when implemented holistically, for the reason that collectively they all play a critical starring and important role to learners, teachers and parents.

3.3   CHAPTER SUMMARY

The clear position on effective viewpoint of theory driven and search based approaches to schools, family partnerships, indicate that it has become obvious from the above reviewed theories, models and approaches, that the culture of teaching and learning is an important element in the teaching and learning process. Additionally, for it to triumph there is a need for a watertight partnership from different stakeholders with a common objective, for instance, principals, educators and parents to be embraced.

CHAPTER FOUR

4. RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter focuses on the research methodology used to conduct the empirical investigation. Notably, research methods are described with reference to the target population, sample, sampling method, data collection and the instrument used (Burns and Grove, 2007). Of importance to note also is the fact that the main data collection instruments used were interviews and questionnaires. For purposes of interpretation, isiZulu as a mother tongue to the interviewees was also used to interpret questionnaires as they were written in English.

4.2 RESEARCH DESIGN

According to Welman Kruger, and Mitchell (2009:46), a research design is best described as the holistic plan used in the selection of the respondents of the study as well as the means of data collection. As argued by Zikmundand Babin, 2010:66) the research design should be construed as a mixed-bag approach that implies choosing from different alternatives and options to ensure that the research purpose and perspective are clarified and achieved. Thus, the research problem determines the methods and procedures: the types of measurement, the sampling, the data collection and the data analysis to be employed for the study in question.

For purposes of increasing the scope and range of the study, a mixed method research design was chosen to conduct this research. Ivankova, Creswell and Clark (2007), define the mixed method approach (both qualitative and quantitative methods of data collection) as a system for gathering, evaluating and mixing both quantitative and qualitative data at the same stage of the research process within a single study to

understand a research problem more completely in a non-experimental design. According to Lincoln and Guba cited by Johnson and Christensen (2004:50), the mixed methods are used to minimise any risks of making mistakes).

According to Johnson and Onwueg buzie (2004:14), the goal of mixed method research is not a replacement, either to the quantitative or qualitative approaches research. On the contrary, its objective is to draw from the strengths of these approaches and to minimise possible weaknesses.

4.2.1 Quantitative method

According to Kirst Ashman and Hull (2001:287), the quantitative process uses objective and numerical criteria to measure change following an intervention. These designs typically use not only baselines but also require high degree of specificity and focus on readily observable indices of change.

Also, in the quantitative research, theory is largely causal and is deductive in nature. The procedures are standards and replication are assumed and the analysis proceeds by using statistics, tables or charts and discussing what they show relates to hypothesis (Neuman, 2003:145). Such an approach is described as an inquiry into social or human phenomena based on testing a theory comprising of variables, measured with numbers and with the analysis using statistical procedures to determine whether the predictive generalizations of the theory hold true (Creswell, 2014:2).

From the quantitative process, a descriptive research method was applied which was not only concerned with the state of affairs as it obtains now but also focused on a group of subjects as this study focused on a group of about 30 learners studying at Mandlenkosi, 10 parents of learners that study at Mandlenkosi and 10 teachers that teach at Mandlenkosi. The research design mentioned above was, therefore, considered to be the most appropriate for this study and was thus used to investigate the communal role of parents and teachers in the education of the learners in their daily activities. De Vos, Strydom, Fouche and Delport (2011) aver that widely used non-

experimental designs in social sciences research are surveys especially because surveys can be used in all types of studies ranging from the exploratory descriptive, explanatory and evaluative.

4.2.1 Qualitative method

A qualitative research is an umbrella phrase accounting for how in-depth interviews and/or observations of humans in normal and social settings meaning are used by the researcher to gather, organize and interpret information with his or her eyes and ears as filters (Lichtman, (2006:22).

Babbie and Mouton (2001) summarise that qualitative research design shares the following features:

     (a) A detailed engagement/encounter with the object of study.
     (b) Select a small number of cases to be studied.
     (c) Openness to multiple sources of data.
     (d) Flexible design features that allow the researcher to adapt and make changes to the study where and when necessary.

Such features allow the researcher to make use of emerging questions and procedures and thus gathers the data typically in the participant's setting, analyses the data inductively by assembling the analysis from information towards general themes and concludes by interpreting the significance of the data (Creswell, 2009:4).This form of research explores and appreciates the significance of an individual's attribute to a social problem.

According to Gerson and Horowitz (2002:199), qualitative research is a direct encounter with the participants in investigating how people construct, interpret and give meaning to their experiences.This study also used this design to describe the attitude of the three groups namely, the learners, parents and teachers.

4.3   RESEARCH ETHICS

Participants were not misled on the questionnaires with regards to dishonest motives from the research conducted. So, the research was conducted without giving any false promises to the respondents. It is thus arguable that the study has the potential of benefitting society in its entirety as opposed to benefitting only the individual respondent to the exclusion of significant others.

The researcher complied with the University's Policy and Procedures on Research Ethics and its Policy and Procedures on Managing and Preventing Acts of Plagiarism.

Mouton (2001:238) is of the view that the researcher should have knowledge of the ethics of research which concerns what is wrong and what is right in conducting research, because scientific research is a form of human conduct and it follows that such conduct must conform to accepted norms and values. Other important ethical issues according to Welman (2005) include competence whereby researchers embark on the use of skill in which they have not been adequately trained. Such conduct is risky as it has the potential of causing not only harm to the subjects but also of abusing the subject's goodwill and thus damage the reputation of the research organisation. The resultant outcome would be a waste of time and other resources. It is also worth noting that literature review, should be preceded by a thorough engagement with secondary texts to ensure that the study is not a replica of what has already been done. Thirdly, plagiarism, is the use of other data or ideas without due acknowledgement.

4.3.1 LETTERS FOR PERMISSION

To collect data from schools, the researcher had to write a letter to request for permission to visit the schools. An application letter (Annexure A) was sent to the principal of the school. The principal also allowed the researcher to visit the school and showed a keen interest in the whole research topic.

4.3.2 CONFIDENTIALITY AND ANONYMITY

Babbie (2004:523), the strongest concern in the protection of the subject interest and well-being is the protection of the respondent identity. If for some reason revealing the survey responses would harm the respondents' in any way, adherence to this norm becomes all the more important. Additionally, the techniques of anonymity and confidentiality assist the researcher in this regard.

The researcher assured all respondents (parents, teachers and learners) that no names of persons would be mentioned in the study and that the information obtained would be treated with confidentially as well as only be used for the purposes of the study.

4.3.3 AVOIDANCE OF HARM

The respondents were made aware that they were not obligated or not forced to take part or answer any questions that they are not comfortable to answer. De Vos, Strydom, Fouche, and Delport *(*2005:57*)* say that the "subjects can be harmed in a physical or emotional manner" and Babbie (2004:522) adds that "the subject can be harmed psychologically in the course of a study." By this researcher was very much cautious and in dealing with the participants.

4.3.4 INFORMED CONSENT

Martin (2011:72) clearly states that the researcher must provide potential participants with clear, detailed, and factual information about the study, its methods, its risks and benefits, along with assurance of the voluntary nature of participation, and the freedom to refuse or withdraw without penalties

4.4   TARGETED POPULATION

The target population consisted of the learners who study at Mandlenkosi secondary school: the parents of the learners who study at Mandlenkosi secondary school and the

teachers who teach at Mandlenkosi Secondary School in the area of Lindelani community. The unit of analysis can further be separated on the bases of the following::

Learners	Teachers	Parents
Gender	Gender	Gender
Age	Age	Highest qualification
Grade Level	Grade teaching	Number of children/dependents
Parental / Guardian status		Employment status
Type of Parents		

This was done for the researcher to identify the gap as well as the difference with regards to their perceptions.

4.5   SAMPLING AND SAMPLING PROCEDURES

A statistical method of drawing representative data by selecting people because of the ease of their volunteering or selecting units because of their availability or easy access was employed. A purposive style known as non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher was also used.

In the case study, the purpose of sampling the unit of analysis comprises fifty (50) respondents whom the researcher selected. The researcher selected thirty (30) learners who were divided into two; fifteen (15) males and fifteen (15) females who study at Mandlenkosi Secondary School, a total number ten (10) parents of learners who study at Mandlenkosi Secondary School that was divided by two; five (5) males and five (5) females and a total number of ten (10) teachers that teach at Mandlenkosi secondary school that was divided by two; five (5) males and five (5) females. In total, (50) fifty respondents were sampled because the researcher envisaged that teachers, parents and learners are the primary source of information strategically positioned to provide the most credible state of affairs as regards the existence and absence of the collective role

by the designated stakeholders through their daily experiences.

Martin (2011:113), asserts that sampling is a selection of research participants from an entire population and involves decisions about which people, settings, event behaviours, and/or social process to observe.

The main concern of sampling is representativeness. The aim is to select a sample that will be representative of the population the researcher aims to draw conclusion from.

4.5.1.1   PURPOSIVE SAMPLING

Purposive sampling was used. Martin (2011:138) outlines that purposive sampling is not dependent only on the available and willingness to participate, but also on cases where a population is typically selected.

In this study, the researcher purposively identified learners studying in a public (township) school and these are the ones who are knowledgeable in the roles of parents and teachers because they are the subject matter. Secondly, the parents of the learners are the ones who are well-informed extent of their participation and the contribution they make in the school. Thus, they can able to even give reasons as to why there is low participation. Thirdly, teachers are the ones who are well informed on whether there is any participation or not. These selected samples from the population are, therefore, likely to have relevant answers to the researcher's questions as they are strategically positioned in relation to the schools' operation.

Babbie and Mouton (2004:166) aver that sometimes it is appropriate for the researchers to select their sample because of their own knowledge of the population, its elements and the nature of their research aims. In other words, the sample should be based on the researchers' judgement and purpose of his or her study.

4.6   DATA COLLECTION INSTRUMENTS

These are research instruments that were used to collect information of this study:

4.6.1 PRIMARY SOURCES

4.6.1.1   FOCUS GROUP INTERVIEWS

The purpose of a focus group is to promote self-disclosure among participants. It is to know what people think and feel (Krueger and Casey, 2000: 7). In this research the interviewed group interaction is used to produce data. Focus groups are capable of generating complex information at a low cost in a minimum amount of time (Kroll, Barbour and Harris 2007: 691).

Johnson and Christensen (2004:185) explain a focus group as "a type of group interview in which a moderator or researcher leads a discussion with a small group of individuals, in the case of this study the parents, teachers and learners. This is prepared in order to examine, in detail, how the group members think and feel about a subject matter.

According to Babbie (2004:309), focus group draws on three of the fundamental strengths that are shared by all qualitative methods; Exploratory, Contextual and Interpretation. Therefore Group dynamics also frequently bring out aspect that would not have been anticipated by the researcher and would not have emerged with individuals.

However, Stewart and Shamdasani cited by Johnson and Christensen (2004:185) mention the multiple purposes of using focus groups as follows:

(a) To receive general background information about a particular topic of interest from respondents.
(b) To generate research hypotheses that can be submitted to further research and testing using more quantitative approaches.

(c) To stimulate new ideas and creative concepts from respondents to answer the problem concerned.

(d) To diagnose the potential for problems with a new program.

(e) To learn how participants talk about the phenomenon of interest.

(f) To interpret previous obtained quantitative results.

The researcher purposefully chose ten (10) teachers who were involved in different level of study. Two representatives from each from the five grades (grade 7 – 12). This was done so as to find out the kinds of problems that they were experiencing in their respective grades about parental participation in school activities at the school.

Thirty (30) learners chosen included both boys and girls, some children of the parents mentioned. Both learners who participated in sport and those who were assisting in sports or extra-mural activities were selected, so as to get the real picture of what was happening about the parental involvement at school. The aim of selecting this focus group was based on the assumption that the researcher would obtain information from all stakeholders at school.

This was a heterogeneous group (composed of dissimilar kinds of people): It is when using this method of data gathering the researcher is advised to use more than one focus group, so as not to rely on a single focus group's information. Focus group interviews were repeated up until the information became saturated (Schurink and Schurink, (1998:317) in De Vos, Strydom, Fouche and Delport (2011).

During the interviews the researcher avoided using structured interviews because he did not want to lead the participants in a specific direction. Participants responded to open-ended questions as indicated by Schurink and Schurink. (1998:314). The researcher also intended to see themes, topics and patterns emerging from the interview transcripts and avoided simply trying to confirm his own ideas.

4.6.1.2   SEMI-STRUCTURED INTERVIEWS

After observing intensely at the themes and matters that emerged from the focus group interviews, the researcher opted to conduct an in-depth face-to-face interview with parents because parents where difficult to be located in an easy and accessible group environment. The researcher used the semi-structured interviews purposefully knowing that they are time-consuming and can be driven by passion and involved, depending on the subject. The researcher adopted the style of De Vos, Strydom, Fouche, and Delport (2005:297), to try and make the interviewees feel at ease and comfortable by allowing them the freedom to pose questions to one another and express on their experiences of the participation or non-participation of parents in the education of their children.

4.6.1.3   QUESTIONNAIRES

The researcher designated the questionnaire as an instrument intended to collect quantitative data. According to Babbie and Mouton (2001: 233), the term questionnaire suggests a collection of questions. A typical questionnaire will probably contain as many statements as questions, especially if the researcher is interested in determining the extent to which respondents hold a particular attitude or perspective.

De Vos, Strydom, Fouche and Delport (2011: 187) adds that the basic objective of a questionnaire is perspective in order to obtain facts and opinions about a phenomenon from people who are informed on the particular issues. Consultation with research experts was also done at all levels of the questionnaire design.

Moreover, to control the administration of questionnaires, Neuman (2006:299) puts it that the advantage of self-administrated questionnaires in a survey is by far the cheapest, and it can be conducted by a single researcher. Therefore, the researcher chose to personally administer questionnaires to clarify the purpose of the study to the respondents. For example, the questionnaires were given to selected focus groups of respondents to fill, which were the parents, teachers and learners.

The researcher structured the questionnaires in two sections; Section A consisted of personal data or rather the profile of the respondents and Section B consisted of questions that listed the knowledge of the respondents on parental involvement, and thus focused on the views, and the attitudes of the respondents It was also clear that one section could not have achieved the researcher's goal. However the researcher used literature study as basis for the content of the questionnaire.

Furthermore, the targeted population for data collection were teachers, parents and learners.In the construction of questionnaires, the researcher made use of open-ended questions, intentionally to encourage respondents to provide perceptions to expand their opinions, and describe their experiences.

Creswell (2003:153) state that one of the reasons for making use of the questionnaires is to determine whether there is a correlation between the data collected in the interviews and focus-group discussions on the one hand, and that collected in the questionnaire, on the other hand.

Questionnaires were disseminated to each participant. After the interviews and respondents were given enough opportunity to complete them. Assistance was provided to parents who were struggling to read, and write. Writing material was available to every participant. The language issue on the questionnaire was taken off, on conditions that if clarities were required, the researcher would provide.

4.6.2 SECONDARY SOURCES

The researcher not only relied on answered questionnaires but also made use of information accessed from the library, the internet, and data from the published and unpublished sources such as text books, legislation, policies, article, journals dissertation and community profile.

4.7   ADMINISTRATION OF THE RESEARCH INSTRUMENT

The administration of questionnaire was done after the interviews to parents, learners and the teachers. Creswell (2014:155) refers to this kind of survey as cross-sectional which means that the data was collected at one specific point in time and not over a period of time. All participants were requested to complete the questionnaire in after the interviews which were held. The questionnaire did not take a long time to be completed.

Furthermore, through the summary, Cronbach's co-efficient alpha was used to determine the intimal consistency reliability estimate for items 1 - 50. According to De Vos, Strydom, Fouche and Delport (2013:177) Cronbach's co-efficient alpha is the most commonly used reliability measurement technique. According to Babbie and Mouton (2004:700) it is a measure of extent to which a scale score that allows the researcher to reconstruct accurately the specific data that went into the construction of the scale. Hence, the measurement technique was used through the Statics Package for Social Science (SPSS) Computer programme that was used to analyse data.

4.8   CHAPTER SUMMARY

This chapter presents an account of the methods and techniques, research designs, the target population, sampling processes, data collection instrument and analysis methods; were discussed and used in this study. Generally, the interviews and questionnaire are known to have more advantages than disadvantages. In this study, it was also found to be a useful tool for data collection. Moreover, underscoring ethical principles research, participants were given room to fully express themselves on the group interviews and left alone to fill out the questionnaires on their own. This made factors such as gender, social status and age of the researcher not affect the responses from the responders.

The researcher covered the wide desired range from respondents. Although some participants were reluctant to voice out their views on the interviews, the questionnaires were instrumental in getting to most of the participant's extensively express themselves in writing. However, it is hoped that the findings of the study illuminate ideal light on the attitudes and perceptions of teachers, parents and learners towards adding value in the education system.

Data collected from the teachers, parents and learners are analysed and interpreted in the next chapter.

CHAPTER FIVE

5. DATA ANALYSIS, INTERPRETATION AND PRESENTATION OF FINDINGS

5.1   INTRODUCTION

This chapter presents the empirical findings of the results on data collected from both the questionnaires from fifty (50) respondents, interviews and focus group discussions. Data from both the quantitative and qualitative approaches were analysed, interpreted and presented to give new meaning.

In this section, therefore, the researcher presents, firstly, the data analysis from the quantitative approach in which insights were gathered using a questionnaire and this analysis is followed by the data analysis of deriving from the qualitative approach.

According to Saratakos (2005:364), data preparation comprises checking and editing collected data and ultimately coding them. Coding means systematically recognizing raw data into the format that is machining readable (Kruger and Neuman 2006) in (De Vos, Strydom, Fouche and Delport, 2011). The data which were obtained from this research procedure was analysed as follows:

(a) Firstly, the analysis of the questionnaire information involved coding of fifty (50) questionnaires that were received,
(b) Secondly, the coded data was transferred into a spread sheet of a computer program.
(c) Thirdly, the data was also subjected to computerized statistical analysis called SPSS in order to test the correlation between the specific variables in their subdivisions.

Presentations of the data in simple tables and figures were converted into simple forms of frequency and percentages and interpretation process. To maintain focus on specific research questions as derived from the objectives of the study, the researcher the data

was presented under different sub - headings.

Furthermore, the research questions were answered in detail using systematic methods of analysing data. The systematic method assisted the researcher to define the themes one-by-one as they emerged from the study.

5.2   PRESENTATION OF THE DATA AND DESCRIPTIVE STATISTICS

According to Leedy (2001), statistic procedures basically deal with the handling of quantitative information in a way that renders the information meaningful. Thus, to this end, the quantitative researcher isolates the variables they want to study and put control over extraneous variables and use statistical procedure to analyse and draw conclusions.

Descriptive research methods were used to report on the distributions (or spread) of the sample or population across a wide range of variables (Fouche, 2011 in De Vos, 2011). In this study, descriptive research was employed with the aim of describing the views of the learners at Mandlenkosi Secondary school.

Paradigm.1 Data analysis process

Learners Focus group	•Questionnaires
Teacher forcus group	•Questionniares
Parents Face to face interviews	•Questionnaires
Data Decoding	•Interpretation of collected information •Quatitively and Qualitatively
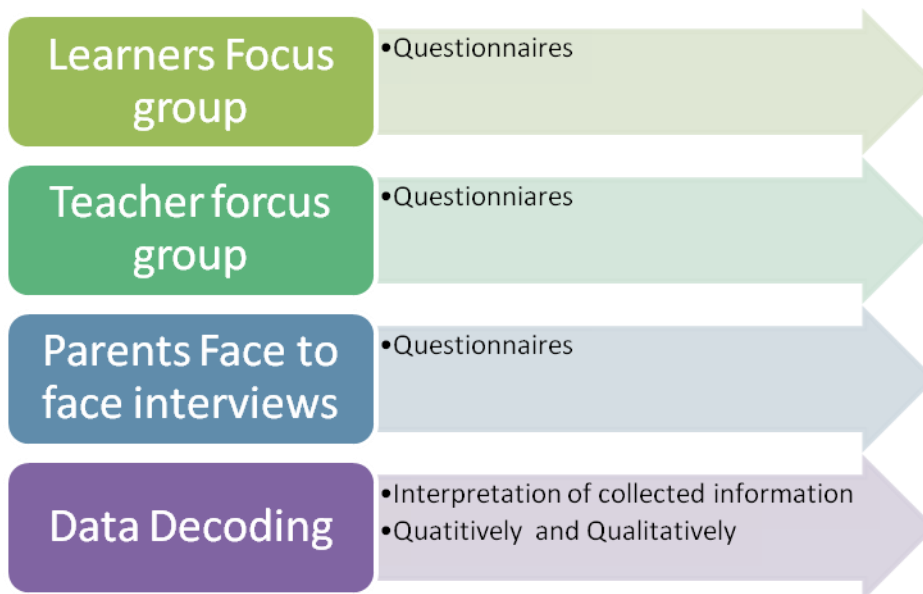
5.3   SECTION A [LEARNERS RESPONSES]

5.3.1 ANALYSIS OF BIOGRAPHICAL INFORMATION

The information was collected using the focus group interviews and the questionnaires. As already indicated in Chapter Four, Mandlenkosi Secondary School at Lindelani met the selection criteria discussed in chapter three. However, the issue of race was not covered in this section due do the fact that Mandlenkosi is situated in a 100 % black race group as illustrated by the profile of Lindelani community.

5.3.2 DISTRIBUTION OF LEARNERS RESPONDENTS ACCORDING TO GENDER

The gender of the teachers is indicated below:

Table 5.1 Gender of teacher respondents group

Learners gender	Number	Percentage %
Males	15	50
Females	15	50
Total	30	100

The findings indicated that both male and female learners were granted an opportunity to be investigated. This displays gender neutrality of the responses they gave. This also indicates that both the male and female learners were equally affected by the educational challenges that obtain in Mandlenkosi Secondary School.

5.3.3 DISTRIBUTION OFTHE LEARNERS RESPONDENTS ACCORDING TO PARENTS STATUS

Table 5.2 Illustrates parent status distribution of:

Parent status	Number	Percentage %
Single	14	46.7
Both	16	53.3
Total	30	100

The findings indicated in Table 5.2 reveal that 14 of the learners (46.7%) were guided by single parents; while 16 of the learners (53.3%) were guided by both parents. This is indicative of the fact that most of the learners had an opportunity to be guided by both parents if they had the knowledge and capacity to do so.

5.3.4 DISTRIBUTION FOR THE LEARNERS RESPONDENTS ACCORDING TYPE OF PARENT'S STATUS OF LEARNERS RESPONDENTS

 Table 5.3

Type of parent status	Number	Percentage %
Biological	20	66.7
Guardian	10	33.3
Total	30	100

The findings indicated in Table 5.3 revealed that (66%) of the learners were living with their biological parents while 33.3 % of them were in the hands of their guardians. This means that most of the learners had an opportunity to be directed and learn from their parents.

5.3.5 SECTION B

5.3.5.1. DISTRIBUTION FORTHE LEARNERS RESPONDENTS IN TERMS OF COMMUNICATION BETWEEN PARENTS AND TEACHERS REGARDING SCHOOL MATTERS

Table 5.4

Communication	Number	Percentage %
No	17	56.7
Yes	13	43.3
Total	30	100

The table above demonstrates that seventeen (17) of the respondents representing fifty six-point seven percent (56.7%) of the total sample, indicate that there is no communication between their teachers and their parents. However, as indicated in the table above that; thirteen (13) of the respondents representing forty three point three percent (43.3%) of the total sample indicate that there is communication between teachers and parents. This means that many of the learners' parents do not take the responsibility to communicate or respond to the school invitations.

With reference to the literature review in Chapter Two, Epstein's (1991:81) articulation of the six types of parental involvement she make great emphasis on the argument that communication as a method of strengthening the communal relationship, is fundamental to all other types of involvement since without communication between the parents and the teachers, all the other types of involvements will have challenges.

Table 5.4.1 Explanation on the types of communications that are implemented and its challenges

COMMUNICATION	NUMBER	PERCENTAGE %
Call teachers	4	13.3
Never Communicate	8	26.7
School is far from home	6	20
parental meeting	12	40
Total	30	100

The outcomes of the interviews conducted with the learners on the questionnaires indicate unambiguously that there are situations whereby parents call the school regarding their children's matters and those parents are four (4) in numbers which equates to a total of thirteen point three percent (13.3%). During the interviews, the learners indicated succinctly that the calls are made to school only when required. For example, when learners have misbehaved and the school has issued a letter to call for the parent concerned to come to school. Notably, some of the learners' parents fail to attend their children's' matters at the school. It is notable though that in the event of a failure to honour the invitation to present themselves in person, the parents substitute such presentation of themselves in person with a call or send one of the learner's siblings or a neighbour to represent them.

A number of eight (8) which equals to twenty six point seven percent (26.7), do not make any initiative to communicate with school, some of the learners say that their parents and guardian do not even know the grade that they are doing, and respond to say that; due to economic reason there parents leave home in the early hours and come back home late, which they do not even have to time to ask about school, what matters for parents is for them [learners] to a pass at the end of the year.

Moreover, six (6) that make a total of twenty percent (20%) articulate that the school is distanced from home, that they travel about 15km to school, of which Mandlenkosi was not there first choice school. The reason to study at Mandlenkosi Secondary School

was because they failed a grade at the former secondary school where they studied at. Most of these learners said that; their parents have lost faith in them, to an extent that their parents do not even bother even questioning their selection of school due their behaviour.

Furthermore, there are twelve (12) learners constituting forty percent (40%) of the total number of the respondents who assert that the parents only come to parents' meetings that are organised by the school and attend to their school needs as and when needed to do so. Through further engagements with responds the researcher picked up that most of these learners have parents and guardians who can afford am basic economic living as some of some them looked neat and clean. Lastly, they understand the important of education.

This reflects that majority of parents do make communication with the school, but merely avail themselves when invited into a parental meeting, and the others make it through phone calls. This is a satisfactory but subject to be improved by school.

5.3.5.2.　　DISTRIBUTION FOR LEARNERS RESPONDENTS ACCORDING TO THE ATTITUDE OF PARENTS TOWARDS LEARNERS EDUCATION

Table 5.5

Attitude of parents	Number	Percentage %
Positive	13	43.3
Negative	17	56.7
Total	30	100

Table 5.5 shows that out of a total of thirty (30) learners' views thirteen (13) learners that are equal to forty three point three percent (43.3%) of learners say that their parents have positive attitude. Yet, a wide number of seventeen that equals to fifty six point seven percent (56.7%) conclude to say that their parents are negative towards their education. According to Bhengu (2003), the attitude of parents toward education

influences the child's attitude to his or her schoolwork. This implies that parents must show interest in the child's schoolwork, that parents must convey a clear positive evaluation of the school and educators, and the value of education to the child. He further indicates that regular family discussions on school matters and consultation with educators should take place.

This reflect that many parents were not likely to motivate their children towards education or helping them to make progress. This is an opportunity for learners to do in their learning.

Table 5.5.1 Explanations on attitude displayed by parents

Attitude reasons	Number	Percentage %
Do subject that parents do not want	7	23.3
Frequently check up on school work	10	33.3
Do not care	13	43.3
Total	30	100

As specified at Table 5.5.1, a small number of seven (7) that are reported as twenty three point three percent (23.3%) of the learners, are believed to say that some of the reason there parent have a negative attitude towards their school work is because they chose to do school subject that parents do not prefer, for example, instead of choosing science and math studies the learner chosen to do humanities studies which is against the will of the parents.

Moreover, a quantity of thirteen (13) respondents who are thirty three point three percent (33.3%) indicated that their parents do contribute to their work in one way or the other when they have time and when asked.

The negative attitude of parents may contribute to inter alia, the following factors:

(a) Parents are unable to visualize the positive results of a school career.
(b) Parents prefer that their children should start working as soon as possible to contribute to the income of the family.
(c) Feelings of inferiority towards educators. Educators are seen as more knowledgeable and competent.
(d) Parents live far from schools and have problems with transport, work commitments.

5.3.5.3 DISTRIBUTION FORLEARNERS RESPONDENTS ACCORDING TO THE IMPACT OF PARENTAL INVOLVEMENTS ON LEARNERS PERFORMANCES

Table 5.6 Respondents understanding of the following:

Involvement of parents	Number	Percentage %
Positive	17	56.7
Negative	13	43.3
Total	30	100

As indicated in Table 5.6,a large percentage of fifty six point seven (56.7%) which is a total number of seventeen(17) of learners at Mandlenkosi Secondary School believed that parental involvement would make a positive impact if parents were to be more involved in their education and that effort will increase learners performances and attitude toward schooling, however, a number of thirteen (13) which is forty three point three (43.3%) of the respondents stipulated that it would be negative if their parents where to be involved in their school work.

This that the outcome and impressions of positive involvement have a great potential to produce positive school results on learners at school.

Table 5.6.1 Respondents understanding of the following:

Type of parental involvement	Number	Percentage%
Homework	8	26.7
Phone Confiscation	4	13.3
Do not bother	17	56.7
Total	30	100

Table 5.6.1 further outline the detailed reasons for the answers provided in Table 5.6, a small number four (4) which is only a total of thirteen point three percent point three (13.3%) say that their parents usually confiscate there cell phones during their school hours and during exams. Most of these learners expressly make mention during group interviews that in as much as phone confiscation in a painful activity but it helps them to stay focused on their studies. For example, most of them carry smart phones and in their smart phone are installed with social networks such as: WhatsApp, Facebook, Twitter and Mxit.

Large percentage of fifty six point seven (56.7%) which is a total number of seventeen(17) of learners at Mandlenkosi Secondary School believed that parental involvement would make a positive impact if parents were to be more involved in their education and that effort will increase learners performances and attitude toward schooling, however. A number of thirteen (13) which is forty three point three (43.3%) of the respondents stipulated that it would be negative if their parents were to be involved in their school work.

Secondly, a minimum number of eight (8) learners which is a total of twenty six point seven percent (26.7%) expressly said that the role of parents help in them with homework play a very critical role, to some of the things that teachers did not explain to them. Some of these respondents outline that as most of their subjects have English terminologies from there beginning to end of their text book and how there are explained, as learners they sometimes find it hard to comprehend, as English is not their mother tongue first language. Furthermore, some of them said that, they find it difficult to ask questions in English because other children would laugh at them particularly when they make a mistake whilst vocally expressing themselves. Otherwise the helping hand of parents and family members with homework assistance make it easier for them to comprehend and to get the full gist of any subject matter.

Thirdly, a large sum of learners highlight that their parents just do not bother with the educational activities, especially when it comes to their day to day activities. A maximum number of seventeen (17) that totals about fifty six point seven percent (56.7) clearly highlight that they happy of the fact their parent do not bother because the they

do not have to be forced to go to school and that are have to enough freedom to do as they please. Others wish that they parents didn't bother themselves only with the annual end results but also involved themselves in parental meetings, school activities and homework's. Moreover, one of the respondents raised a point that his parents do not even know what grade they are doing and what subject he has chosen at grade level.

The scenario presented above points to the fact that most learners did not get adequate support from their parents. This may explain a possibly poor performance at school.

5.3.5.4 DISTRIBUTION FORLEARNERS RESPONDENTS ACCORDING TO THE AMOUNT OF PARENTAL CONTROL ON LEARNERS'CHILDREN

Table 5.7 Respondents understanding of;

Parental control	Number	Percentage %
Yes	12	40
No	18	60
Total	30	100

Table 5.7Indicates that a number of twelve (12) that equals to forty percent (40%) of the respondent say that there is parental control on children. However, a maximum number of eighteen (18), that is equals to sixty percent (60%) of learners respondents outline that there is no parental control on learners at Mandlenkosi secondary school.

Table 5.7.1 Explanation of reasons for control

Reasons	Number	Percentage%
Parents decision stands	11	36.7
Learners do what they want	12	40
Do stay with parents	7	23.3
Total	30	100

Table 5.71 provides insights on the reasons relating to the answers outlined in Table 5.7. Additionally, the Table above indicates that eleven (11) learners constituting sixty seven point seven percent (67.7%) asserted that in their view the parents' decision stands as they timeously supervise their school work. By so doing, they ensure that they wake up early in the morning to be on time for school as they have to prepare themselves for the start of the school by ensuring that they look appropriate, for example, by dressing well and ensure that the hair is neat and shoes are shined as well as launch is carried. These learners assert that their parents instructed them to choose the subjects that they are doing so that they will be relevant after passing matric.

Out of the total A number of twelve (12) learners that make forty percent (40%) said that learners do what they parent want, their do not do what they feel like doing, at the pace they feel like doing, for example; wake up and going to school late, being absent for no reason and acting sick, writing of homework when they feel like writing them. Some of these respondents made mention of the fact that because of economic conditions their parents have to go to work very early mornings and come back from home late as well as others say they the parents work nightshifts. In other words the researcher picked up that most of these learner use most of the time where parents are not around to do as the please, whilst pretending to be behaving in the eyes of the parents.

Lastly, is a collection of seven (7) learners that equals to twenty-three point three (23.3%) respondents who confirmed that they do not stay with parents, some of them do not have parents and others stay with relatives, some of them are heads of households and some of them live with their friends. This collection of learners confidently said that they are the one that take care of most of their basic school needs, for example some of them survived through hand-outs, in a form second hand uniforms and shoes, as well as government grants to those who live with grand-parents and guardians.

5.3.5.5   DISTRIBUTION FOR LEARNERS RESPONDENTS ACCORDING TO THE CONDUCTIVITY OF TEACHING AND LEARNING ENVIRONMENT

Table 5.8 Respondents understanding of;

Teaching & learning space	Number	Percentage %
Yes	13	43.3
No	17	56.7
Total	30	100.0

Table 5.8 shows that a number of thirteen (13) learners that equals to forty three point three percent (43.3%) of the respondent say that the teaching and learning space around their school environment conducive for them compare to other school as the area of Lindelani. However, a maximum number of seventeen (17%) that equals to fifty six point seven percent (56.7%) of learners respondents, outline that the teaching and learning space around the school is not conducive.

Table 5.8.1 Explanation of teaching and learning environment

Reasons	Numbers	Percent
Science lab is crowded	7	23.3
Communication is easy	5	16.7
Some computers not working at the computer lab	1	3.3
Class and toilets not clean	8	26.7
We get to eat at school	3	10
Theft and Bulling takes place	3	10
Text book arrive late	3	10
Total	30	100

Table 5.8.1highlights in summary some of the reason behind the response on Table 5.8 A second highest number of seven (7) that equal to twenty three point three (23.3%)

learners responds on the questionnaires and in interviews made reference that the science lab is always overcrowded and that science instruments for teaching and learning are always not enough for the entire classroom. Moreover, a number of five (5) that equals to sixteen point seven (16.7%) learners respondents find the teaching and learning space conducive enough to communicate with teacher and learners, these learners said that most of their teacher are accessible to be answerable to the school and personal need and that the school has compassion to their needs. The highest number of eight (8) that equals to twenty six point seven (26.7%) say that the conditions inside the classes and toilets are, is not learning and teaching friendly, for example, some classes windows, doors and desks are broken. Emphasis was laid on the deplorable state of toilet, as to how dirty and unhygienic they can be used.

Moreover, there is a total of one (1) that equals to three point three percent (3.3%) of learners that said the school computer lab has very few computers that can function and those that can function are slow and not upgraded: This learner also mentioned that the lab is overcrowded with learners yet computers are fewer then total number of leaners in a class.

Furthermore, there is a collection number (3) that equals to ten percent (10%) of learners respondents say that to most of the economic deprived learners like them were accommodated by school, through a schools food program, provided by department of education, with a meal a day. With this food program the learners expressly feel that the school places them to the same level of the learners that afford to carry their own lunch. In other words, they say that it is difficult to study with an empty stomach as most of them do not afford breakfast meal at their homes. Furthermore, there are a numbers of three (3) that equals to ten percent (10%) of learners that made mention of the fact that they do not feel safe and protected around school because theft and bulling takes place. For example; theft takes place inside the school premises whereby the learners' bags are stolen and low grade learners especially those who are a secondary school entry level, are bullied by learners at higher grades, through the use of carry knights and object the serves to intimidate them.

Lastly, there is a minimum of three (3) that equals to ten percent (10%) of learners that are concerned about the pace and time they receive text books. For example, they laid that the learners often receive text books in the middle of the year, if not toward the end. And when received that are sometimes not enough for every learner in a class.

5.3.5.6 DISTRIBUTION FOR LEARNERS RESPONDENTS ACCORDING TO PARENTAL CARE-NESS OF CHILDREN'S EDUCATION

Table 5.9 Respondents understanding of;

Parental care-ness	Number	Percentage %
Yes	11	36.7
No	19	63.3
Total	30	100

Table 5.9 shows that a number of eleven (11) learners that equals to thirty six point seven percent (36.7%) of the respondents said parents care about their education. However, a concentrated number of nineteen (19) that equals to sixty three point three percent (63.3%) of learners respondents outline that parents do not care about their education.

Table 5.9.1 Explanation of the amount of the care-ness

Reasons	Number	Percentage%
Immediately responds to school demands	3	10
Do not respond to school communiques	10	33.3
They remind me to study	3	10
Make effort to meet school demands	7	23.3
Provide school uniform	7	23.3
Total	30	100

Table 5.9.1 indicate that a number of three that equals ten percent (10%) of learners respondents said that their parents immediately respond to school demands when required. Although a number of ten (10) learners' respondents that equal to thirty three point three percent (33.3%) said that their parents do not respond to school communiques, in other words their parents careless as to what the school requires of them. Thirdly, a portion number of three (3) learners respondents that equal to ten percent (10%) attest that their parent always remind them of the need to study through remind them to study and checking on the homework. Additionally, a number of seven (7) that makes a total of twenty three point three percent (23.3%) said that the parents make effort to meet school demands, and lastly a proportion number of seven (7) learners that equal to twenty three point three percent (23.3%) said that they parents only contribute to the through buying them school uniform and school stationary. No moral and encouragement from their parents.

5.3.5.7 DISTRIBUTION FOR LEARNERS RESPONDENTS ACCORDING TO PARENTAL PARTICIPATION IN EXTRA-MURAL ACTIVITIES

Table 5.10 Respondents understanding of;

Parental participation	Number	Percentage %
Yes	10	33.3
No	20	66.7
Total	30	100

Table 5.10 displays that a number of ten (10) learners that equals to thirty three point three percent (33.3%) of the learners' respondents said that they parent participate in school extramural activities. However, a maximum number of twenty (20) that equals to sixty six point seven percent (66.7%) of learners' respondents, outline that their do not participate at all.

Table 5.10.1 Explanation of the types of parental extra-mural involvements

Reasons	Numbers	Percentage %
Sport day	4	13.3
Fundraising	3	10
Do not participates	23	76.7
Total	30	100

Table 5.10.1 indicates that four (4) of the respondents constituting thirteen point three percent (13.3%) of the learners' respondents indicated that their parents take part in their school extramural activity on the school sport day, through cheering them when they are engaged in the sport activity. Meanwhile, three (3) of the learner respondents constituting ten percent (10%) attest that their parents only participate through assisting them to fundraise and make donation when required by the school, for example it is said that these donation are made through forms of money and skills and second hand school uniforms.

Lastly, a proportion number of twenty three (23) learners respondents that equal to twenty three point three percent (23.3%) say that their parents do not take part in any of the school extra mural activity. These learners' respondents indicate that their parent do not have time due to working long hours. Some learners said that their parents do not bother even when they make time; most learners do not inform their parents about the extra mural active role at school.

5.3.4.8   DISTRIBUTION FOR LEARNERS RESPONDENTS ACCORDING TO SUGGESTIONS THAT WOULD BENEFIT LEARNERS PERFORMANCE

Table 5.11 Respondents understanding of the proposed suggestions:

Proposed suggestions	Numbers	Percentage%
Provision of school study material	4	13.3
Fair treatment to all learner	2	6.7
Sports activities, library and excursion	3	10
Financial Assistance to needy learner	3	10
Transformation of school governing body	2	6.7
Working together of through regular meetings	3	10
school must fundraise	2	6.7
career guidance	5	16.7
Implementation of support groups	3	10
School protection	3	10
Total	30	100

The findings of the study offer a total quantity number of 10 type's proposals forwarded by thirty (30) learners' respondents. On that collective four (4) representing thirteen point three percent (13.3%) of the respondents claim that provision of School Study Material would help them comprehend with the curriculum lesson plan. A number of two (2) representing six point seven percent (6.7%) feels that fair treatment to all learners would create a conducive environment, as they feel they are marginalized through their economic status by teachers and by other learners. Furthermore, three (3) representing ten percent (10%) of the learners propose that Sporting activities, library and excursions would increase the desire to perform better at school. In addition a group of three (3) respondent representing ten percent (10%) wish that the school should provide financial assistance to needy learners, as to address the socioeconomic marginalized.

The researcher noted that the issue of poverty is a sensitive item, as it is raised in many ways. There is also a collection number of two (2) that represent six point seven percent (6.7%) respondents who see the need to transform the school governing body; they feel that the school government is not doing enough as to address the needs of the learners. According to Steyn (1999: 357) many school management bodies still resist attempts by other education stakeholders to be partners in promoting quality education, thereof autocratic management styles are still prevalent, and in some instances dominant, in schools.

However, a proposal by three (3) represented as ten percent (10%) recommended that working together through having regular meetings would create a positive communal involvement between parents, teachers and learners. As Gunter (1990:205), argues that the education situation in the home and the teaching situation in the school are both essentially social situations, continues saying that both situations are based on cooperation between people and as such are interpersonal social phenomena.

A minimum of (2) representing six point nine percent (6.9%) learners' respondents suggest that school must come up with a fundraising strategy in order to support the needs of all learners. Furthermore, a majority number of five (5) respondents representing sixteen point seven percent (16.7%) suggests programs like career guidance should be implemented and advocated at all times, as such programmes are instrumental at navigating a choice of career for a learner who is still trying to find his or her area of interest pre and post matric. Although three (3) respondent representing ten percent (10%) suggest that they should be an implementation of support groups as to give moral, social, and spiritual, as it is reported that sometime they were cases of emotional, sexual abuse in and out of school whereby the victims are scared and need someone whom they can trust to talk too. On the final note another three (3) respondents representing ten percent (10%) proposed that School protection should be one of the primary objectives of the school as most learners are vulnerable to theft, violence and all sort of crimes that materialize inside the school premises, promoted by the high consumption of drugs, and most male learners who carry weapons to school.

5.4   SECTION A [PARENTS RESPONSES]

5.4.1 ANALYSIS OF BIOGRAPHICAL INFORMATION

The information was collected using not only semi structured interview in a face to face interview set up and also questionnaires. As already indicated in chapter four, Mandlenkosi Secondary School at Lindelani met the selection criteria discussed in Chapter Three. Moreover, the issue of race was not covered in this section due do the fact that the population is a 100 % black race group as illustrated by the Lindelani community profile.

5.4.2 DISTRIBUTION FORPARENTS' RESPONDENTS ACCORDING TO GENDER

Table 5.12 Gender of parents' respondents group;

Parents gender	Number	Percentage %
Males	5	50
Females	5	50
Total	10	100

The table above illustrates that fifty percent (50%) of the respondents totalling 5 respondents that participated took part in the study were females and a total of fifty percentages (50%), total number of five (5) were males. This information represents the gender balance as regards the opportunity to influence development initiatives in their communities. Thus, equal gender participation is the way of ensuring equity. In this study female and males appeared to be greatly affected and greatly responsive in educational matters.

5.4.3. DISTRIBUTION FOR PARENTS RESPONDENTS ACCORDING TO WORK STATUS

Table 5.13 Work status of parents' respondents group;

Work status	Number	Percentage %
Taxi Driver	2	20
Construction General worker	2	20
Domestic Cleaner	3	30
School vendor	1	10
Security	1	10
Teacher	1	10
Total	10	100

The researcher deemed it necessary to evaluate the working status of the parents since the learner's basic need is highly dependent on the parents' income and the type of job that they are doing. Table 5.13 illustrates that two (2) of the respondents constituting twenty percent (20%) of the parent respondents are taxi drivers. A taxi driver checks in at work at 4 am and knocks off at 8 pm and its time of operation is flexible and is dependent on the availability of passengers at pick up points. Secondly, two (2) respondents constituting twenty percent (20%) of parents' respondents are general workers at a construction. The researcher noted from the respondents that they usually start work at 7am in the morning and knock off at 5pm every day. However, sometimes, they are forced to work on weekends due to deadlines or project plan and their daily income is R150 a day. Thirdly, three (3) of the respondents constituting thirty percent (30%) of the parent respondents are domestic cleaners. Domestic cleaners go to work at 7am in the morning and knock off at 4pm in the afternoon. The respondents indicated that as domestic cleaners they do not have a standard income rate as one of

them indicated that they receive R90 a day and the other receives R120 per day and others receive R140 per day. Notably, some of them work over the weekends and some do not.

Two (2) of the respondents constituting twenty percent (20%) of the parent respondents are school vendors. They sell sweets, chips, ice cream and toys to learners during the school mornings, break-time and after school. These vendors operate outside the school premises by the school gates and fences and their daily profit is dependent on the demand of the product they sell. Furthermore, one (1) of the parent's respondents that's equals to ten percent (10%) works as a security and works from 6am to 6pm, day shift and at times on night shifts. Lastly, one (1) of the parent's respondents that's equals to ten percent (10%) is employed as a secondary school teacher.

5.4.4 DISTRIBUTION FOR PARENTS RESPONDENTS ACCORDING TO EDUCATION STATUS

Table 5.14 Education status of parents' respondents group;

Education status	Numbers	Percentage%
Grade 12	3	30
Grade 11	4	40
Degree	1	10
Grade 7	2	20
Total	10	100

The researcher understood that the general level of education of parents have a significant relationship to their behaviour, responsibility and attitude.

Table 13 Indicates that the highest education level of three participants is from grade twelve (12), representing thirty percent (30%) of the total samples are illustrated. Another four participant's highest education level achieved is grade eleven (11) reported

to represent forty percent (40%). Furthermore one (1) participant have attended institute of higher learning and acquired a degree represent ten percent (10%) in the samples illustrated. Lastly, a total number two (2) parent respondents representing twenty percent (20%) of the total sample reported that obtained grade 7 as highest education level reached.

5.4.5 DISTRIBUTION FOR PARENTS' RESPONDENTS ACCORDING TO DEPENDENTS STATUS

Table 5.15 Depends of parents' respondents group;

Dependants	Number
Parent respondent 1	3
Parent respondent 2	4
Parent respondent 3	2
Parent respondent 4	3
Parent respondent 5	2
Parent respondent 6	2
Parent respondent 7	2
Parent respondent 8	3
Parent respondent 9	6
Parent respondent 10	5

The researcher saw a need to investigate the amount of dependents that each bread winner takes care of. The reason why the researcher saw the need to undertake this direction is based on the types of jobs that's the respondent are occupying as outlined in table 13. The researcher had to look at the fact that, if for example, is a parent is domestic worker, highest education level is grade 7 and have 4 dependents that are learners, struggles participate in a child education matters compare to a parents that's are teachers by profession or highest education reached is a degree and has four depends.

However, table 14 illustrates the respondents' total number of dependants on their pay role. The respondents highlighted that some their dependants are not only their own biological children but some of them are relatives, grandchild, cousins and nephews.

5.4.6 SECTION B

5.4.6.1.   DISTRIBUTION FOR PARENTS'RESPONDENTS IN TERMS OF COMMUNICATIONBETWEEN PARENTS AND TEACHERS REGARDING SCHOOL MATTERS

Table 5.16 Communication by parents' respondents group;

Communication	Number	Percentage%
No	6	60
Yes	4	40
Total	10	100

The table above demonstrates that six (6) respondents, representing sixty percent (60%) of the total sample, parents affirm that there is no communication between the teachers and parents. However, four (4) respondents, representing forty percent (40%) of the total sample say that there is communication between teachers and parents

Table 5.16.1 Explanation by parents on the types of communication made by school

Communication models	Numbers	Percentage%
Letters and phone	2	20
Make school visit	2	20
Total	4	40

Table 5.16.1 shows that a response of the 40% parents participated in the research affirmed there is communication between parents and teacher as projected in table 5.16. Table 5.16.1 outline that, there are circumstances whereby parents call and write letters to the school on their children's matters these participant amount to two (2)

which equals to twenty percent (20%). This participant says that they make calls to school only when required, especially when the learners have misbehaved and the school has issued a letter to call for parents to school.

Furthermore, a number of two (2) that is equals to twenty percent (20%), make school visits, to enquire about their child's performance and behaviour so to know what they as parents can they do to uplift there learners performance at school. However, these visits are done mostly when the school has made a request on parents meetings.

5.4.6.2. DISTRIBUTION FOR PARENTS' RESPONDENTS ACCORDING TO COMMUNICATION PROMOTION FROM SCHOOL

Table 5.17 Communication promotion respondents group

Communication promotion	Number	Percentage%
Yes	5	50
No	5	50

The above table outline that a number five (5) that equals to fifty percent (50%) of parents respondents feel that the school is doing enough as far as promoting communication between them and the school. However, on the other hand there is a number of five (5) that is equals to fifty percent (50%) of the parents fills that the school in not doing any enough to promote communication between both parties.

5.4.6.3. DISTRIBUTION FOR PARENTS' RESPONDENTS ACCORDING TO THEIR INVOLVEMENT

Table 5.18 involvement of parents' respondents group

Involvement	Number	Percentage%
Yes	10	100
Total	10	100

The above table illustrates that hundred percent (100%) of the parent participants (10 parents) say that they do involve themselves is school matters of their children. From explanation they add that they involve themselves only on homework when needed, school uniform and stationary. Furthermore, the parents argue that due to time factor they find it difficult to fully participant to the needs of the school.

Table 5.18.1 Explanation by parents' participants' on the type's involvement

Explanation	Number	Percentage%
"No one informs me"	2	20
"There is no direct contact from school"	3	30
"The communicate only throw progress report"	2	20
"School meeting only"	3	30
Total	**10**	**100**

5.4.6.4 **DISTRIBUTION FOR PARENTS RESPONDENTS ACCORDING TO INVITATION TO EXTRA-MURAL ACTIVITIES AND SCHOOL MEETING**

Table 5.19

Invitation to extra-mural activities and school meetings	Number	Percentage%
Yes	5	50
No	5	50
Total	10	100

The above table show that a number of five (5) that equals to fifty percent (50%) of parents respondents say that they are invited to by school to extra mural activities and school meetings. However, on the other hand there is a number of five (5) that is equals to fifty percent (50%) said that they do not receive any invitation of extra mural activities and school meetings.

Table 5.19.1 Explanation by parents' participants' on extramural activities and school meetings

Explanation	Numbers	Percentage%
Get invitation to school meetings only.	3	30
Get invited to meeting and sport day.	2	20
Never get invited in anything.	5	50
Total	**10**	**100**

5.4.6.5   DISTRIBUTION FOR PARENTS RESPONDENTS ACCORDING TO SCHOOL TEACHING AND LEARNING SPACE

Table 5.20

Teaching and learning space	Numbers	Percentage%
Yes	4	40
No	6	60
Total	10	100

The above table outlines that a number of four (4) that equals to forty percent (40%) of parents who said that they is a conducive teaching and learning space at Mandlenkosi Secondary School. However, there is a number of six (6) that equals to sixty percent (60%) who say that the teaching and learning space at Mandlenkosi Secondary School is not conducive for learners.

Table 5.20 Explanation by parents' participants' on teaching and learning space

Teaching and learning space	Numbers	Percentage%
Learners passing without any challenges' from teachers	1	10
There is a weak system of disciplining bad behaviours. Learners do as they please.	2	20
Learners complain that they classes are overcrowded. The school is over populated and under resourced,	3	30
There is discipline measure by school principal deals with ill-disciplined learners.	1	10

The school lacks of security, learners are victims of theft and being bullied.	1	10
Home is at a distant from school; therefore the learner has to walk long 15km to reach school yet parents do not afford paying daily school transport.	2	20
Total	10	100

5.4.4.6. DISTRIBUTION FOR PARENTS RESPONDENTS ACCORDING TO LEARNERS PROGRESS REPORTS

Table 5.21

Reports	Number	Percentage%
No	4	40
Yes	6	60
Total	10	100

Table 5.21 outlines that a number of four (4) that equals to forty percent (40%) of parents respondents say they do not receive feedback and progress reports from school. There is also a number of six (6) that is equals to sixty percent (60%) say that they do receive feedback and reports from school.

Table 5.21.1 Explanation by parents' participants' on learners' progress reports

Form of reports	Numbers	Percentage
Informed verbally due to no time to check them.	4	40
Through paper reports	6	60
Total	10	100

5.4.6.7. DISTRIBUTION FOR PARENTS RESPONDENTS ACCORDING TO KNOWLEDGE OF SCHOOL POLICIES

Table 5.22

Knowledge of school policies	Number	Percentage
Yes	8	80
No	2	20
Total	10	100

Table 5.22 outlines that a number of eight (8) that equals to eighty percent (80%) of parents respondents say that they know and understand to basic school policies. On the contrary, there is a number of two (2) that is equals to two percent (20%) who said that they were not familiar with school polices, simply because they were not the one who have to attend school. These respondents felt that it is a child responsibility to familiarise themselves with the school policies and operations.

Table 5.22.1 Explanation by parents' participants' on their knowledge of school policies

Explanations	Numbers	Percentage%
They are aware of the fact that have to buy school uniform; stationary and time [beginning and ending of class periods]	8	80
Do not have time pay attention to school matter of a child because there long working hours.	2	20
Total	10	100

5.4.6.8. **DISTRIBUTION FOR PARENTS RESPONDENTS ACCORDING TO AVAILABILITY OF ILLITERACY ASSISTANCE**

Table 5.23

Illiteracy assistance	Numbers	Percentage
Yes	9	90
No	1	10
Total	10	100

Table 5.23shows that a number of nine (9) that equals to ninety percent (90%) of parents respondents say that they there are systems availed by Mandlenkosi secondary school to help parents who are illiterate with literacy. This system is done through Adults based Education and training [ABET]. However, there is a number of one (1) that is equals to 10 percent (10%) say that they are none.

Table 5.23.1 Explanation by parents' participants' on Illiteracy assistance

Explanations	Number	Percentage
Adult Based Education Training at Mandlenkosi secondary school that takes place in the evenings.	9	90
Have no idea of any.	1	10
Total	10	100

5.4.6.9.   DISTRIBUTION FOR PARENTS RESPONDENTS ACCORDING TO DONATIONS OR FINANCIAL PAYMENT/FEES

Table 5.24

Donations or financial payment/fees	Number	Percentage%
Yes	2	20
No	8	80
Total	10	100

Table 5.24highlights that a number of two (2) that is equals to two percent (20%) of parents respondents say they do make donations in a form of payment of school fees. However, there is a large number of eight (8) that equals to eighty percent (80%) said that they do not donate nor may any payment to school.

Table 5.24.1 Explanation by parents' participants' on donations or financial payment or fees

Explanations	Number	Percentage
Pay school fees and encourage their children to donate with the second hand uniform and shoes to the less fortunate learners.	2	20
Do not see a need to pay because the school is no fee school and that they do not have money to pay.	8	80

5.4.6.10 DISTRIBUTION FOR PARENTS RESPONDENTS ACCORDING TO SUGGESTION

Table 5.25 Respondents understanding of:

Proposed strategies	Numbers	Percent
The school communicate with them directly, telephone or cell phone calls.	1	10
The school should understand the parent economic challenges.	2	20
A Library should be established because the children travel long miles to borrow books.	2	20
Career guidance for learners so that they are able to make the right career.	1	10
School security must be on the alert.	2	20
Working together of through regular meetings	1	10
Reintroduction of hand work, home economics, mechanics and metal work at school.	1	10

5.5 SECTION A [TEACHERS RESPONSES]

5.5.1 ANALYSIS OF BIOGRAPHICAL INFORMATION

The information was collected through the use of focused group interview and in questionnaires, as already indicated in chapter four. Moreover, the issue of race was not covered in this section due do the fact that population is 100 % black race group on the Mandlenkosi Secondary School teachers organogram and school location.

5.5.2 DISTRIBUTION FOR TEACHERS RESPONDENTS ACCORDING TO GENDER

Table 5.26: Gender of teachers' respondents group

Parents gender	Number	Percentage %
Males	5	50
Females	5	50
Total	10	100

The table above illustrates that fifty percent (50%) of the teachers respondents that totals number of five (5) that took part in the study were females and a total of fifty percentages (50%), total number of five (5) were males. The researcher understands that this information represents the gender balance amongst opportunity to influence development initiatives in their communities. Thus equal gender participation is the way of ensuring equity. In this research both female and males teachers appeared to be greatly affected and greatly responsive in educational matters, moreover the researcher wanted to have the ability to make a distinction on which gender is highly affected.

5.5.3 DISTRIBUTION FOR TEACHERS RESPONDENTS ACCORDING TO AGE

Table 5.27 Age of teachers' respondents group;

Age	Numbers	Percentage%
25 – 35	4	40
36 – 50	6	60
Total	10	100

The above illustration show that a number of four (4) that is equal to forty (40) of the teachers respondents are between the ages of 25 – 35. However, there were a large number of teachers' respondents that are a number six (6) that is equal to sixty percent (60%) that is between the ages of 36 – 50. The researcher so a need to also evaluate

the age of the teachers respondents in order have the ability to make a distinction toward their attitude and understanding of the subject matter.

5.5.4 DISTRIBUTION FOR TEACHERS RESPONDENTS ACCORDING TO GRADES

Table 5.28   Grade level of that teacher' respondents group;

Grade level	Number	Percentage %
12	2	20
11	2	20
10	2	20
9	2	20
8	2	20
Total	10	100

The researcher chose to select two teachers per grade, as shown in the table above that five grade where represented by a number of two(2) that is equals to twenty percent (20%) that made a total of ten(10) teachers respond from all grades.

5.5.5 SECTION B

5.5.5.1.   DISTRIBUTION FOR TEACHERS RESPONDENTS IN TERMS OF COMMUNICATIONBETWEEN PARENTS AND TEACHERS REGARDING SCHOOL MATTERS

Table 5.29 Communication of teachers' respondents group;

Communication	Number	Percentage%
Yes	10	100
Total	10	100

Table 5.29 Illustration on that hundred percent (100%) of the participants that is a number of ten (10) teacher say that there is communication between teacher and parents.

Table 5.29.1 Explanation by teachers' participants' on communication

Explanation	Number	Percentage%
The teacher communication with parent that make the initiative to communicate through letters, progress reports and in parents meetings. Though not all parent participate.	10	100
Total	10	100

5.5.4.2. DISTRIBUTION FOR TEACHERS RESPONDENTS ACCORDING TO THE IMPACT OF PARENT INVOLVEMENT IN ORDER TO IMPROVE GOVERNANCE AT SCHOOL

Table 5.30 Involvement of teachers' respondents group;

Involvement	Number	Percentage%
Positive	10	100
Total	10	100

The above shows an illustration of hundred percent (100%) participants that is a total number of ten (10) teachers say that the involvement of parent would bring about a positive impact to school.

Table 5.30.1 Explanation by teachers' participants' on parents' involvement;

Explanation	Number	Percentage%
It will make teachers job is easy and less stressful because of a joint effort.	2	20
A child will get enough attention from school and from home in relation to school and homework.	3	30
It easier to install respect, discipline and enforce punctuality on learners.	5	50
Total	10	100

5.5.4.3.   DISTRIBUTION FOR TEACHERS RESPONDENTS ACCORDING TO THE PARENT ATTITUDE TOWARD CHILDRENS EDUCATION

Table 5.31

Teachers perception on parents attitudes	Numbers	Percentage%
Positive	2	20
Negative	8	80
Total	10	100

Table 5.31 outlines that a number to two (2) that is equal to twenty percent (20%) of teachers said that parents have positive attitude towards their children education. However, maximum number of eight that equals to eighty percent (80%) of the teachers' respondents says that there is a negative attitude from coming from parent towards their children's education.

Table 5.31.1 Explanation by teachers' participants' on parents' attitudes;

Explanation	Numbers	Percentage
Parents do not make an effort to take care of their children school needs.	3	30
Parents do not bother to come to school meetings; those who attend usually said a member of the family.	4	40
Parents do not respond to learners Progress reports to check what needs to be done in order for the learner to improve on their studies, especially when they child have failed,	1	10
Some parent do attend school meeting and actually, enquire on their child's at school and what can they do to improve it.	2	20
Total	10	100

5.5.4.4.   DISTRIBUTION FOR TEACHERS RESPONDENTS ACCORDING TO THE CHILDREN'S ATTITUDE TOWARD EDUCATION

Table 5.32

Teachers perception on children's attitudes	Number	Percentage%
Positive	6	60
Negative	4	40
Total	10	100

Table 5.32 shows that a large number six (6) that is equal to sixty percent (60%) said that learners have a positive attitude towards their education. On a contrary, a minimum

number of four (4) that is equals to forty percent (40%) of the teachers' respondent said that; there is a negative attitude towards education.

Table 5.32.1 Explanation by teachers' participants' on children's attitude toward education;

Teachers explanations	Number	Percentage%
Most learners make an effort to do their homework & some do not make any effort.	6	60
Learners do not make extra effort to reading at home, after school they close books and open them on the next day.	3	30
There is a challenge to teach in the in the morning classes, because almost half of morning classes are empty due to late coming of learners	1	10
Total	10	100

5.5.4.5. DISTRIBUTION FOR TEACHERS RESPONDENTS ACCORDING TO TEACHING AND LEARNING SPACE BETWEEN TEACHERS AND LEARNERS

Table 5.33

Teaching and learning space	Numbers	Percentage %
No	10	100
Total	10	100

Above table illustrates that hundred percent (100%) of the teachers that is a number of ten (10) teacher say that the living and learning space is not conducive enough for both learners and teachers.

Table 5.33.1 Explanation by teachers' participants' on teaching and learning space;

Explanation	Number	Percentage%
There is usually a delay in releasing thestudy material from the department of basic education, of which the little that is available get stolen by learners and in most cases text books are not returned.	3	30
The school science and computer labs are overcrowded, of which most learners end up sharing or washing other learners utilise the available scares resources.	2	20
Some school class windows and doors are broken and not fixed	2	20
Crime rate is high, the learners steal each other learners' school bags and junior learners are bullied senior learners.	3	30

5.5.4.6. DISTRIBUTION FOR TEACHERS RESPONDENTS ACCORDING TO THE FEEDBACK OR RESPONSE FROM PARENTS ABOUT THE CHILD

Table 5.34

Feedback or response from parent	Number	Percentage
Yes	1	10
No	9	90
Total	10	100

Table 5.34 show that a number of nine (9) that equals to ninety percent (90%) of teachers respondents say that there is no feedback from parents of the letter or progress reports sent to them. However, there is a number of one (1) that is equals 10 percent (10%) teachers' responses who said that at parents do respond but very few of them do.

Table 5.34.1 Explanation by teachers' participants' on feedback or response from parent;

Explanations	Numbers	Percentage%
Teachers have no specific reasons why most parents do not take the initiative to respond or sent any feedback.	9	90
Some parent do come to school and enquire what can be done in other to improve their child's marks	1	10
Total	10	100

5.4.4.7.   DISTRIBUTION FOR TEACHERS RESPONDENTS ACCORDING TO PARENTS THE UNDERSTANDING OF SCHOOL POLICIES

Table 5.35

Parents the understanding of school policies	Number	Percentage%
Yes	1	10
No	9	90
Total	10	100

Table 5.35 indicate that a number of nine (9) that equals to ninety percent (90%) of teachers respondents say that parents do not have an idea and understanding of Mandlenkosi secondary school policies. However, there is a number of one (1) that

equals 10 percent (10%) teachers' responds who said that parents are knowledgeable of school policies.

Table 5.35.1 Explanation by teachers' participants' Parents understanding of school policies;

Explanation	Number	Percentage%
Parents do not give themselves time to know and understand school policies, simply because some make school a dumping area where they just dump their child.	9	90
Parents are aware of school policies, and some of them are selective on what policies to understand and what not to understand, because when a teacher hit the child they are quick to go to complain to school.	1	10
Total	10	100

5.5.4.8. DISTRIBUTION FOR TEACHERS RESPONDENTS ACCORDING TO THINGS DONE BY SCHOOL TO HELP ILLITERATE PARENTS

Table 5.36

Things done by school to help illiterate parents	Numbers	Percentage%
Yes	10	100
Total	10	100

Table 5.36 shows that a number of ten (10) that equals hundred percent (100%) of teachers respondents say that at Mandlenkosi Secondary School there is a program that caters for parent who are illiterate parents and people who did not finish their secondary school grades.

Table 5.36.1 Explanation by teachers' participants' on things done by school to help illiterate parents;

Explanation	numbers	Percentage%
There is an adult based education and training however, more can be done by school to market it and make it attractive to those who need to enrol, because you find failed young parent having to travel to town instead of enrolling at ABET, because they are ashamed that the community will look down upon them.	4	40
The community residents of Lindelani parents are made aware of the night school program, the problem is some of them enrol at the beginning of the year then drop out before the course is finished.	6	60
Total	10	100

5.5.4.9. DISTRIBUTION TO TEACHERS RESPONDENTS ACCORDING TO WHETHER ARE PARENTS ARE ASKED TO ASSIST ON EXTRA-MURAL ACTIVITIES BY SCHOOL

Table 5.37

Parents assistance on extra-mural activities	Numbers	Percentage%
Yes	10	100
Total	10	100

Table 5.37 outlines that a number of ten (10) that equals hundred percent (100%) of teacher participants say that the school invite parents to their school extra-mural activities.

Table 5.37.1 Explanation by teachers' participants' on whether are parents are asked to assist on extra-mural activities by school;

Explanation	Numbers	Percentage
The school mostly invite parents in sport programs.	10	100
Total	10	100

5.5.4.10. DISTRIBUTION FORTEACHERS RESPONDENTS ACCORDING TO SUGGESTION

Respondents understanding of:

Table 5.38

Proposed suggestions	Numbers	Percentage%
More should be done in communicating with parents.	1	10
The electing of selecting School governing body most have at least a matric level requirement.	1	10
Parents should teach their children's respect	1	10
Parents should pay school fees	1	10
Parents should work with the school in growing a child.	1	10
Parents should buy uniform for their child so the will look neat.	1	10
Parent should take the child's education	1	10

serious.		
The school and SGB should enforce policies that ensure communication at least once a term.	1	10
Parents who have problems should speak out their issues to the school.	1	10
They should be a way to prevent crime and teenage pregnancy.	1	10
Total	10	100

5.6   CHAPTER SUMMARY

In this chapter, the biological details of the respondents have been presented. The general responses have also been presented as well as the findings of focus group, face to face interviews discussions and questionnaires.

This chapter has pointed out that Mandlenkosi Secondary School learners, teachers and parents are aware of the factors that affect them. It is understood that this factors influencing communal role would be overcome through the implementation of the policies and strategies suggested in this chapter and chapter two.

The findings from the targeted group discussion, face to face interviews and questionnaires outline that teachers, parents and learners in Mandlenkosi do not have a good communication process. However, most respondents showed positive attitude towards submitting proposals. But, the targeted population defines the concept of communal role according to his or her understanding.

CHAPTER SIX

6. CONCLUSION AND RECOMMENDATIONS

6.1   INTRODUCTION

This chapter draws conclusions on the study and make recommendations based on the data analysis and findings of the study on the partnership role of parents and teachers on the education of learners with reference to Mandlenkosi secondary school in the area of Lindelani.

The study used mixed methods in the form of both interviews and questionnaires as data collection instruments. The researcher interviewed respondents for qualitative data, through focus group, face to face interviews and participants for quantitative data, through questionnaires at their respective area of study. The sample was chosen from Mandlenkosi Secondary School teachers, learners and parents of learners studying at Mandlenkosi Secondary School based at Lindelani, The sample consisted of 50 participants.

6.2   FINDINGS OF THE STUDY IN TERMS OF THE OBJECTIVES

On the basis of empirical evidence, the findings of the study are presented as follows: The objectives underlying this aim were as follows:

a) To investigate the extent of communication between teachers and parents.
b) To assess the impact of parental involvements on learners' school performance.
c) To assess the attitude of parents towards learners' education.
d) To assess the quality of school teaching and its learning space

6.2.1 TO INVESTIGATE THE EXTENT OF COMMUNICATION BETWEEN PARENTS AND TEACHERS ON LEARNERS MATTERS AT MANDLENKOSI SECONDARY SCHOOL

This objective was achieved by means of the literature review in chapter two under the role and responsibility of parental involvement in education and nature of parental involvement, in which Lemmer and van wyk (2004: 183) categorize diverse types of parental participation, namely parenting; communication; volunteering; home learning, and decision-making. These categories are strictly non-negotiable for the parents in particular as it takes more than just registering a child to a school and leave all the parental responsibility to teachers. Moreover parenting and good communication is a reciprocal attempt that is a prerequisite which must be assumed to be one of many challenges that Mandlenkosi secondary school is undergoing, considering the amount of late coming to school, suspension of learners and fluctuating annul pass rate.

Furthermore, Epstein (1991, 2001; 2002) articulates that communication as a type of involvement is concerned with the basic responsibilities of school, including establishing a two-way communication between the family and the school. This kind of involvement assumes that schools keep parents informed about school matters by sending newsletters or progress reports, visiting parents and employing other means to communication. The fundamental key to all other types of involvement is good communication between parents and teachers, because all the other type of involvements establish through good communication between both parties involved. Should receptive communication materialise, Mandlenkosi would ascertain an ease to address most the basic challenges that a faced by the school.

On the other hand, a study done by Chris peels and Rivero (2001) contained within an intervention that make use of workshops to focus on the need for parents to become involved with the school through communication and school activities.

Teachers

According to teacher participants on Table 28, in chapters 5, Illustrate that 100% of the teacher participants say that there is communication between teacher and parents. Moreover, the teacher communication with parent that makes the initiative to communicate said that that communication is made possible through letters, progress reports and in parents meetings. However, even though that communication is done, most parents do not participate.

Parents illiteracy assistance

Referring to Table 35 on chapter five demonstrates that 100% of teacher respondents said that at Mandlenkosi secondary school there is a program that caters for the parents who are illiterate and people who did not finish their secondary school grades.

Furthermore, on Table 35.1, the teachers outline that even though there is an availed program called Adult Based Education and Training [ABET], more can be done by school to market it and make it attractive to those who need it, because you find failed young parent having to travel to town instead of enrolling at Mandlenkosi secondary school ABET program, because they are ashamed that the community will look down upon them. Secondly, the community residents of Lindelani parents are aware of the night school program, the problem is some of them enrol at the beginning of the year then drop out before the course is finished.

6.2.2 TO ASSESS THE IMPACT THAT PARENTAL INVOLVEMENTS HAVE ON LEARNERS PERFORMANCE

This objective was achieved by means of the theoretical frameworks, basic models and approaches of parental involvement in chapter three; the functional approach. The findings of empirical survey study also indicate the role that parental involvements have on learners' performance, for instance whether it is positive or negative.

6.2.3 TO ASSESS THE ATTITUDE OF PARENTS TOWARDS LEARNERS' EDUCATION

This objective was achieved by means of the literature review in chapter two; a parent-child educational relationship. Kruger (1998:23) and Wolfendale (1989:34) in Loomis and Akkari (2012) who comprehensively makes use of an investigation on parental involvement, where they clearly outline that, such involvement means: the active, wellness and supportive involvement of parents in all sides of the child's formal schooling; to be partners and allies of educators in the primary aspects of formal and informal education; involvement in an individual and/or collective way; Involvement in a planned and organized manner; aiming to achieve the objectives of education as fully as possible.

In comparative to Mandlenkosi Secondary School learners' background, and in order to improve the learners' academic achievement, good attitude, attendance, behaviour in and out of school and increased community support for the school that includes human, financial and material resources which is a necessity that seeks for a special addressing.

Positive attitude according to Epstein (2002) involves the basic responsibility of families such as providing housing, healthcare, nutrition, clothing, and safety and creating home condition that support children's learning, for example, purchasing the necessary books and being responsive to their children, communication with them and supports their development.

6.2.4 TO ASSESS THE QUALITY OF SCHOOL TEACHING AND ITS LEARNING SPACE

This objective was achieved by means of the literature review in chapter two; under the impact of literacy and socio-economic status, in which According to Yinusa and Basil (2008:320), "a combination of a healthy family background living in a good environment plus the child being educated in a conducive environment will prompt academic performance and a lack of will retard academic performance".

The findings of empirical survey study also indicated that the impact and contributory factor that implicate the teaching and learning space at Mandlenkosi secondary school. Below are finding from learners, teachers and parents;

6.3 CONTRIBUTION TO NEW SUGGESTIONS THAT WOULD BENEFIT MANDLENKOSI SECONDARY SCHOOL LEARNERS, TEACHERS AND PARENTS

Literature review in chapter two was used to achieve the intended contribution of the study, for example; Methods and strategies and Fe YAlegria (FYA) program in teacher/parent involvement as well as Mbokodi, Singh and Msila (2003), suggestion of the Provincial Departments of education to consider forming regional parent representative councils that would operate under a provincial parent representative council. These in turn would fall under a national parent body representing all South African Provinces. The function ability of such a body would be to garner the necessary support for all parents, but especially those with a low socio economic status so that they are sufficiently empowered to play their part in their children's education. This need to be done in the spirit of Masifunde, which means: "Let us educate together." The problems facing disadvantaged communities can be arrested if we join hands in the spirit of Masifunde to face the challenges of this century.

Parents

The findings of the study in table 24 at chapter five show some the proposals made by parents respondents, below is a list of the proposals;

(a) The school should communicate with parents directly, telephone or cell phone calls.

(b) The school should understand the parent economic challenges.

(c) A library should be established because the children travel long miles to borrow books.

(d) Career guidance for learners so that they are able to make the right career.

(e) School security must be on the alert.

(f) Working together of through regular meetings.

(g) Reintroduction of hand work, home economics, mechanics and metal work at school.

Teachers

The findings of the study in Table 37 at Chapter Five show some the proposals made by teachers respondents, below is a list of the proposals;

(a) More should be done by school in communicating with parents.

(b) Matric level requirement should be a standard when the electing of selecting school governing body.

(c) Parents should teach their children's respect

(d) Parents should pay their children's school fees

(e) Parents should work with the school in growing a child.

(f) Parents should buy uniform for their children so the will look neat.

(g) Parent should take the child's education serious.

6.4 RECOMMENDATIONS FOR FUTURE RESEARCH

This study should be repeated in other communities, specifically in township and informal settlements areas, as many studies tend to forces on rural areas whilst the ones that urban area are gradually creating the new in social concerns, in order to

validate the findings of this study.

Comparative study studies should be conducted with social workers, teachers, and school governing bodies', learners and their parents in order to make relative analysis of the findings with the outcomes of this study.

6.5   CHAPTER SUMMARY

In the study, it is revealed that there is a communication channels from school to parents, though it needs to be transformed to a more proficient and receptive manner. The findings of the study also indicated that the performance level between a child with parents living together and children with single parents is not the same; hence, there is limited courtesy received by a single parented child as compare to a child with both parents, where else a single parented child given enough attention. Consequently, they become more vulnerable to peer-pressure, drugs and alcohol, early teenage pregnancy and crime.

However, the researcher borrows the views of Mbokodi, Singh and Msila (2003), that one possible way forward is for all South African, provincial departments of education to consider forming regional parent representative councils that would operate under a provincial parent representative council. These in turn would fall under a national parent body representing all South African provinces. The function ability of such a body would be to garner the necessary support for all parents, but especially those of a low socio economic status so that they are sufficiently empowered to play their part in their children's education. This needs to be done in the spirit of Masifunde, which means: "Let us educate together." The problems facing disadvantaged communities can be arrested if the teachers and parents join hands in the spirit of Masifunde to face the challenges of 21st century.

In conclusion, the study revealed that there must be an implementation of school based social workers or a school based educational psychologist, address learners behaviour modification process, moreover to easily identify the roots for destructive behaviour as

well as address of the issues of poverty and career guidance to learners at an entry level. An implementation of basic education necessities, such as the local library and revitalization of physical education that will promote all sport codes, targeted at keep learners fit and active on positive endeavours.

In sum, to reward and acknowledge teachers and learners performance by the annual awarding programs will keep learners and teachers feel important and appreciated about the role to the community as there are recognized; this will promote the performance of underperforming teachers and learners. Rewarding goes as far as remuneration upgrade for teachers and certificated trophies for learners.

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ANNEXURE A   **LETTER FOR PERMIT**

<div align="right">

P.O Box 76871

Marble ray

4035

17 June 2013

</div>

The Principal

Mandlenkosi Secondary School

Dukuza Street

4035

REQUEST TO CONDUCT A RESEACH STUDY

Dear Mr Mthethwa

I am a student studying at the University of Zululand currently pursuing a master's degree in Community works under the faculty of Art, in the department of Social Work.

I hereby wish to be granted permission to conduct a research at your school. The title of my research is: "*The roles of parents and teachers in the Education of learners: a case study of Mandlenkosi secondary school, Lindelani area.*"

The study has been approved by the University of Zululand department of Social Work and it is conducted under the supervision of Prof NH Ntombela. This is an academic exercise, confidentiality and non-disclosure of information that is collected from respondents will be maintained.

Yours significantly

Siphelele E Jiyana

………………………...

ANNEXURE B   **QUESTIONNAIRE TO LEARNERS**

Section A

Demographics

a) Male ☐   female ☐

b) Age: 14-18 ☐   19-21 ☐

c) Parent: Single ☐   Married ☐

d) Type of Parents: Biological ☐   Guardian ☐

e) Level of Grade ☐

Section B

Research Question

1)   Is there any form of communication between parents and teachers regarding school matters?

Yes ☐   No ☐

Please explain

_____

_____

_____

2)   Do parents' involve themselves in children's education [at home and at school]?

Yes ☐   No ☐

Please explain

_____

_____

_____

3) What is the attitude of parents towards education?

a) Positive ☐ Negative ☐

b) Please give a reason for your answer

_____

_____

_____

4) Are parents in control of children?

a) Yes ☐ No ☐

b) Please give a reason for your answer.

_____

_____

_____

5) Is the teaching and learning space conducive for both learners and teachers at school?

a) Yes ☐ No ☐

b) Please give a reason for your answer.

_____

_____

_____

6) Do parents care about the children's education?

a) Yes ☐ No ☐

b) Please give a reason for your answer

_____

_____

_____

7)   Do parents have any idea about the school policy and understand the where they have to play a role as parents at school?

a) Yes ☐   No ☐

b) Please give a reason for your answer

_____

_____

_____

8)   Are parents asked to assist in extra-mural activities at school?

a) Yes ☐   No ☐

a) If yes, what is it?

_____

_____

9)   What suggestion would you give to encourage parental involvement [at home and at school]?

_____

_____

_____

THANK YOU FOR YOUR PARTICIPATION!!!

ANNEXURE C   **QUESTIONNAIRE TO TEACHERS**

Section A

Demographics

A) Male ☐ female ☐

B) Grade teaching ☐

Section B

Research Question

1. Is there any form of communication between parents and teacher regarding school matters?

Yes ☐ No ☐

Please explain.

_____

_____

_____

2. What impact can parents' involvement do to school in order to improve the governance of school?

Positive ☐ Negative ☐

Please explain.

_____

_____

_____

3. What is the attitude of parents towards children's education?

c) Positive ☐ Negative ☐

d) Please give a reason for your answer

_____

_____

_____

4. What is the attitude of children's towards education?

a) Positive ☐ Negative ☐

b) Please give a reason for your answer.

_____

_____

_____

5. Is the teaching and learning space conducive for both learners and teachers at school?

a) Yes ☐ No ☐

b) Please give a reason for your answer.

_____

_____

_____

6) Do you receive feedback or response from parents about their Childs reports?

a) Yes ☐ No ☐

b) Please give a reason for your answer

_____

_____

_____

7)   Do parents have any idea about the school policy and understand the where they have to play a role as parents at school?

a) Yes [ ]   No [ ]

b) Please give a reason for your answer

_____

_____

_____

8)   Is there anything done by the school to help parents that are illiterate?

a) Yes [ ]   No [ ]

b) If yes, what is it?

_____

_____

9)   Are parents asked to assist in extra-mural activities at school?

a) Yes [ ]   No [ ]

b) If yes, what is it?

_____

_____

10)   What suggestion would you give to encourage parental involvement?

_____

_____

_____

Thank you for your participation!!!

ANNEXURE D   **QUESTIONNAIRE TO PARENTS**

Section A

Demographics

A)   Male ☐   Female ☐

B)   Work status ☐

C)   Highest qualification ☐

D)   Number of dependents [*children's that depend on the parent*] ☐

Section B

Research Question

1. Is there communication between parents and teachers regarding school matters?

a)   Yes ☐   No ☐

b)   If yes, what type of communication and how often does it happen?

_____

_____

_____

_____

2. Do parents involve themselves [*at home and at school*] in children's education?

a)   Yes ☐   No ☐

b)   Please explain

_____

_____

_____

3. Is the school doing enough to promote communication with parents?

a)   Yes ☐   No ☐

b)   Please explain

_____

_____

_____

4.   Are parents invited to take apart in school extra-mural activities or school meetings?

a)   Yes ☐   No ☐

b)   Please explain.

_____

_____

_____

5.   Is the teaching and learning space conducive for both learners and teachers at school?

a) Yes ☐   No ☐

b) Please give a reason for your answer.

_____

_____

_____

6.   Do you receive feedback or response from teacher about the learners' reports?

a) Yes ☐   No ☐

b) Please give a reason for your answer

_____

_____

7. Do parents have an idea about the school policy and understand the where they have to play a role as parents at school?

a) Yes ☐ No ☐

b) Please give a reason for your answer

_____

_____

_____

8. Is there anything done by the school to help parents that are illiterate?

a) Yes ☐ No ☐

c) If yes, what is it?

_____

_____

9. Do parents contribute to school through donating or financially payment of fees?

a) Yes ☐ No ☐

c) If yes, How and why?

_____

_____

10. What suggestion would you give to encourage parental involvement?

_____

_____

_____

Thank you for your participation!!!

x

ANNEXURE E **INFORMED CONSENT FOR PARENT AND TEACHERS**

Supervisor	Co-supervisor	Researcher
Prof. N. H Ntombela	Mrs N.B ndlovu	Mr S E. Jiyana
NtombelaN@unizulu.ac.za	NdlovuN@unizulu.ac.za	jsphe@ymail.com
035 902 6660	035 902 6657	0738316546

I am Siphelele Eugene Jiyana, a Masters student at the University of Zululand. I am undertaking a study titled ***"The roles of parents and teachers in the Education of learners: a case study of Mandlenkosi secondary school, Lindelani area."***

This study aims to investigate student's response to the role of their parents and teachers in their education and their feelings about the service. In addition the objective of this project is to gather information that could be useful and benefit diverse societies and schools in improving their role on education, to identify the importance of a parents and teachers participatory role on a school children's education.

I, require your participation in my study as in respondents to my research questions. Please note that your participation in this study is voluntarily and that it will not cause any harm as whatever information you provide will remain strictly confidential between you and I. I pledge that I shall ensure anonymity where required and as agreed between us through the use of code names.

You are free to withdraw from this study at any time of your choice without any negative or undesirable consequences to you.

Signature of Respondent   Signature of Researcher

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

ANNEXURE F   **INFORMED CONSENT FOR LEARNERS**

Supervisor	Co-supervisor	Researcher
Prof. N. H Ntombela	Mrs N.B ndlovu	Mr S E. Jiyana
NtombelaN@unizulu.ac.za	NdlovuN@unizulu.ac.za jsphe@ymail.com	
035 902 6660	035 902 6657	0738316546

I am Siphelele Eugene Jiyana, a Masters student at the University of Zululand. I am undertaking a study titled *"The communal roles of parents and teachers in education of learners: A case study of Mandlenkosi Secondary School, Lindelani area"*

This study aims to investigate student's response to the role of their parents and teachers in their education and their feelings about the service. In addition the objective of this project is to gather information that could be useful and benefit diverse societies and schools in improving their role on education, to identify the importance of a parents and teachers participatory role on a school children's education.

I, require your participation in my study as in respondents to my research questions. Please note that your participation in this study is voluntarily and that it will not cause any harm as whatever information you provide will remain strictly confidential between you and I. I pledge that I shall ensure anonymity where required and as agreed between us through the use of code names.

You are free to withdraw from this study at any time of your choice without any negative or undesirable consequences to you. Should you be interested in taking part in the research, please present this consent letter before your parent or legal guardian.

Signature of Respondent   Signature of parent or guardian

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

Introduction

The community of ward 38, Ntuzuma A , well known as Lindelani , Lindelani is an area highly know for political intolerant of the past, before the demise of apartheid, which was a strong hold of the Inkhatha Freedom Party led by the late T.M. Tshabalala, who has piloted political battles, under the eThekwini Municipality.

Ward 38 is a part of integral unit called INK which stands for Inanda, Ntuzuma and KwaMashu; this unit carries a unitary approach when it comes to service delivering programs that seek to uplift the socio-economic issues that need critical attention.

2.   Creation and Physical Setting
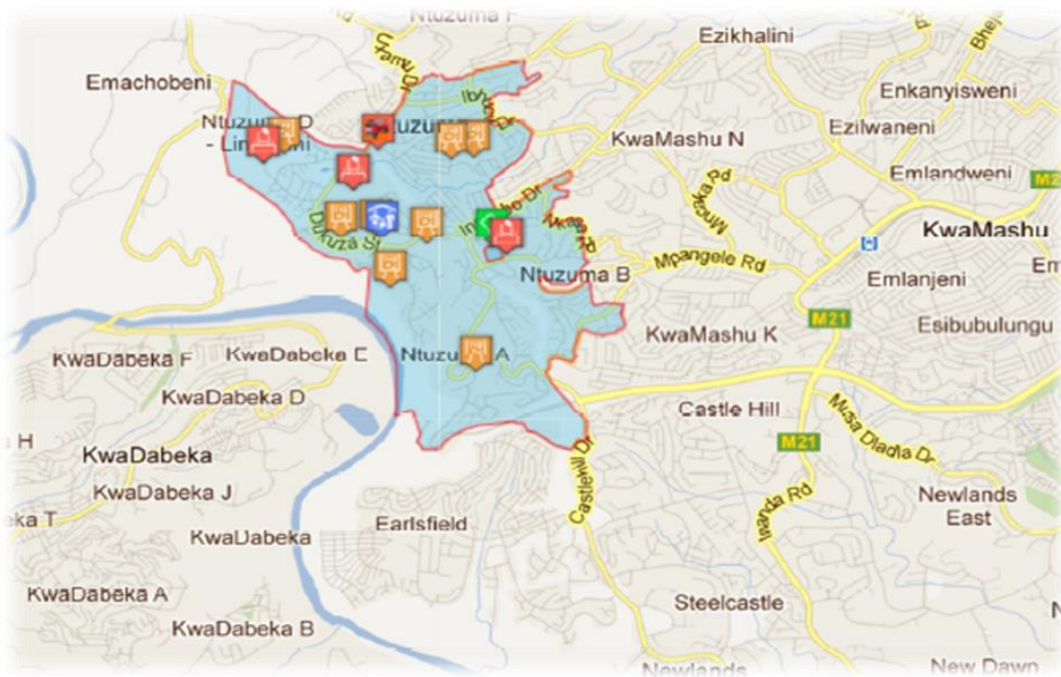
This community it is situated between the area of Newlands West, KwaMashu and KwaDabeka, it is an area that is resourced with:

a) One park

Park   Educational Institution   Community hall   SAP Stations   Health posts/Mobile clinic/Community health center/Fixed clinics   Hospital   Sport field   Fire station   Library

b) Six Educational Institutions

c) One Community Hall

d) One South African Police Station

e) One Fire Station

f) No Library

g) Two Sport Fields

h) One clinic

i) No Hospital

j) No Swimming Pool

Currently this community is semi-urban area and it is under the control of the African National Congress governance.

3.   Population

Population Estimate : 50895

Dependency Ratio   : 3

House Hold   : 12961

Literacy   : 24399

Male   : 26496
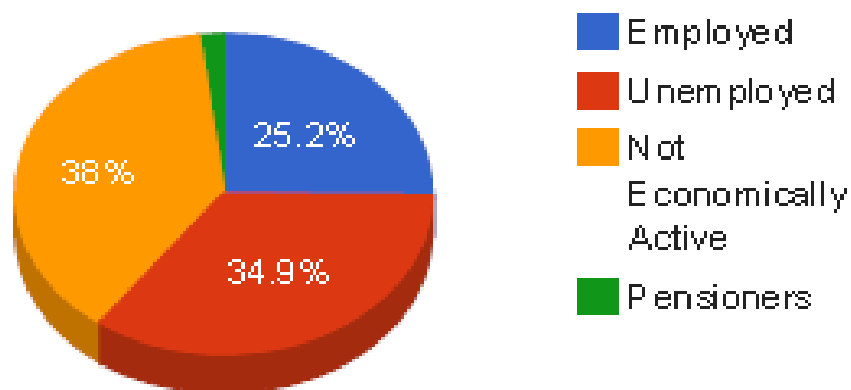
Female   : 26496

Disabled   : 2437

There is a very small number of Gays and lesbians which is due to the fact that, there are intimidated and discriminated by some community members, through brutality, mugging and swear at.

4.   Employment status

Employed   : 136077

Unemployed   : 18093

Not Economically Active   : 19725
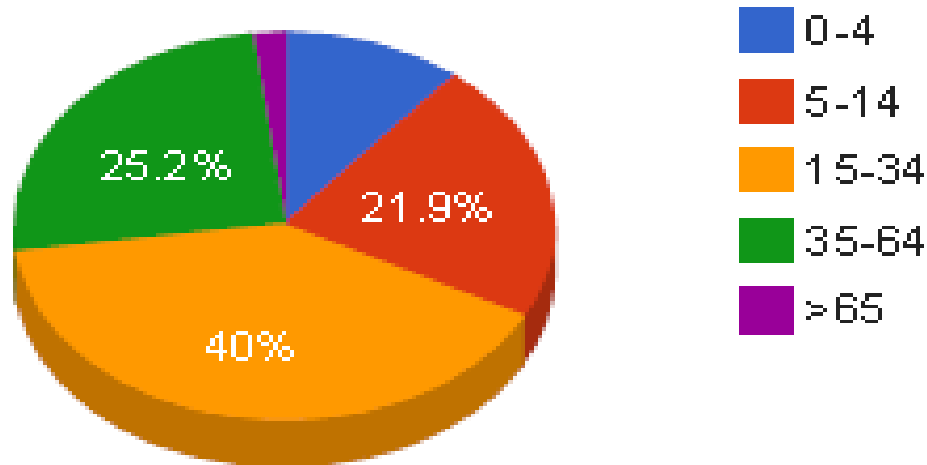
Pensioners   : 1019

5.   Religion and Believe

There is a mix belief system however the community is highly populated by:

  a) 70% Christianity and in particular for Apostolic, Roman, catholic,
  b) 20% Proportion that believe in Shembe Nazareth church
  c) 1% eMakhehleni
  d) 9% Others

6.   Age

   0-4   : 5560

   5-14   : 11132

   15-34 : 20340

   35-64 : 12845

   64   : 1018

7. Education System

From the 50895 population estimated, there is a collection of 24399 people with educational Level of Literacy. There are 7 educational institutions which is 3 High Schools and 3 Primary Schools and 1 Creech.

There are no Colleges, FET, Universities and the shortage of schools that would teach commercial subjects such as engineering and computer subjects, however, at the primary the learners are provided with daily meal even though it is not of good standards.

8. Health System

The health faculties that are available are:

a) One Clinic
b) One Hospice
c) One home Based care centre

d) No Private practice/Surgery

e) No Hospital

The community, members of ward 38 access these services free of charge.

9.   Economic system

In terms of Business and Industry around, there are few businesses around this community and there are no industries, the only businesses that exist are:

a) Fruits and vegetables vendors

b) Liquor stores

c) Spaza shops

d) Electricity card top up

e) Furniture Repairs

f) Taxi associations

g) Community Gardens

In this community there are no sophisticated Centres of employment rather the community members of Lindelani relay on mostly of Government well-fare and their personal skills in order to make a living.
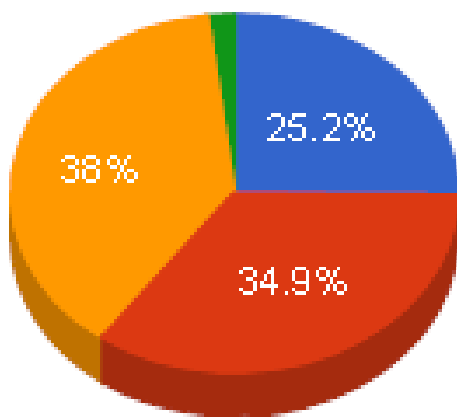
10.   Employment and income

Employed: 136077

Unemployed: 186093

Not Economically Active: 19725

Pensioner: 1019
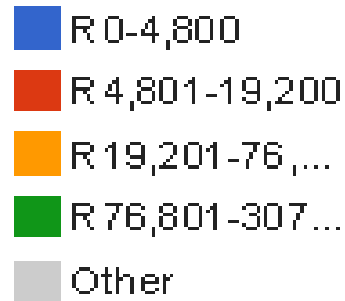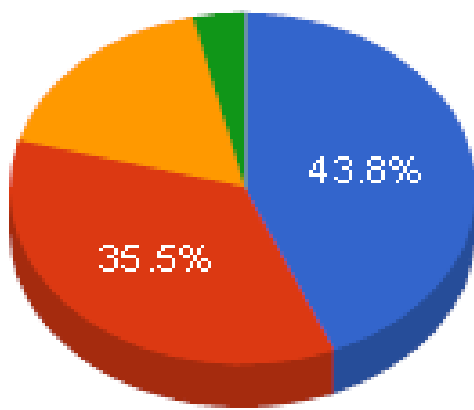
10.2

House hold income (Rand per Annum)

R0- 4,800   :5892

R4, 801-19,201 -76,800   :2301

R76, 801-307, 2   :486

11.   Political System

The Political Parties that are active are: African National Congress, Inkhatha Freedom Party, Democratic Alliance and National Freedom Party. The parties' relationship with

one another is very hostile to an extent that they even plot humiliation for each other. Their role is there to ensure accountability to service delivery and that service delivery is efficiently, equally and fairly distributed to the people. However, the dominating Party is the African National Congress.

12.   Law enforcement and Safety

There is safety and Security for crime, rape and thieve, such as:

- South African Police Service, which is very poor in terms community protection, they are scared of criminals.

- Community Traditional Forums, which is very useful in terms crime prevention and protection of the community. It is use a mob justice system the old fashion way of justice throw, whipping, beating and killing criminals, robbers and rapist and take law into their own hands.

13.   Socio – Cultural System

This society spends most of their working day in day in day out, Parting and chilling and drinking on weekends and some go to church, Lindelani is a diverse township community in terms of tribe and colour but in particular it is a black dominated community with:

- 90% Zulu
- 10% Others

Moreover this community is not very much cultural based, it more modern and adopting the western style of living in terms of weddings, funeral and events.

14.   The medium of communication

The medium of communication in that is used at Lindelani it through make use of:

1. loud-hailer

2. Posters

3. Social networks

4. Cell/ telephones

5. Radio station

15.   Human Service System

Service delivery is very poor and in takes places in slow pace. For example; there are very few RDP houses that have built for community members and their quality is of a low standard.

In terms of government clinics and roads, so far, these services delivery are satisfactory to the community at long.

16. Conclusion

The community is of Lindelani has a brighter future, even though the pace of the service delivery by the government is very slow. However, there is still a lot that needs to be then in terms of minimizing; crime, robbery, theft and increasing of SAPS forces into ensuing that the community is fully protected.

Moreover, the leading government has responsibility to treat this area as a special project because of the fact that when compared to other neighbouring communities in term terms of create Jobs, housing, poverty and education, Lindelani is still at the tail of them all.