

**PARENT- EDUCATOR PARTNERSHIP  
AND THE CULTURE OF LEARNING AND  
TEACHING IN SECONDARY SCHOOLS  
IN KWAZULU-NATAL**

**by**

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AND THE CULTURE OF LEARNING AND TEACHING  
IN SECONDARY SCHOOLS IN KWAZULU-NATAL**

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**Educator's Questionnaire**

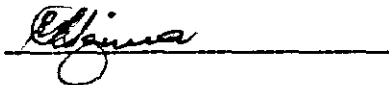
### **APPENDIX B**

**Parents' Questionnaire**

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## DECLARATION

I hereby declare that this is my own work and all the sources I have used or quoted have been indicated and are acknowledged by means of complete references.



**PHUMZILE REJOICE NZIMA**

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## ABSTRACT

The issue of involving parents in education has been explored by several studies in the past with all pointing towards greater success than failures amongst learners whose parents work in partnership with educators. Parental involvement not only ensures maximum development of learner-motivation, but it also has an impact on the smooth running of the school. However, a gap still exists between parents and educators in black secondary schools in South Africa. This results in poor performance among matriculants in particular, and lack of commitment and responsibility among learners in general.

The aim of this study was to explore the extent to which parents and educators in black secondary schools work as partners in developing the culture of learning in learners. The results showed that most parents felt that they have a role to play in the education of their children. Yet they realized that they were not fully involved either due to inadequate financial and knowledge resources or the schools did not fully involve them in their activities. This study is an ongoing attempt at making parents and educators realize the importance of partnership in the education of the child.

## **CHAPTER ONE: INTRODUCTION**

### **1.1 INTRODUCTION**

The long journey that takes a person from infancy to adulthood is accomplished by the help of many educators. These educators are inclusive of family members, members of the community and educators at school (Grambs & McLure, 1964:3). All these are members of the society who have a specific contribution towards what an individual child achieves in life.

Children spend their early years of development with their parents learning lots of things informally. It is after these years that they start schooling and be exposed to formal education. The teaching and learning process occurs under the guidance and control of an educator. Although the influence of informal education will still be potent and operating but the assigned responsibility for education now lies with the school. There are educators at school who are employed ostensibly to perform the task of teaching the knowledge and skills deemed necessary and important to the society.

The school is not an independent entity, but never the less, it operates within a specific social context (van der Westhuizen, 1991:105). The school operates to a specific society of a specific community especially the parent community. The parent communities are those parents of learners at school as well as the parents

of former learners and parents of future learners. Parents as first, natural and primary educators should be responsible for the positive connection between formal, informal and non-formal education at school. It is important that parents make sure that the child understands the relationship between things happening at home and those happening at school. This implies that the school and home, especially parents and educators should have links with each other. These links can be viable and healthy if parents and educators can work as partners.

According to Dekker & Lemmer (1993:154) parent involvement in schools is significantly related to improved learner academic achievement, improved learner attendance at school; improved learner behaviour and increased support for schools, including human, financial and material resources. For an example, a learner who is aware that his or her parents are always on check with his or her progress will make sure that he or she attends school regularly and perform at his or her best. The learner will always behave because he or she knows that whatever he or she does at school reaches the parent.

In the case of parents who are involved in the running of their children's school, it is easy to identify the problematic areas where they can assist. The parent can personally come and assist. For example, a parent who is a nurse can come to the school and address the grade ten learners on how she chose her career. She can talk about what her ambitions, vision, interest and wishes were as a young person.

She can also talk about what her strengths and weaknesses were in the subjects that she was doing at school. The parent can help by raising funds to buy some material or approach the people he or she works with to donate whatever is in short for a particular school. Parents can encourage their employers to donate computers, build libraries, and offer to take learners to educational excursions by paying for the expenses and many other forms of support.

Moon & Mayes (1994:366) emphasize that parents do not only largely create the nature of a child's out-of-school education, but they also influence the extent to which their child benefits from formal education. This implies that the way the parent brings up a child, that is a parenting style, has a great impact on how a child learns and behaves at school. Different parenting styles have disadvantages and advantages, which impact differently on different learners at schools. So if this is the case and the educator's effectiveness is linked to what families think, say and do; then an extra professional argument for collaboration with parents emerges.

The South African Education and Training Systems has put forward a plan called "Tirisano" which means "working together" (National Committee on Educational Support Services [NCESS] 1997). The aim of this plan is to ensure that parents are seriously taken along on the journey of their children's education. The emphasis is on training and capacity building of parents because in general, parents have been given little recognition within the Education and Training

System as the primary educators. Sadker & Sadker (1994:293-294) confirm that education does not start and stop in the classroom door. Although educators can exert enormous influence on learners, learners spend eighty seven percent (87%) of their time out of school. (p294)

## 1.2 MOTIVATION OF THE STUDY

The researcher felt that more is said about parental involvement in teaching and learning to improve the learners' academic performance in primary schools. Not much emphasis is put on the secondary school level as far as parental involvement is concerned. By way of observation, secondary school learners are not committed as they used to be in primary levels. They come to school late and leave the premises early before the school is out. Parents complain that their children are no longer committed to school as they used to, but at the same time some parents are complaining about learners who bring homework to be supervised by parents daily. Parents think that educators do not want to do their work.

## 1.3 STATE MENT OF THE PROBLEM

The Department of Education, educators, learners, parents and business people are the stakeholders in the provision of education, but the big questions are that who is responsible for the effective and efficient teaching and learning process?

Who should make sure that whatever provision is there for education is utilised successfully by learners at schools? What plans and strategies should be implemented to maintain the culture of learning in schools, especially secondary schools? Will it not be advisable to adopt the strategy of parental involvement, at its highest level, in secondary schools? How should parents and educators work to maintain the culture of learning and teaching in secondary schools?

#### 1.4 AIMS OF THE STUDY

- To explore the educators' attitudes towards the need of working as partners with parents.
- To disseminate information and promote discussion of parent-educator partnership in secondary schools.
- To explore, if available, the extent to which services for families with secondary school learners are planned, implemented and delivered in partnership with those families for whom they are intended.
- To let parents see their role and responsibility as primary educators for their children.

## 1.5 DEFINITION OF TERMS:

### 1.5.1 Formal education

Formal education generally means that a situation is organised in which children are deliberately brought together with the aim of teaching them certain knowledge and skills by suitably qualified persons (Luthuli, 1981:23). “Formal education” in this study will be referring to learning in an organised situation by trained or untrained persons.

### 1.5.2 Partnership:

A partnership is an agreement between autonomous parties and is based upon mutual trust (van Wyk, 1991:66). In this study the concept will be used to refer to a working relationship between parents, learners and educators that is characterised by a shared sense of purpose, mutual respect and the willingness to negotiate. This implies a “sharing of information, responsibility, skills, decision-making and accountability” (Wolfendale, 1989:6).

### 1.5.3 Parent community

Parent communities are those parents of learners at school as well as parents of former learners and parents of future learners (van der Westhuizen, 1991:403). In

this study parent community comprises any member of the community who is responsible for exercising authority over a young person.

#### **1.5.4 Black secondary schools**

In this study black secondary schools refer to those schools which were traditionally meant for black learners in rural and township areas. These schools were characterised by unequal distribution of human and material resources when compared to urban schools.

### **1.6 VALUE OF THE STUDY**

The study of this nature is important because it will throw some light on the extent to which parents and educators work together as partners, especially in the black secondary schools in KwaZulu-Natal. These schools have a long history whereby it has been the responsibility of educators to work with learners at school with parents less (or not at all) involved in what goes on in the formal education of the child. Literature reviewed indicates that a study of this kind has never been conducted in the past focusing particularly on the black secondary schools. Previous research studies (Wolfendale, 1989; Beattie, 1985; Berger, 1995; and Singh, 1989) have focused mainly on parent-educator partnership amongst the traditionally White and Indian schools in South Africa. The findings of these studies are striking in the unanimity with which they report parents' wishes to be

more closely involved in their children's schooling. However, this seems coupled with a sense of confusion and lack of understanding as to how closely they should go about doing it.

It is hoped that the findings will stimulate debate and open discussion on how education authorities can improve and promote equal partnership between parents and educators of black secondary schools' learners in particular, and the child's education in general.

## **1.7 ANTICIPATED MANNER OF DISSEMINATION OF RESEARCH FINDINGS**

- 1.7.1 Out of this study, the researcher intends to send the findings to a SAPSE - recognised journal for publication.
- 1.7.2 The researcher also intends to present papers in national and international conferences.
- 1.7.3 Data can also be used to write up a book on education - parent partnership and the culture of teaching and learning in secondary schools in KwaZulu-Natal.

## **1.8 CONCLUSION**

There has never been a greater need for schools and families to co-operate and, where possible, to support one another in the interest of the children for whom

they are both responsible, albeit in different ways (Atkin, Bastiani & Goode 1988:6). It is both an educational and a professional negligence for school or individuals within them to operate in ignorance of, and isolation from, the families they serve and the neighbourhoods in which they have been located. It shows that dramatical results can be achieved if parents:

- understand what the school is trying to do,
- identify with its main goals and supports its efforts,
- understands something of their role as educators,
- taken an active interest in, and provide support for, their children's schoolwork.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

Today it is widely acknowledged that parental co-operation with the school is a fundamental democratic and pedagogic necessity for a healthy system of education. This co-operation is no longer democratic but is necessarily compulsory. The case for involving parents in their children's development and education has been established by innumerable studies and projects and many schools are committed to pursuing home-school links. This means that parents can no longer relinquish their responsibilities to educators and remain detached from the child's school activities. Parents and educators must work together as partners in accomplishing the goals and objectives of education. This parental involvement is important in the secondary school level as it is in the primary or elementary level.

### **2.2 THE BEGINNING OF MODERN PARENT EDUCATORS AND CHILD DEVELOPMENT THEORISTS**

The modern parent educator began to emerge during the 17th century, but the general population was not affected until the 19th century. New ideas about education and the importance of the home in the education of children were developed by social thinkers such as John Amos, Comenius (1592-1670), John Locke (1632-1704), Jean Jacques Rousseau (1712-1778), Johan Heinrick Pestalozzi (1747-1827) and Friedrich Wilhelm Froebel (1782-1852).

John Locke is known for the concept that the newborn's mind to a *tabula rasa*, or blank slate, at birth. All ideas develop from experience; none are innate. It is incumbent upon the family and the educator to provide the optimum environment and valuable experiences for the child's mind to thrive. This provision for the optimum environment should not be limited to elementary school levels but should continue to secondary and tertiary levels. The other theorist is Johann Heinrich Pestalozzi who was a sensitive social activist influenced by writings of Rousseau. Pestalozzi based the teaching on use of concrete objects group instruction, cooperation among students, and self-activity of the child. Pestalozzi is remembered primarily for his writings; in his first successful book, *How Getrude Teaches Her Children*, he emphasized the importance of the mother and included teaching methods for parents. He saw the effects of the environment on the young charges he taught and noted the significance of parents in this way. "For children, the teachings of their parents will always be the core, and as for the schoolmaster, we can give thanks to God if he is able to put a decent shell around the core" (Pestalozzi, 1969:26).

Here, again one is startled about how important is the influence from parents on the child's education no matter what level of learning it is. The most important statement that can be made about parent and family involvement in education i.e. that when it happens, everyone benefits (Zululand Observer 24 August 2001). Research has conclusively shown that parent involvement in education benefits learners, parents, educators and schools whether the programme is at the pre-school, elementary or high school level.

## 2.3 PARENTAL INVOLVEMENT IN EDUCATION

Parental involvement in education helps learners discover their strengths, potentialities and talents, and to use them for the benefit of themselves, the family as a whole and the school. Parental involvement can take the form of cooperation and participation, which leads to partnership. Nowadays financial resources are important in the proper offering of education. Fund raising is a crucial area to tackle and it demands that parents and educators work together to achieve ultimate goals. For an example, being an educator at a secondary school one sees the need of introducing computer lessons to the learners. The school manager complains that the school has no money to buy computers. It is the duty of an educator to contact the governing body to talk to the parents and ask for contributions. This duty will be easier if the educator from the beginning had been working hand-in-hand with parents. Since parents would have been treated as partners with educators then they will feel responsible to fulfil the educator's dream.

According to Dekker & Lemmer, (1993:236) parents have an increasingly important role to play in the education of their children. No school can function effectively without the participation of parents and interest of the parent community. Support from the community can be looking after school premises from being vandalised, volunteering to teach different social life skills to learners or through general disciplining of any child found doing something wrong. For the community to develop it is dependent on the level of and type of education learners acquire in the community and school (van der Westhuizen 1991: 338). If children are accessible to vandalism then they will practise it at school if their communities do not condemn it.

The school serves the community and it has to adapt to its nature and character. This mutual dependence between the school and the community appears to have the following pattern: For the maintenance of a high level of education the school is dependent on the community's support. In exchange, the school develops the youth of the community according to the spirit and character of that community.

Parents are integral to schooling. Inevitably by both example and instruction; usually for good but sometimes for ill. It is unfortunate that sometimes children cannot differentiate between good and bad. Parents, themselves, sometimes behave unacceptably in front of the children. Due to unforeseen circumstances the parent can influence the child to do something bad such as talking ill about the educator. Parents teach their children and through that teaching they influence the extent to which educators can be effective Moon & Mayes (1994:362). For the educators to be effective they must acquaint themselves with parents by holding parent evenings so that parents and educators get to know each other in a relaxed atmosphere. Educators as qualified pedagogics, must provide parents with expert advice and regularly inform them about pedagogically based methods which can be used to help learners realise their potential to the full.

Keith and Reimers (1986:330) gives different forms of parental involvement as: parents' expectations of school performance (Hess, Halloway, & Price 1984; Parsons, Adler & Kaczala: 1982, and Seigner, 1983); verbal encouragement or interactions regarding schoolwork (Epstein: 1984, Marjoribanka: 1983; Watson, Brown & Swich: 1983); direct reinforcement of improved academic performance, general academic guidance and support (Bloom: 1984), and student perceptions of the degrees to which

their parents influence their plans for after high school and monitored their daily activities and school progress (Keith, Reimers, Fehrmann, Potterbaum & Aubey, 1986). Even this diversity of definitions of parental involvement, research generally supports its effects on achievement across definitions. Parental involvement effects are especially stable at the elementary level students' reading achievement and well documented. Despite such evidence, a recent large sample study examining the effects of parental involvement suggested that such effects were negligible for high school learners (Keith et. al. 1986:331).

Further, parents, not educators are primarily responsible in law for the education of their individual child. The parental dimension is central to professional performance of teaching yet is often under-rated. For the impact of educators and educator's professional status to be recognised it is important for educators to take the partnership with parents seriously. According to Moon & Mayes (1994:364) parents are relevant to what happens at school for five distinct reasons:

- Parents are responsible in law for their child's education and in that sense they may be regarded as the school's legal clients.
- If most of the child's education happens outside school; especially in the home; and if parents are co-educators of the child with formal or professional educators then it seems logical to make the two elements of school-learning and home learning compatible, and for educators to use that home-learning as a resource.

- Research indicates that family-based learning influences the effectiveness of school on a child. It may be a significant factor among the complexity of forces associated with inequality of educational opportunities.
  
- Besides providing a professional service for parents, the educator is also an agent of the education authority and the state to some degree. There are implied functions of checking upon parents fulfilment of duties and arguably, of being an educational helper for learners with incompetent and uncaring parents.
  
- It seems democratically reasonable, in a decentralised system in which important decisions are made at school and class levels, that those with a stake in a school should influence the nature of these decisions.

Parents are stakeholders on behalf of their children and should be able to influence the school policy through representatives. Besides being the legal clients of educators, parents are co-educators. As already mentioned, most education occurs outside school. Much of it, especially in the early years, is experienced in the family, where emotional bonds make home learning especially effective. Parents also influence the sort of community-learning which their child will require. Since parents inescapably educate their children, surely a professional educator cannot neglect the non-professional educators. Just as the dentist relies on parents regarding children's dental care, so must educators seek to guide and draw into partnership parents' impact on educational care. Parents are co-educators of children whether that suits the professional preferences or not.

## **2.4 DIMENSIONS OF PARENTAL INVOLVEMENT IN SCHOOLS: A FRAMEWORK**

A framework has to be set up for educators to consider their own attitudes and to establish what kind of involvement is appropriate for their service. Wolfendale (1989:5-7) elaborates on the following dimensions of parental involvement:

### **2.4.1 Non participation**

Parents use the school service purely as consumers, whether through choice or direction, and do not involve themselves in the way it functions. In this way parents can be categorised as:

#### **2.4.1.1 Active non-participants**

These are defined as parents who have actively decided not to participate in school activities (Wolfendale 1989:5). For an example, a parent who wants time off from the children, a parent who wants to buy professional time especially in the cases where there is an after-care service, which in secondary levels is referred to as study time. Here learners are helped with their homework by educators. When the learner arrives home the parent does not bother to check whether homework was done or it is correctly done.

#### **2.4.1.2 Passive non-participants**

Parents who might like to participate but are, or feel unable to, (Wolfendale 1989:5).

This may be due to that a parent feels that the child may not settle if she or he is there, a parent lacks confidence, is tired or depressed; a parent has a limited command of the communication skill especially the professional language.

#### **2.4.2 Support**

Parents support the school from the outside, through practical help or endorsing the school's philosophy, for an example, by fundraising, providing material for the school when asked; attending open and social events; providing moral support, promoting the school's philosophy and supporting school-suggested activities at home.

#### **2.4.3 Participation**

Parents are physically involved in or contribute to the work within the school, usually under the supervision of the staff. For an example:

##### **2.4.3.1 Parents as helpers**

They can be physically involved or contribute by servicing the group as a whole or working individually with children or it can be on a rota basis, going out with staff and children.

#### **2.4.3.2 Parents as learners**

They can learn about their own child and aims of the school through attending open evenings, school assemblies or through sharing children's experiences in the group; learning about the wider world through adult education activities.

#### **2.4.4. Partnership**

Parents are involved in a working relationship that is characterized by a shared sense of purpose, mutual respect and the willingness to negotiate. This implies a sharing of information, responsibility, skills, decision-making and accountability. This partnership can be achieved by having the following:

- Partnership between parents in general and a particular school by participation in planning and management, sharing in formulating aims and objectives, and in planning activities, sharing in selection of staff, sharing in selection of children, evaluation of the school.
- Partnership between individual parents as workers and a particular school by visiting homes; running groups, and counselling other parents.

#### **2.4.5. Control**

Parents determine and implement decisions, and are ultimately responsible and accountable in control of the school or of discrete elements within the school, for an

example, by selecting; employing and managing the staff resources and budgets; determining aims and objectives.

## **2.5 FACTORS THAT CAN HELP OR HINDER PARTNERSHIP BETWEEN PARENTS AND EDUCATORS.**

McAdams (1993:7-12) discusses factors that can help to promote or hinder partnership as follows:

### **2.5.1 The type, function and overall philosophy of the school**

The overall aim of the school, whether it is intended to complement, 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 offer a community provision open to all local families, rather than a specialist service providing a safety net for vulnerable families. 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. It is also important how well they are able to respond to the needs of individual children, their families and values and culture of the local community.

### **2.5.2 Establishing policy of working with parents**

The school will be working towards partnership with parents if and only if it has an explicit commitment in the form of a policy statement on parental involvement. This 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 be able 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, what roles should they play and of what the staff should either ask or expect them to do should be made clear from the beginning.

### **2.5.3 Management**

Management of any school, no matter how small or big it is, can be a time-consuming and complex responsibility for parents, especially if they have had no previous management experience. Whether or not parents are entitled to participate in management in ways other than as taken representatives will be partly determined by the type of a school.

- Number of issues is identified in schools that practise the full parental involvement in management and can be summarized as:

- The need to clarify roles, tasks and responsibilities of management committees; that is, where does the power lie, which decisions can the management committee make and which are made elsewhere?
- 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.
- 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.

#### **2.5.4 Funding**

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

### **2.5.5 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, are all factors that affect whether parents come to school at all. It is also important that having arrived they feel inclined to stay. The school can be a brand-new purpose-built centre or old hall but the age and state of the surrounding seem 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 for their own group and are sometimes able to invite educators to join them on their items, the distance between them and educators may be reduced and the feeling of powerlessness felt by some parents can be minimized.

### **2.5.6 Time**

It is to underestimate the amount of time needed to begin to change attitudes and expectations of parents and educators and to begin to work towards more open relationships.

According to Chamberlain & 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.

### **2.5.7 Methods and strategies**

Specific methods and strategies are to be practised for parents and educators to work together and if all parents are to be reached.

Key factors in determining these strategies and methods are:

- the need for flexibility in responding to the changing needs of the local families.
- the importance of a choice of activities to enable parents to become involved at the point that suits them as individuals.
- opportunities within the school for individuals to move from shy observers to participants as partners.

Stacey (1991:20) identifies a range of methods as follows

- Written communications, in language that parents can understand, including both regular newsletter and a brochure outlining the aims of the school and the role that parents can play; and perhaps a home-school diary for regular communication about what has happened during the day.
- Personal contacts between educators and parents in the form of individual interviews with all the parents before the learners come to the school; home visits for those who find coming to school difficult; opportunities for informal discussions on a daily basis; and more formal sessions at regular intervals to *share information and review progress*.
- Informal contracts or agreements between educators and parents, reviewed at regular intervals, establishing what the parent and educator each expect of the learner's time at school and what their respective roles are.

- *Making the school welcoming by putting clear notices, having space that belongs to the parents, being clear about how parents fit into the daily routine.*
- *Opportunities to participate in learner's learning by having discussions about the school's aims and objectives and the programme of work with the learners, invitations to become more involved in specific tasks.*
- *Participation in the school by having parents taking turns on helping out with out-of-school activities, sharing their skills in the classroom.*
- *Partnership in the school by having sufficient information to be contributed to a discussion on their children with confidence and understanding, feeling that the educator concerned is listening to and taking account of their point of view.*
- *Parents as workers through being home visitors and counsellors.*
- *Training opportunities to enable parents to develop skills required to undertake these tasks and to participate in management.*
- *Parents as evaluators by asking parents for feedback on the school and how the school is meeting their needs and those of their children.*
- *Working parents; making ways of enabling the involvement of parents who may not be able to attend during the day.*

### **2.5.8 Changing professional roles and developing new skills**

The changing emphasis of work in the education field means that many of those who trained to work with children are now finding themselves working with parents as well. This change has implications for their skills required of professionals as they take on new roles, and for how parents and educators view each other. As parent power has grown, so some educators have feared that their professionalism will be undermined and diminished.

The breaking down of barriers has led some educators to feel that their greater familiarity with parents may breed contempt. The key shift in role has been to move away from always being the fixer of problems or teacher of skills or importer of knowledge or healer of ills, towards enabling and facilitating parents to develop some of these skills. The strategies will bear little fruit unless professionals, who are educators, really want to develop partnership with parents. The educators should support the notion of a share sense of purpose, mutual respect and a willingness to negotiate.

### **2.5.9 Training, support and supervision**

The way educators' training programme was designed made them to be spoon feeders to learners who just became recipients of information. During examinations questions would be such a nature that learners regurgitate the information because they were not taught to be creative thinkers.

New roles and new skills suggest new approaches to training. It happens that during introduction to those new roles and skills the educators are frequently hampered by a lack of support and understanding of what they trying to do. They feel that their initial training prepared them inadequately for a changing professional role. Level of support and supervision for the educators in schools in found to be an important determinant of how well the work develop.

#### **2.5.10 Parents**

Parents have different views about themselves and about the partnership with educators. No two parents, no two children, are the same, nor will they have the same needs, nor will those needs remain constant over a period of time. Parents' attitudes towards and expectations of involvement vary, although most, one might expect; are more interested in working with their own child than for the greater good of the school as a whole. The crucial factor seems to be one of choice in the sense that not all parents wish to share professional tasks, but options for greater participation need to be there.

#### **2.6 WHAT AFFECTS THE TYPE OF PARENTS' PARTICIPATION?**

Certain factors can be clearly stated as to how they contribute towards parents' attitude to the extent and type of participation they would wish for. Those factors are (Berger 1995:17).

- Whether or not they feel that their help is needed, or whether educators appear to be fully in control and happier without any additional adults.
- Whether they feel sufficiently confident about the skills that they have to offer and feel that they would be valued.
- Whether the task is one that parents feel should be left to professionals
- What demands there are on their time.
- Whether they feel that their presence will distract their child.
- Whether any direct benefit can be perceived to the parent or child.
- Whether they are clear about their role in the group.
- Whether they feel that by pursuing a particular issue of concern, they may be seen as being over-anxious and may alienate members of staff, to the detriment of their own child's progress.
- Whether by working in the group the staff will be "spying" on them and making observations about their parenting abilities.

## **2.7 WHY DO PARENTS HAVE SO LITTLE CONTACT WITH THEIR SECONDARY SCHOOLS**

According to Armstrong (1995:90) for most children the transition to secondary school comes at a time when they are capable of coping independently with the day-to-day demands made of them at school. Usually they can make their own way to and from school are sufficiently socialised to adjust to the new environment. Most parents would regard this level of independence as a normal pattern of growing up and one to be encouraged.

However, it means that very often parents have no direct contact with the school. The educator may only be seen at the formal parents' evenings, if they; the parents; do attend and they subject educators might not be seen even then. There is a problem with the local schools because they do not have parents' evenings. Local secondary schools usually holds these meetings during the day and many parents cannot attend because they are working.

Secondary schools have earned an image of remoteness and a reluctance to involve parents in children's learning and sometimes these establishments are larger, often of daunting size. In places where traditional organization and methods have appeared to yield less than satisfactory results, parents will too often themselves have had less than joyous experiences at secondary schools.

The example for traditional organisation in a school is the way learning and teaching process occurs. Usually educators and learners in this case will believe that how learning and teaching occur is their business. The educator does not consider external factors to the learners' education. This can be a critical factor in inhibiting their involvement as parents.

In other cases for many learners parental involvement in what they consider their school is a threat to their increasing independence and identity, and they may not encourage close participation. Learners are in an effective position to sabotage any potential relationship a parent may establish since communication is normally through the learner and letters and messages can easily fail to reach home.

In addition to these problems, there are practical difficulties. Most parents lead busy and often stressful lives and finding time to come to meetings and school functions puts additional pressures to them. Unless these school functions are seen to be abundantly worthwhile, the effort is not made. For poorer members of our society there can be real difficulties in organizing and affording transport in the evenings, making child-minding arrangements, having adequate clothes to wear, and; perhaps most important of all; an accompanying feeling of being unable to communicate well with the educators. This is of paramount importance to those whom English is not the language in which they are fluent or rather the fear of not being sure whether one can be able to use language tactics of the professional classes.

## 2.8 THE FAMILY AS AN EDUCATIONAL INSTITUTION

The home is the first and most influential agency because the foundations of the child's knowledge and of her/his entire personal, moral, social and religious life are laid (Gunter 1985:200). The basic habits and attitudes are inculcated and fixed in him/her. The child learns to live as a person, to acknowledge, respect and treat others as persons, to live and let live, to be sympathetic and loyal towards other people and to co-exist and co-operate with them. As children bring all this knowledge, these values, beliefs, and attitudes which they have acquired from their families, parents can help educators expand their knowledge and understanding of their learners, which can improve the effectiveness of a educator's teaching.

Wherever school-age children are involved schools and families are inevitably linked. Sometimes this link becomes a deteriorating factor. The child sometimes from her/his family develops the wrong habits, dispositions and attitudes to life that may have had effect on her/him throughout her/his life. So although the family is the child's first and most important school, it is not always a good one. The value of the social education, which the child receives at home, depends especially on the moral and social quality of the parents as persons and educators, as well as the quality of the home life and atmosphere. Due to this sometimes the school and families blame each other for any problems, sometimes they support each other, sometimes they co-exist uneasily. Whatever their relationship, which

has a stake in the success of both schools and families, is influenced and concerned.

Steyn, Bischoff and Vos (1984:86-87) argue that the family has a special task of caring and providing for the needs of the child in totality. Parents spontaneously help in the stimulation of senses, the use of the body, the inculcation of first habits, the development of language, the shaping of attitudes, the assimilation of tradition, customs, values, and norms. Unfortunately, this primary institution of education, which is such an influential power, can also fail in its task. A number of factors may contribute causes of this failure:

- The unhappy family where love does not rule gives rise to unnecessary and sometimes-unbearable tension. Under such circumstances the negative influences may make a greater impact on the children involved than the positive influences.
  
- The divorced or incomplete family with one of the members of the family absents for a long time. The role of either the mother or father and sometimes both, is then not taking its proper place in the lives of children. For an example, the absence of fathers may lead to feminism, homosexuality, rejection of authority, etc. among boys.

- The prematurely formed family with an unwanted child when the expectation of a child is the predominant reason for a marriage or the living together. The child is a very sensitive being who blossoms in an atmosphere of acceptance, love, trust etc. If any child experiences intuitively a feeling of unwantedness, and of being unwelcome the result usually is unhappiness, restlessness and naughtiness.
  
- The family in which one parent dominates the other. Whenever the role of either mother is not blossoming in the family, the children experience their home as being without either father figure or mother figure. For an example, when the father is dominated by the mother the father figure is diminished and it may result in the lives of the children of such a family.
  
- Because parents have to work far from home other people have to take their responsibilities to the children. Children grow up without adequate parental support and care (Landman, van der Merwe, Pitout, Smith, & Windell 1988:60).
  
- Factors which make it difficult for parents to create a pedagogical milieu, e.g. urbanisation and squatting which result in poor housing conditions, family caught up in the poverty spiral, deprivation, illiteracy of parents etc.

- Modern conditions contribute to the disintegration of the intimate family relationship. Each member has to pursue his own interests elsewhere and home becomes a merely resting-place and no longer a "home".
- Undesirable educational styles on the part of parents firstly,

Authoritarian/rejecting parents: These parents deal with their children in an autocratic fashion and either ignores their children or exhibit hostility towards them. They do not have time for their children and do not communicate effectively with them. The results are that these children will exhibit various behavioural problems by resorting to various forms of aggressive behaviour. They tend to be resistant to adults and be very hard to reach.

- Casual parents with a laissez faire attitude: This type of parenting style does not fit parents neatly into any one particular category. These parents generally do not have consistent method of dealing with their children. They leave their children very much to themselves to solve their problems. As a result their children are inactive and withdrawn. These children are in need of consistent guidance and they are always dependent on the educator's help. On the other hand they dominate their parents and this leads to them being unpopular outside home.

- Accepting parents with a democratic attitude

Expression of love and acceptance is dominant with their children. They provide firm and consistent control and take interest in their children. Communication with their children is effective. They usually use common sense. These children are active, outgoing, friendly and individualistic. They are able to deal with learning situations at school.

“The provision of formal education shall be a responsibility of the state provided that the individual parents and organised society shall have a shared responsibility, choice and voice in this matter (Singh: 1989). The need for parents and educators here is emphasized by the phrase “shared responsibility”. This means that parents need to participate to a greater extent in the provision of education for their children. Parents must know what would the responsibilities entail and how prepared are parents to accept these responsibilities.

## **2.9 FAMILY VARIABLES ASSOCIATED WITH ACHIEVEMENT**

According to Hess & Holloway (1984:189) the following variables appear repeatedly in published reports:

### **2.9.1. Measure of verbal interaction between mothers and children**

Many children studies show an association between some aspect of verbal communication in the home and school achievement: a communication index from interviews, requests for verbal versus non-verbal responses in teaching tasks, freedom to engage in verbal expression and direct teaching of language behaviour, etc. This is only a partial list, it includes studies of both mothers and fathers. The range of verbal features of the home that are associated with school-relevant measures, even though defined in different ways, indicates the strength of the link between aspects of the verbal environment of the home and achievement in school.

### **2.9.2 Expectations of parents for achievement**

Children's performance on school-related tasks is associated with the following types of variables:

- parents' achievement orientations about the children's schoolwork
- pressure for achievement, parental aspirations for child's educational and or occupational attainment.
- pressure for improvement on interaction tasks.
- emphasise on school achievement.
- composite of measures of mothers' aspirations for the child's educational

and occupational attainment.

### **2.9.3. Effective relationship between parents and children**

Variables that represent some of the aspects of the affective relationship or interaction between parents and the child are significantly correlated with achievement in a number of studies.

### **2.9.4 Discipline and control strategies**

Several studies include some measures of maternal control and report correlations with children's performance. Different perspectives of control are used in different studies and found to be associated with performance. These include authoritative control (in contrast to authoritarian and permissive), use of physical punishment, use of imperatives in disciplinary situations for both black and white families, discouragement index ("parents' response that appeared to intend to stop the [observed] activity, such as hitting, ignoring, physical restraint and the degree of fit between authority structures at home and those at school).

### **2.9.5 Parental beliefs and attributions**

The analysis of the effect of parents' beliefs on their child-rearing behaviour and on their children's school achievement is a rapidly growing but still limited field

(Hess and Holloway (1984:191). The extent of parents' knowledge about developmental norms of infants is associated with parents' competence in childcare. Beliefs appear to have a greater influence on children's self-concept.

The way a parent nurtures her/his children affects education service extensively. Hughes & Hughes (1960: 270) emphasize that the education service is an association of partners and ideally all the characteristics of a true community should permeate the service as a whole and all its parts. This implies that at whatever point education is examined, one should find human beings, especially, educators and parents free and co-operating in the service of some greater than self-interest. This partnership is vital to the growth function of learners.

As there can be more than thirty-four children in the educator's class, but he must deal with more than thirty-four as he teaches because each of her/his learners reflects the influence of parents, friends and neighbours. The educator who is unaware of these influences may never know why some of her/his most carefully planned lessons just did not materialise (Rivlin 1961:419). By both tangible and untangible means parents have a marked influence on the learner's motivation for learning and on her/ his ability to profit from her/his experiences at school. A learner living in a community, which respects learning, will obviously approach her/his schoolwork with a different attitude from that of another youth whose community regards scholastic honours as being unattainable and unnecessary.

The above discussion proves that “home-school partnership is no longer a luxury. There is an urgent need for schools to find ways to support the success of all our children” (Swap, 1993:1)

## **2.10 THE SCHOOL AS AN EDUCATION INSTITUTION**

Initially parents were entirely responsible for the education of their children, (Landman et.al 1993:62). This “responsibility for the education of children” does not only mean in the elementary levels, but, even in the secondary levels. It is in the secondary levels of education where parents usually give all the learning responsibility to educators and children. Parents state that the child is old enough to know how to learn and master things on his/her own. In many occasions this attitude does not work.

Due to the explosion of knowledge and the technological revolution, diversified cultures and a lack of time it became difficult for parents to fulfil this task. History confirms that the more diversified any culture becomes, the stronger the need for a group of professionally trained people (teachers) to assist the family in the education of their children. The school can be regarded as an “extension” of the family in the sense that the school is (or should be) advocating some philosophy of life as the parents. Schools have a mission of completion. Thus formal starts to supplement informal or parental education.

Since the school is regarded as an extension of the home it should reflect the home attitude, as home and school have a common goal by participating in the child's education. Their goal is to have a learned, efficient and job quality citizen. Schools are also concerned with the cultural content of society. The content is systematised, simplified and conveyed in the form of school subjects. School aims at unfolding all the potentialities of all the learners and helps the child constitute her/his own life-world.

## **2.11 TASKS AND FUNCTIONS OF THE SCHOOL**

Schools have different and unique functions to perform. Schools can never aim at taking over the educative task of the family, or ignore the state, or become a mere instrument in the hands of other institutions. The school should constrain itself to doing what is expected of a school. Schools which are alienating children from the homes are not supplementing the family in its educative task.

Landman et.al. (1988:63) elaborate on the tasks and functions of the school as follows:

- the school must provide teaching for the purpose of imparting knowledge, insight and skills. It is concerned with the development of intellect, memory and hand dexterity.

- the school must provide educative teaching, as teaching is part of the education and education is not possible without teaching.
- the child as a totality is involved in the school situation.
- the school provides a general education in which it must make provision for the whole child (physical, mental, social, moral, etc). The school has a formative task to fulfil.
- the school should be anticipated in the school. The school should strive for three important goals inside and outside the classroom. Firstly, it must educate the child to become a useful and efficient citizen who will be able to take his/her place in society and fulfil their duties towards the community. Secondly, it must prepare the child for an independent and successful life in the work they will eventually do. Finally, it must assist the child to develop into a person with an educated mind and good moral character.
- schools have a special responsibility for giving pupils the kind of education that will enable them to appreciate the importance and value of personal relationship in all the groups of which they are members.

## **2.12 SCHOOL AND FAMILY: THE ESSENTIAL CONNECTION**

Changing conditions make it difficult for schools to accomplish the goal of successfully educating all children without embracing partnerships with parents. Neither the parent nor the educator alone can fulfil the education task completely. As partners they should collaborate in the closest possible way. The parent, as the primary educator of her/his child, and the educator, as the child's secondary educator, are in a state of mutual interdependence.

Dekker & Lemmer (1993:155) cite three forms of parental involvement:

### **2.12.1 Cooperation**

It must be recognised that the quality of education and teaching in schools improves with an improvement in the quality of co-operation between education authorities, schools and parents. Parents and educators need each other. They are in pursuit of a common goal, namely effective teaching, and to achieve it they have to co-operate with one another on all levels in the school. Parents do not have to be well educated to help. Every parent, the mother as well as the father, is indispensable. For real co-operation parents and educators have to share skills and information with each other and to do so in an open, honest way, which includes a recognition of each other's limitations in knowledge and expertise.

### **2.12.2 Cooperative activities**

Educators and parents of secondary school level learners share the primary goal of enhancing the adolescent's academic performance in the direction of her or his vocational and career choices. Cooperation among all parties is important to the future success of the adolescent. Parents and educators must share accurate and precise information in order to make a viable assessment of the future directions the adolescent can take. They must know the learner's strengths and weaknesses and his or her potential based on school performance. Rutherford & Edgar (1979:141) confirm that when parents, educators and adolescents cooperate in setting goals and planning strategies for reaching those goals, the chances for the adolescent's success are greatly enhanced. When they do not cooperate, the adolescent is a potential loser. In this way parental involvement in a child's education is viewed as a major factor in improving school effectiveness, the quality of education and a child's academic success.

### **2.12.3 Participation**

Through participation the parent can restore her/his natural right in education. Participation does not mean that everyone participates in everything, but rather those parents are sufficiently represented on all levels. There must be reinforcement of participation by the whole school. Parent involvement impacts on learners' achievement when that involvement is meaningful to parents (Swap

1993:3). Gains are reported when parents are involved as supporters and reinforcers of their child's school learning and when parents are told about their children's school progress.

#### **2.12.4 Partnership**

Parents and educators have to be partners because the demands made by the society on the education of their children necessitate co-operation between partners in all fields. Nowhere in education is the principle of partnership more important than at the level where the question of how to provide the most effective education for all children in South Africa is addressed.

A successful partnership depends, among other things, on parents and educators trusting each other, being aware of and understanding each other's needs and aspirations, communicating, effectively, and having a say in the education of the child, with due consideration of each other's field of expertise. Therefore, partnership requires working in a team which implies cooperation not confrontation, integration not isolation, and continuity not competition.

Through partnership schools are increasingly taking advantage of parental experiences in profession, hobbies, or avocations to enrich learning opportunities for youngsters throughout the grades (Swap, 1993:104). Parents' help may be sought based on educators' awareness of their skills, or all parents or guardians

may be asked to fill out a questionnaire describing their interests, expertise and willingness to participate in school. Armed with this information educators may request that parents be involved in supervising the youngster's independent project, coming to school to discuss their own careers or sponsoring a high school youngster in an apprenticeship program.

### **2.13 PARENT-EDUCATOR PARTNERSHIP**

Although the school's task is defined as teaching or instruction, in essence it remains the educating of children. It is, however, the supplementary education. The school can never replace the home, nor can educators ever be parent substitutes.

One can hardly talk about the school as an extension of the home, or of a complementary relationship between parent and educator, without acknowledging the parent-educator partnership. It is universally recognised that such a partnership is indispensable for the harmonious, functional and effective continuation not only of educative teaching in schools, but also of education in the primary education situation. Parents and educators are equal partners in a harmonious partnership. As such they are not just companions but share a common destiny.

When the researcher says educators and parents are equal partners it is not implied that they are equal in all respects. Thus the educator's knowledge of a particular subject and of education may be superior, while the parent may be the educator's superior because of a specialised knowledge of theology, economics, computers, agriculture or some other trade. But as human beings, as partners in education they have equal worth. They complement each other and should respect each other's expertise. They should understand each other's strengths and weaknesses. They have an agogic relationship, which entails mutual trust, respect, authority and responsibility.

Scholtz, van Schalkwyk, Swart and Stone (1984:40) elaborate on the following basic characteristics of a harmonious parent-educator partnership:

- An educator-parent partnership involves two or more parties.
- In their functioning these parties pool their abilities and skills for the sake of goal achievement
- The partners share both successes and failures in their activities; neither may disregard the other's share in success or blame the other for failure.
- Responsibility and accountability are undertaken jointly and also separately.
- Specialisation is built into the partnership, each partner undertaking the share for which she or he is best qualified. This characteristic implies that parents and educators should respect each other's sovereign spheres of

competence. Hence the principles of equal worth and mutual respect are basic to the parent-educator partnership.

- A parent-educator partnership presupposes planning, thinking and codetermination.
- Parents should, as well as educators, trust one another. To this contour and honesty and interest in each other should be built into their relationship.
- Harmony is prerequisite for and major characteristic for the good parent-educator partnership.

If parents and educators appreciate and understand one another and actively cooperate, there is continuity in the educative teaching of learners so that they have security in their life-world.

This maintains that the school and home are interlinked. Both the education situation at home and teaching situation at school are basically social situations. Both depend on human cooperation; as such they are interpersonal and social phenomena.

### **2.13.1 Relations between educators and parents**

Human beings live in homes from day to day as husband, wife, parent or child. From such a home they can proceed to make their world habitable: They

transform it into a life-world for themselves. In such a home people feel that they belong somewhere, so that someone can talk of belonging. In the home a trusting basis of security and safety is created for the child. (Gunter, 1985:45)

The child can venture forth from this secure space to explore, always returning home for security. Due to the reason that parents felt that they desired help in supplementing and ideally eliminating the deficiencies experienced in their primary educative involvement with their children, schools were created. Parents wanted an institution, which can take charge of children's education in a formal, systematic and effective manner.

A particular relationship, which is personal relationship, was formed and is characterised by being interdependent. The school fulfils a bridging function between the more impersonal, social environment on the one hand and the intimate home environment. The school also links two worlds, that of the child and of the adult. The school links the present and the future and it is where the future is made.

Both parents and educative educators know that children cannot remain what and where they are. At school learners are given an opportunity to practice what they ought to become and are guided to where they ought to be. The school may be regarded as an orienting and preparatory community from which the child may enter the adult world (van der Stoep 1972:18).

### 2.13.2 Problem solving and values clarification

Educators and parents of adolescents will encounter difficulties if they attempt to solve adolescent problems without their participation. This is to the fact that as adolescents mature and turn to their peers for attention, information, companionship and reinforcement, adults lose their power over them. It becomes very difficult to develop intervention strategies for changing adolescents' social and academic behaviours without involving them directly in the change process. The chances for meaningful change are significantly diminished if adolescents are not co-operated.

The adolescent must have input, along with the educator and the parents, in defining the problems, devising the solutions to the problems, implementing the solutions selected and evaluating their success or failure.

On the side of parents and educators, they must clarify their values when discussing adolescent problems. This is important due to the diverse opinions they may hold about appropriate adolescent behaviour. Again it is also important to involve the adolescents during this clarification. Clarification of values should be around those issues that cause strong emotional reactions to both parents and educators. Issues such as sex, career goals, drug use, peer relationships, smoking, drinking, dependence versus independence, loneliness, crime and female and male role conflicts, should be clarified. Learner relations improve a lot if there is

parental involvement. For instance, the benefits of parental involvement for learners (Zululand Observer.: 24 August 2001) are:

- more positive attitudes towards school.
- higher quality and more grade - appropriate homework
- completion of more homework on weekends, and
- observing more similarities between family and school.

### **2.13.2 Parents requirements from school**

Since parents and educators are to work together as partners in the offering of the child's education, parents do have expectations from the school. For instance parents expect that:

- Teaching should be consonant with the spirit, character and orientation of the home, since the school builds on the foundation laid by the family.
- Teaching methods should not conflict with the family's philosophy of life.
- The general aim of teaching should be similar to that of the learner's home.
- Authentic pedagogic principles should be used in the structuring of school curriculum.
- Subject matter should not conflict with the community's concept of life.

- Authentic pedagogic and professional principles should be the basis for educator training in keeping with the community's philosophy of life.
- Differentiated teaching based on the child's unique potentialities, aptitudes, impairments and handicaps should be offered in schools.
- Schools should offer education preparing the learner for a future occupation.

As much as the parents expect all of this from the school, educators at school have some expectations about the parents. Educators expect that:

- The family provides a favourable educational environment at home, that is, an environment that complies with the pedagogic norms.
- Parents guide their children towards a growing sense of duty by knowing the school's activities and the school's expectations of their children.
- The school becomes a helping support system to the school through active parent involvement.
- Parents become worthy partners who comply with the agogic requirements to trust understanding and responsibility.

## **2.14 THE NECESSITY FOR PARENT ORIENTATION FOR PARTNERSHIP IN EDUCATION**

True educative teaching necessitates a partnership between home and school in order to uphold unity in education. (Goodlad, 1984:92). Since in our country we have to face different types of schools namely, private schools, state-aided schools and schools financed by the state, it is therefore clear that parents will have to take far more responsibility for the education of their children than in the past. Parents should have no uncertainties as to the responsibilities of parenthood and how education at home serves as the basis for the school education; the role, purpose and task as well as the limitations and possibilities of their co-operative activities as regards the education of their children.

Today, more than ever, it is necessary to prepare parents for their parenting role. Nobody can be indifferent to how children are brought up and educated and to whether parents themselves are capable of actual, co-ordinating control over their role as parents and educators (Dekker & Lemmer 1993:162). All the partners in education must therefore receive optimal preparation for their specific task. All parent training and orientation programmes are therefore directed at making the parents competent to perform their parental task.

## 2.15 METHODS AND TECHNIQUES FOR PARENT ORIENTATION

Not only do parents largely create the nature of a child's out-of-school education, they also seem to influence the extent to which their child from in-school education (Macbeth, 1989:6). If educator's effectiveness is linked to what parents think, say and do, then an extra professional argument for collaboration with parents emerges. This collaboration can only occur if specific methods are followed to orientate parents.

Lieberman (1990:177) elucidates some methods, which can be used by the parent management body and voluntary, informed parent leaders. The organisation of guidance to parents as a whole through workshops which are designed to explain the academic and social activities of the school to parents and to show them methods for supporting their children's school performance. According to Parsons, Adler & Kaczala (1982:20) Workshops can be presented by informed parents from their own parent school communities on a voluntary basis, otherwise use could be made of subject specialists from the tertiary sector. For the purpose of workshops, formal lectures or informal discussions and talks, parents may be divided into smaller groups such as class register groups, interest groups, groups experiencing specific problems; such as single parents, or into groups according to various standards. Such groups are well suited to a video or a film show, followed by a discussion session. Educators can actively help to orientate parents by asking them to contribute towards a project that has obvious benefits for their

children. For an example, educators can initiate the development of a resource room that will be beneficial to both school and parents.

A suggestion box could be used to collect parents' recommendations for improving school activities. During meetings, workbooks and manuals for parents could be compiled by parents. Interesting reports, talks or magazine articles can be copied and added to the collection for use by parents. Some of the articles could, in turn, serve as a basis for parent discussion evenings, especially in rural areas where speakers are often not available, Marjoribanka (1983:102)

## 2.16 CONCLUSION

The above discussion proves how important it is for parents to understand and know their responsibility, educationally, towards their children. Parents must bear in mind that whatever they do, say and act out is the foundation to the future life world of their children. Parents have the important responsibility of helping their children succeed within the guidelines established by the school culture. Their role is to prepare their children to begin school, succeed in school by finishing it and transmitting values, attitudes and skills that characterise those who succeed.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 INTRODUCTION**

In this chapter sampling procedure, data collection and analysis methods, and the rationale underlying the choice of particular methods pertinent to the study are explored. The participants for the study were selected from a population of five (5) black secondary schools. There were two (2) schools from the urban area and three (3) from the rural area. A purposive or judgemental type of non-probability sampling was used to select participants for inclusion in the sample.

Commenting on the nature of purposive or judgemental sampling, (Bless & Higson-Smith 1995:95) maintain that this sampling method is based on the judgement of a researcher regarding the characteristics of a representative sample. The implication is that a sample is chosen on the basis of what the researcher thinks to be an average (or relevant) person. The idea is to select units that are judged to be typical of the population under investigation.

For this study the five (5) black secondary schools mentioned above were selected for two main reasons. Firstly, it would be costly for the researcher to reach many of the scattered secondary schools in the province of KwaZulu-Natal. Secondly, many of the black secondary schools have a poor pass-rate especially at matric level.

Some learners who were seen in the township areas went to school very late during the day. Others leave school early and are seen in town in full school uniform during the normal school hours. The researcher wanted to find out whether educator-parent partnership exists in these schools.

### **3.2 DATA COLLECTION INSTRUMENTS:**

The questionnaire was used as an instrument to collect data from both parents and educators. It was constructed by including the close-ended and the open-ended question items. According to Neuman (1997), researchers who use questionnaires to collect data must adopt a style of repeating the content of questions by formulating them in a different way and placing them in different parts of the questionnaire. This is done in order to verify the veracity (or consistency) of answers and honesty of the participants and this enhances the reliability of the instrument. This principle was also adopted in the present study. Moreover, the questionnaire was designed in such a way as to counteract the response set. This is done to act against those respondents who have a tendency to answer all questions in a specific direction regardless of the content of the questions.

Shaughnessy & Zechmeister (1994) explain a response set as a process whereby participants adopt a tendency to answer all questions in a specific direction regardless of the questions. For this study a questionnaire was chosen because it could be directly administered which could lead to almost one hundred percent

response rate. The content validity of the questionnaire was also ensured by including statements that could reflect

the attitudes, perceptions, likes and dislikes of parents and educators in as far as the promotion of culture of learning was concerned. Close-ended questions were given first preference because they are easy and quick to answer. They also ensure that all participants will have the same frame of reference when responding to each question (Rosnow & Rosenthal, 1996).

As indicated in the previous paragraph, open-ended questions were also included in the questionnaire. This is due to the fact that open-ended questions are well known to permit a free response rather than restricting the participants to a choice from among the stated alternatives. In this study participants were given a chance to respond from their own frame of reference, thus providing a wide range of responses. Kerlinger & Luce (2000) and Huysamen (1994) believe that when a questionnaire covers both close-ended and open-ended questions, it will be able to translate the research objectives and answers given will yield data necessary to explore the area set by research objectives.

### **3.3 PROCEDURES**

Participants in this study were both parents and educators from the five secondary schools. At first brief meetings were held between the researcher and the school

manager of each school. At these meetings the researcher introduced herself and permission was sought to conduct research in the respective schools. The nature of research to be conducted, its aims and implications on learners' education were explained in detail. Eventually it was agreed in all cases that each school manager would distribute the questionnaire for educators to her or his staff. And, the latter would distribute the questionnaire for parents to learners to be filled out by their parents at home. Questionnaires were distributed to those learners who stay with their parents. The return rate was, however, very poor with the questionnaire for parents. Of 300 questionnaires for parents which were distributed 147 were returned and only 112 could be used for research purposes. Ninety (90) questionnaires for educators were distributed, and of these only 74 could be used for the purpose of data analysis. The researcher administered other questionnaires personally to the parents. During the administration of questionnaires parents ended having discussions with the researcher. The discussions ended up into interviews because the researcher was discussing the questionnaires.

#### **3.4 DATA ANALYSIS TECHNIQUE**

When analysing data the number of frequencies per question item for those answered similarly according to the rating scale is counted. Frequencies were thereafter converted into percentage form to indicate the variation of responses (data). Since the study is more of an exploratory and descriptive type (survey),

statistical techniques were not applied in analyzing data. Instead, the qualitative responses of participants were used to a mass data. From open-ended questions similar responses were grouped into themes which were later discussed in greater detail and their implications in relation to educator-parent partnership explored.

### 3.5 CONCLUSION

In this chapter the target population, sampling procedures, data collection and analysis methods were discussed. Issues surrounding the validity and reliability of the instrument were also raised. Generally, a questionnaire is known to have more advantages than disadvantages. In this study it was also found to be a useful tool for data collection. In particular one of the advantages was that anonymity and respect for private life of the participants were not interfered with by the researcher. Participants were left alone to fill out the questionnaires on their own. This made factors such as the gender, social status and age of the researcher not affect the answers from the participants.

The major disadvantage of the questionnaire in this study was that the researcher could not cover a wide range of respondents due to financial limitations. However, it is hoped that the findings of the study will throw some light on the attitudes and perceptions of parents and educators towards working together as partners in education.

## **CHAPTER 4: DATA ANALYSIS AND INTERPRETATION**

### **4.1 INTRODUCTION**

The focus of this chapter is on data analysis and interpretation of results. Authors such as Neuman & Luce (2000), Rosnow & Rosenthal (1996) argue that research actually begins when the researcher has to analyse data that were collected. This is because raw data alone are useless unless meaning is assigned to them. When analysing data the researcher spends time trying to make sense out of what has been collected? In essence this involves “converting into data information given directly by a person, as opposed to information gathered by the mere observation of a person” (Bless & Hipson-Smith, 1995:109). For this reason the questionnaire was designed in such a way as to test the participants’ knowledge, their likes and dislikes, attitudes or beliefs and their experience regarding the educator- parent partnership. Therefore it seems safe to argue that any research study will be incomplete if it does not demonstrate how data are analysed. In this chapter the number of respondents per question item are presented in the form of a summary table. The frequencies will then be converted into percentage form to indicate the choice of the largest percentage of respondents.

The likert scale format was used to categorize the participants’ responses. The format is strongly agree (SA), agree (A), uncertain (U), disagree (D) and strongly disagree (SD).

## 4.2 PRESENTATION OF DATA

There were hundred and twelve (112) parents and seventy-four (74) educators who participated in this study. The educators came from five secondary schools, which were selected for convenience reasons at Empangeni region.

### 4.2.1 Parents

#### 4.2.1.1 Close-ended questions

(a) The educator has a vital role to play in creating the culture of learning.

	SA	A	U	D	SD	Total
No. of Frequencies	49	51	6	0	6	112
Percentage %	43.75	45.54	5.36	0	5.36	100%

The above table shows that many parents (54%) realize the important role which educators have to play in creating the culture of learning in schools. However difference between parents who agree and those who strongly agree (43.75%) with the statement seems very slight.

(b) The educators provide parents with timetables.

	SA	A	U	D	SD	Total
No.of Frequencies	16	24	5	40	27	112
Percentage (%)	14.29	21.43	4.46	35.71	24.11	100%

In the above table the largest percentage (35.71%) of parents seem to disagree that educators, of their children, provide them with school timetables. This remains a great challenge to educators if parent-educator partnership in the education of the child is to become a reality. Parents have a responsibility to guide, assist and support their children when doing their schoolwork. Providing parents with school timetable can help them know the curriculum for their children. In this way educators can ask for the parental assistance to children at home.

(c) The educator gives homework requiring parent's signature.

	SA	A	U	D	SD	Total
No. of Frequencies	4	21	22	37	28	112
Percentage (%)	3,57	18,75	19.64	33.04	25	100%

The above table shows that the largest percentage (33.04%) of parents confirm that their children do not come home with homework's requiring the parent's signature. This implies that in black secondary schools parents are not being made to feel that they are such an important component in the child's education. Education-parent partnership is therefore lacking and it is almost non-existent. Again, this remains a great challenge for educators to involve parents in school matters if the school is to achieve the best results.

(d) The educators accept parents as partners in the education of children

	SA	A	U	D	SD	Total
No. of Frequencies	7	13	43	34	15	112
Percentage (%)	6.25	11.61	38.39	30.35	13.39	100%

The table above indicates that many parents (38.39%) are uncertain about the extent to which educators accept them as partners in education. And, only 30.35% of parents clearly disagree with the statement. This sounds reasonable in view of the fact that even homeworks, if any are given to learners, do not involve parental signature. This makes parents to remain unsure of their role in the education of children, especially in matters involving the school curriculum.

(e) The educator encourages parents to be actively involved in the school activities.

	SA	A	U	D	SD	Total
No. of Frequencies	10	13	12	44	33	112
Percentage (%)	8.92	11.61	10.71	39.28	29.46	100%

The table shows that many parents (39.28%) disagree that they are encouraged to get actively involved in the school activities. This is followed closely by those parents who strongly disagree (29.46% with the statement. These results seem to tally with those shown in the previous tables. Consequently, it does appear that there is a great need to breach the gap that exists between the educators and parents for the best benefit of learners in their education.

(f) The educators hold meetings with individual parents.

	SA	A	U	D	SD	Total
No. of Frequencies	8	18	30	34	22	112
Percentage (%)	7.145	16.09	26.78	30.35	19.64	100%

According to the above table many parents (30.35%) seem to disagree that they are ever invited to attend individual meetings convened by educators. Berger (1995) views a situation like this, which is characterised by lack of communication between parents and educators, as crisis in the education of the child. However, data indicate that 26.78% of parents were uncertain about the question. This may be due to that some parents still confuse individual meetings convened by their children's class-educators with those which are usually convened by the school governing body (like the Annual General Meeting - AGM) under the chairmanship of the school principal. Unless educators hold meetings with parents to discuss progress of their children in class, parents will not realize how important it is that they must involve themselves in the children's education.

(g) I have been informed by the educator of what is expected of me in promoting the culture of learning.

	SA	A	U	D	SD	Total
No. of Frequencies	9	17	19	35	32	112
Percentage (%)	8.03	15.17	16.96	31.25	28.57	100%

The table shows that parents (31.25%) are not informed how they should promote the culture of learning in their children. Perhaps they are only invited when the

child has caused an offence or violated the school rules as some parents confirmed during the interview. Again, the importance of informing the parents what the school expects from them as part of parental involvement in education cannot be overemphasized.

- (h) It is the parents' responsibility to contribute towards creating the culture of learning.

	SA	A	U	D	SD	Total
No. of Frequencies	33	54	10	10	5	112
Percentage (%)	29.46	48.21	8.93	8.93	4.46	100%

The above table reflects that many parents (48.21%) realize that they have a responsibility to create an atmosphere, which is conducive to learning for their children. The difference between parents who agree (48.21%) and those who strongly agree (29.46%) is very slight. It seems most parents realize that education begins at home, and, therefore, they have a responsibility to afford children the learning opportunity, which they deserve. Only the smallest percentage (4.46%) of parents strongly disagrees with the statement. They see the educators as the only ones responsible for creating the culture of learning at school.

(i) I check the work done in different subjects daily.

	SA	A	U	D	SD	Total
No. of Frequencies	17	32	11	41	11	112
Percentage (%)	15.17	28.57	9.82	36.62	9.82	100%

Data in the above table shows that the largest percentage (36.62%) of parents do not check daily the work done by their children at school. This has significant implications for parents with children at secondary level of education. One implication is that parents seem to assume that at secondary school children are now matured and are therefore responsible for their work. However, parents do not realize that at secondary level children are in “a crisis stage in their development — they are more vulnerable to all sorts of peer influences —” (McAdams, 1993:96). Checking the homework daily can make learners not lose concentration on their schoolwork because even parents are involved. Those parents who say they do check the work done at school by their children (28.57%) are on the right track as far as the recommendation by many authors is concerned.

- (j) I would welcome more information from the educator on my responsibilities in promoting the culture of learning.

	SA	A	U	D	SD	Total
No. of Frequencies	42	43	07	07	03	112
Percentage (%)	37.50	47.32	6.25	6.25	2.67	100%

The above table indicates that the majority of parents (47.32%) and (37.50%) are more than willing to cooperate with educators in sharing the responsibility of promoting the culture of learning. What is needed, though, is greater communication and cooperation between parents and educators for the benefit of learners.

- (k) I have access to all information and records concerning my child's schoolwork.

	SA	A	U	D	SD	Total
No. of Frequencies	08	23	43	26	12	112
Percentage (%)	7.14	20.54	38.39	23.21	10.71	100%

The above table presents interesting variation of data. It indicates that many parents (38.39%) are uncertain about the statement. Very close to this percentage are those parents (23.21%) who disagree that they have any access to information and records about their children's schoolwork. There are two possible dimensions involved in this situation. Firstly, parents may think that they are not allowed access to their children's records because of the lack of educator-parent partnership in the education of the child. Secondly, some parents have a problem of children who, once they are at secondary school, start talking about "rights" which many parents do not know. When interviewed many parents raised their concerns about these children's rights. It was clear that some parents are at crossroads regarding their role in the child's education. On the one hand, they are expected to assist their children with schoolwork, and, yet on the other hand children tell them that they are encroaching into their privacy.

- (l) I experience trust, understanding and respect between the parent and educator when information regarding educational matters is exchanged.

	SA	A	U	D	SD	Total
No. of Frequencies	23	52	24	9	4	112
Percentage (%)	20.54	46.43	21.40	8.04	3.60	100%

This table shows that the majority of parents (46.43%) and (20.54%) feel that trust, understanding and respect do exist between themselves and educators. However, there is a group of parents (21.40%) who are unsure if these elements exist in their relationship with educators. The latter group is relatively big. When interviewed some educators complained that there are parents who do not come to meetings when they are invited. As a result they do not know what is going on with their children at school. Perhaps this group of parents is the one, which constitute (21.40%) of the distribution.

(m) The educator discusses problems we face when helping our children with homework.

	SA	A	U	D	SD	Total
No. of Frequencies	10	28	10	47	17	112
Percentage (%)	8.93	25.0	8.93	41.96	15.18	100%

The largest percentage (41.96%) of parents reveal that they do not discuss problems they face with educators when trying to help learners with schoolwork. Again, this indicates lack of educator-parent partnership in education which tallies well with other statistics given in the preceding question items. However, only a quarter (25.0%) of parents agree that they have educational matters with educators.

- (n) The subjects the educator offers are the educator's field of specialization.

	SA	A	U	D	SD	Total
No. of Frequencies	07	26	49	17	13	112
Percentage (%)	6.25	23.20	43.75	15.19	11.61	100%

The above table clearly indicates that many parents (43.75%) do not know whether their children are taught by educators who are well trained in the subjects they offer.

A smaller percentage (23.20%) of parents seems to agree with the statement. Perhaps this group base its responses on what they hear the children say about the "good" educators at school - those whom learners understand well because they unfold the subject matter in a more interesting way.

- (o) The educator consults the parents about the children's problems.

	SA	A	U	D	SD	Total
No. of Frequencies	16	36	21	25	14	112
Percentage (%)	14.30	32.14	18.74	22.50	12.50	100%

In the above table many parents (32.14%) agree that they are consulted by educators regarding their children’s problems at school. When interviewed, however, some parents revealed that schools invite them only when their children have been involved in certain unacceptable behaviours such as fighting, stealing, breaking of school property, and so on. This is usually done by the school principal. As parents they are not necessarily invited by class educators to discuss matters pertaining to the child’s progress in class.

(p) I have a study room in my house

	SA	A	U	D	SD	Total
No. of Frequencies	4	11	6	56	35	112
Percentage (%)	3.57	9.82	5.36	50.0	31.25	100%

The above table indicates that many learners come from homes (50.0%), as well as (31.25%), where there are no study rooms and other educationally stimulating facilities. This may be true in view of the fact that some parents are unemployed, have big families living in small houses, and they are even struggling to send children to school. In some instances garages are converted into rooms to create more space to accommodate everybody in the house. Therefore, an educational facility such as a study room remains a dream under these circumstances.

- (q) I feel that the educator considers the information I share with him/her to the ultimate benefit of my child.

	SA	A	U	D	SD	Total
No. of Frequencies	9	4	19	41	39	112
Percentage (%)	8.04	3.60	16.96	36.60	34.82	100%

The statistics shown in the above table reveal that the majority of parents (36.60%) and (34.82%) seem to either disagree or strongly disagree with the statement. Again, this shows that there is still a great deal of work to be done by parents and educators to improve the working relationship between them.

- (r) I obtain material that can help my child do his/her projects and assignments properly.

	SA	A	U	D	SD	Total
No. of Frequencies	14	17	18	49	14	112
Percentage (%)	12.50	15.18	16.07	43.75	12.50	100%

The table above indicates that the largest percentage of parents (43.75%) do not become involved when their children have to do projects and assignments. There

are many reasons for this, one of which is that children do not want parents to have access to their schoolwork lest they will have control over them. Moreover, some parents did not attain the secondary levels of education. They may feel disempowered and think that they cannot help their children because of their low standard of education. Therefore, they leave everything onto the children's shoulders to see how they help themselves.

(s) I help my child with homeworks

	SA	A	U	D	SD	Total
No. of Frequencies	6	9	8	48	41	112
Percentage (%)	5.36	8.04	7.14	42.86	36.60	100%

The above table shows that many parents (42.86%) together with a further (36.60%) disagree that they ever help their children with homeworks. This has significant implications on the learner's success at school if support comes from the educators only, without any parental involvement.

- (t) The lack of understanding and trust between the parent and child may be identified as the main cause for the collapse in the culture of learning.

	SA	A	U	D	SD	Total
No. of Frequencies	36	54	18	3	1	112
Percentage (%)	32.14	48.21	16.07	2.08	0.90	100%

Statistics in the above table show that many parents (48.21%) and (32.14%) agree with the statement. This seems true when one looks at the previous responses to other question items. As indicated earlier a greater percentage of parents seem not fully involved when it comes to educational matters affecting their children. This may have dangerous consequences if they remain distanced from school. For instance when the child fails at the end of the term, parents may have someone (the educator) to blame for the poor performance of their child. They may forget that they also have a responsibility to build trust and understanding between themselves and their children for effective learning to take place at home and school.

#### 4.2.1.2 Open –ended questions

- (a) Reports by the media suggest that the culture of learning and teaching is deteriorating in our so-called “black” secondary schools.

With regard to this statement the following themes in order of their importance, by parents were very common. These will, however, be discussed in greater detail in chapter 5.

- Lack of communication between educators and parents. - 30.34%
- Lack of motivation on the side of learners and educators.  
Educators are faced with the rising level of disrespect among some learners. Learners wonder about the street in town during school hours, etc. - 23.21%
- Shortage of material resources such as textbooks, exercise books etc. - 14.29%
- Influence of Western culture. Some parents feel that the abolishment Of corporal punishment has led to the decline of respect among the youth. - 7.14%
- Influence of teacher unions - 7.14%
- Educators are unfamiliar with the OBE - 5.36%
- The present curriculum is irrelevant to the needs of learners - 0.89%

- Learners are victimized by educators especially those learners whose parents show interest by communicating with class-? educators, whilst the latter does not accept parents as partners in education. - 0.89%

(b) What role do you think can be played by each of the following stakeholders to improve the situation in education?

(i) **Educators**

- They must try to improve their communication with parents and accept them as partners in education. - 35.71%
- They must commit themselves to helping learners by giving them individual attention. - 29.46%
- They must not attend evening or part-time lectures, as they find no time to prepare for their classes. - 14.29%
- They must try to share expertise by exchanging teachers. For instance science educators may be sent to teach on certain days of the week in schools where there is a shortage of such educators. - 10.72%

- They must teach subjects (learning areas) in which they are better qualified - 5.36

**(ii) Parents**

- They must try to involve themselves in the education of their children by helping them with homeworks. - 56.25%
- They must communicate and cooperate with educators - 26.78%
- They must try to inculcate strong moral values to their children so that they latter become responsible citizens as adults. - 8.92%

**(iii) Government**

- It must try to employ more educators - 34.82%
- It must try to improve the training curriculum and organize training workshop(or induction courses) for educators - 17.85%
- It must provide the basic teaching and learning facilities to school - 11.60%
- It must bring back (or reinstate) corporal punishment - 8.93%
- It must bring back the old system of school inspection by education authorities. - 8.03%

- It must create job opportunities for parents to enable them pay the necessary school fees 7 14%

## 4.2.2 Educators

### 4.2.2.1 Close-ended questions

- (a) The educator has a vital role to play in creating the culture of learning

	SA	A	U	D	SD	Total
No. of Frequencies	43	28	3	-	-	74
Percentage (%)	58.11	37.84	4.05	-	-	100%

The above table shows that the greatest percentage (58.11%) of educators, as well as some (37.84%) of them, realize how vital a role they have in creating the culture of learning at school. It implies that educators are well aware of the responsibility put on their shoulders by the mere presence of learners within the school premises. However, the smallest percentage (4.05%) of educators who indicated that they were uncertain about the statement leaves much to be desired.

(b) Parents support me in the education of their children.

	SA	A	U	D	SD	Total
No. of Frequencies	1	7	13	37	16	74
Percentage (%)	1.35	9.45	17.57	50	21.62	100%

Data presented in the above table show a significant lack of educator- parent partnership in the schools in which survey was conducted. Fifty percent (50%) of educators disagree and (21.62%) of them strongly disagree that they get any support from parents in the process of educating their children. When interviewed, some educators expressed their concern that there are parents who are not cooperative even when written messages about their children are communicated to them. This indicates that there is an urgent need to breach the existing gap between educators and parents. In particular this will help to promote the culture of teaching and learning at school.

(c) Parents realize that educators are their partners in the education of their children.

	SA	A	U	D	SD	Total
No. of Frequencies	1	5	43	17	8	74
Percentage (%)	1.35	6.76	58.11	22.97	10.81	100%

According to the above table the great majority (58.11%) of educators seem unsure of whether or not parents realize that they should be partners with educators in children's education. Yet about (22.97%) of educators just disagreed with the statement. Again, this is proof that some means have to be done, and taken seriously by all parties involved, to foster a working educator-parent partnership particularly in 'black' education.

(d) I encourage parents to be actively involved in the school activities

	SA	A	U	D	SD	Total
No. of Frequencies	11	37	3	23	-	74
Percentage (%)	14.86	50	4.05	31.08	-	100%

The above table shows that many educators (50%) do encourage parents to participate in the school activities as a way of getting them involved in their children's education. However it is interesting to note that (31.08%) of educators are against the idea of encouraging parents to get involved in school activities.

One of the reasons given by these educators, which was also confirmed in a study conducted by Berger (1995:38), was that some parents were disruptive. They have a tendency of imposing on the educators, in a very prescriptive sense, their own limited preconceived informal educational style which is far less informed by principles guiding the practice of a formal institution such as a school. Therefore it implies that even amongst educators themselves there are those who do not accept parents as equal partners in education.

- (e) Parents insist on working with me in the provision of their children's education

	SA	A	U	D	SD	Total
No. of Frequencies	1	3	11	49	10	74
Percentage (%)	1.35	4.05	14.86	66.23	13.51	100%

As regards the above table the largest percentage (66.23%) of educators seem to disagree that parents even insist on working with them to assist learners in their education. This comes as no surprise if one looks at the existing gap between parents and educators as discussed in previous paragraphs.

- (f) I invite parents to come and observe how I teach their children during my lessons.

	SA	A	U	D	SD	Total
No. of Frequencies	3	13	7	35	16	74
Percentage (%)	4.05	17.57	9.45	47.24	21.62	100%

The above table reveals a significant difference between educators who agree (17.57%) and those who disagree (47.24%) that they encourage parents to join learners (or their, children) when they are taught in class. A further (21.62%) of educators strongly disagree with the statement. Perhaps it will be very vital if educators were to encourage parents to come and at least have a look at their children's exercise books. This can help parents have an idea on how their children perform at school, and thus encourage educator-parent partnership in education.

- (g) I supply parents with class timetable.

	SA	A	U	D	SD	Total
No. of Frequencies	1	7	16	39	11	74
Percentage (%)	1.35	9.45	21.62	52.70	14.86	100%

Data presented in the above table show that (52.70%) of educators do not provide parents with class timetable, whilst (21.62%) seem to be uncertain about the statement. Perhaps educators assume that if learners know their class timetables, their parents will automatically know it, too. So parents who do not check and assist their children with homework remain ignorant about such things as provisional class (or school) timetable.

(h) I consult parents with their children's problems.

	SA	A	U	D	SD	Total
No. of Frequencies	17	43	8	5	1	74
Percentage (%)	22.97	58.11	10.81	6.76	1.35	100%

The table shows that about (58.11%) of educators do agree that they consult parents in case learners show some problems at school. Interesting about this figure is that some parents who were interviewed expressed their concern that

educators contact them only when their children have contravened certain rules and regulations of the school. This group of parents seemed willing to work cooperatively with educators for the best benefit of the learners.

(i) I insist on parents to help their children with homework.

	SA	A	U	D	SD	Total
No. of Frequencies	19	28	5	17	5	74
Percentage (%)	25.66	37.84	6.76	22.97	6.76	100%

According to the above table an overall of (63.50%) educators agree that they do encourage parents to assist their children with homework. It would be interesting, though, to know the extent, which this idea is put into practice, as there appears to be an element of contradiction between what educators and parents say about the others roles in creating an educational climate for the learner. About (22.97%) of educators indicate that they do not insist on parents to help their children. This is a significant figure and it can be consisted of those educators who felt that some parents are disruptive when given an opportunity to become fully involved in their children's education.

(j) I give learners homework requiring parent's signature.

	SA	A	U	D	SD	Total
No. of Frequencies	21	29	5	13	6	74
Percentage (%)	28.38	39.18	6.76	17.57	8.11	100%

Data in the above table show that the majority of educators (approximately 64.56% inclusive) do give homework to learners requiring parent's signature. However, many educators who participated in the study complained that learners have a tendency of forging their parents' signatures. This makes it difficult for educators to determine whether the work was indeed signed by a parent. In this way parents may end up uninvolved in the children's homework if children do not ask them to sign their exercise books.

(k) Parents expressed what they expected from me as a way of promoting the culture of learning.

	SA	A	U	D	SD	Total
No. of Frequencies	-	2	10	47	15	74
Percentage (%)	-	2.70	13.51	63.51	20.27	100%

According to the above table (63.51%) of educators disagree, and a further (20.27%) strongly disagree, that parents ever expressed their expectations of the educators in promoting the culture of learning at school. The lack of communication here could be due to that many parents assume educators know what their role is in relation to the learners. Moreover, some educators may not be happy if such issues are discussed openly for fear of conflict, which may erupt as a result. They may also feel that their professional expertise is being undermined by parents who are not trained for the job.

- (i) I welcome more information from parents concerning the way in which the culture of learning can be promoted.

	SA	A	U	D	SD	Total
No. of Frequencies	08	37	17	11	01	74
Percentage (%)	10.81	50	22.97	14.86	1.35	100%

The greatest percentage (50%) of educators indicates that they treat parents as equal partners in education. These are educators who encourage communication and cooperation between parents, learners and themselves. Another group of educators (14.86%), as well as (22.97%), seems doubtful about the involvement of parents in formal education matters.

(m) I keep records for each learner in my class.

	SA	A	U	D	SD	Total
No. of Frequencies	22	43	5	3	1	74
Percentage (%)	29.72	58.12	6.76	4.05	1.35	100%

The above table shows that many educators (approximately 87.84% inclusive) do keep records for every learner in their respective classes. These records may include learner's marks per learning area, number of days absent from school and so on.

(n) Parents have access to all information and records concerning their children.

	SA	A	U	D	SD	Total
No. of Frequencies	17	43	3	7	4	74
Percentage (%)	22.97	58.12	4.05	9.45	5.41	100%

Data in the above table show that educators (81.03%) agree or strongly agree that they allow parents access to all information and records about their children.

Such behaviour shows that parents are taken as partners (by these educators) in as far as the provision of their children's education is concerned. This should also encourage parents to be actively involved in the school activities.

#### 4.2.2.2 Open-ended questions

- (a) Reports by the media reveal that the culture of teaching and learning is deteriorating in black secondary schools.

With regard to this statement the following themes, in order of their importance, by educators were very common. Again, these will be discussed in detail in Chapter 5.

- Lack of teaching and learning facilities in schools. These may include learning aids such as textbooks, chalkboards, and classrooms to accommodate large numbers of learners.
- Lack of motivation on both learners and educators. On one hand, educators complain that learners abuse drugs and become unruly to figures of authority. Some learners carry weapons to school. They are concerned about their rights rather than responsibilities.

- Educators find it hard to adjust to the new teaching methods required by the OBE.
- Shortage of fully qualified educators.
- Lack of educator-parent partnership in promoting the culture of learning.
- Young educators over-socializing with learners inside and outside school premises. This may include sharing beers with learners in the shebeens, educators falling in love with learners, and so on.
- Many learners live with grandparents or single parents who are responsible for the learners' education. These learners expect special treatment school, and some are spoilt in the family.

(b) What role do you think can be played by each of the following stakeholders to improve the situation in education?

**(i) Parents**

- They must try to get involved in the education of their children by assisting them with homework.
- They must buy the stationery for their children, which is not supplied by the education department.
- They must try to communicate and cooperate with educators in an effort to improve the culture of learning.

**(ii) Educators**

- They must show commitment and responsibility by acting as role models which are worth emulating by learners.  
They must share subject expertise amongst one another as schools. Exchange programmes can also be valuable where educators from purely urban schools visit and teach certain subjects at schools in rural areas.
- They must treat parents as equal partners in the education of learners

**(iii) The government**

- It must supply school with teaching and learning facilities in time, and should build enough classrooms to accommodate huge enrolments.
- It must employ more qualified educators, and should stop retrenchments in the pretext of rationalisation.
- It must re-train educators to meet the demands of the OBE.
- It must use the media more often to promote the culture of teaching and learning among educators, parents and learners.
- It must provide financial assistance in the form of bursaries to needy learners.

- It must reinstate the old system of school-inspection by education authorities to motivate educators to do their work.

### 4.3 CONCLUSION

The foregoing paragraphs present an interesting scenario whereby educators view parents as not fully involved in the promotion of the culture of learning for their children. On the other hand, parents also seem to point their fingers at educators that they do not involve them fully in educational matters. Whatever the arguments are presented by each party, it is evident that there is still a gap that exists which is characterized by lack of trust, understanding, acceptance, communication and cooperation between educators and parents especially in the so-called black secondary schools. Berger (1995:4) argues that the relationship between parents and educators should be a partnership. It should ideally be an equal one “— for although we tend to dwell upon the dependence on many parents on professional support, we are well aware that professional help cannot be wholly effective unless it builds upon the parents’ capacity to be involved.” Therefore educators have their own distinctive knowledge and skills to contribute to parents’ understanding of how best to help their children, but these form a part, not the whole, of what is needed. Parents can be effective partners if educators take notice of what they say and of how they express their needs and treat their contribution as intrinsically important.

## **CHAPTER 5: CONCLUSION**

### **5.1 INTRODUCTION**

In this chapter the results of the study are discussed in detail. The discussion will be around the themes and general results from the previous chapters. The study was aimed at exploring the role of parent-educator partnership as well as looking at the concept of parental involvement and its influence on secondary school learners' education. Parental involvement in education is of great importance. During the opening ceremony of Eastdene Secondary School, Singh (1989:22) said " I am particularly pleased that I am speaking in the main to the parents this afternoon because I feel strongly that the achievements of pupils are dependent largely on the support provided and concern shown by parents. With this view in mind I have chosen as my theme: The importance of parental involvement in education and its implications for the future." This speech signifies the importance of educator-parent partnership in the provision of quality education for learners.

### **5.2 DISCUSSION OF FINDINGS**

The results from responses by both parents and educators show that there is a lack of communication between parents, learners and educators. If this communication occurs it appears that it occurs in one direction. It is the educators

who contact parents during times of crisis. According to the study done by Beattie (1985) communication between parents and educators tends to be in one direction, from school to home. What seems to be a problem is that neither parents nor educators make means to encourage continuous and reciprocal communication between them. Due to the lack of communication between educators and learners, parents find it difficult to be truly involved in helping learners with their homeworks. Parents do not feel invited to be part of their children's learning. One parent raised the fact that the child came home with the homework, but the child could not do it. The parent wanted to help, but the child showed signs that they never did or discussed the homework with the educator. If the educator had communicated with the parent about the problem facing this particular learner things would have been better.

Parents raised a concern about child victimisation. They stated that some educators would treat badly those learners whose parents show interest in their children's education. This shows that some of them develop a negative interpretation about the parents who show interests in their children's education. This seems to discourage those parents who are willing to assist in promoting the culture of learning in their children. Thus the chances of getting parents more involved in such a situation become jeopardized. Learners find themselves at crossroads if parent-educator partnership does not exist, which lead to the deterioration of the culture of teaching and learning at school.

The response by both parents and educators proved that there is a lack of motivation on educators and learners. This is characterised by those educators who do not attend school regularly. If they come to work they do not honour the class periods. Sometimes they go to class but they do not conduct their lessons effectively. This is one reason educators end up giving homeworks that were never explained in class.

Educators complain about overcrowded classes. As a result they cannot cope with large numbers of exercise books to be marked. They say that they cannot identify learners' problems and help them because they must finish the syllabus.

The problem of shortage of material resources such as textbooks, exercise books, and other necessities was mentioned as a demotivating factor on both learners and educators. The introduction of Outcomes Based Education (OBE) system and its methods and approaches in teaching is a contributing factor. Educators are not familiar with the changes of roles and teaching methods. All these factors are stressful to both educators and learners who end up being demotivated.

The influence of the western culture is strongly felt by educators and parents. Methods used by westerners to punish learners appear not to be working with the learners in black schools. Parents and educators feel that they have lost control over their learners, that is, they are no longer able to exercise authority on learners. Learners seem to be more concerned about their rights and neglect

responsibilities. According to Agnes Nugert, the school manager of Barnato Park High School, (Sunday Times, 19/08/2001:4) one of the biggest challenges facing school today is to teach learners what democracy means. They know they have rights, but they do not know what that means. They must be taught that with rights come responsibilities. This misunderstanding causes learners to talk the language of 'abuse' by parents and educators. Learners loosely use this term even when they have to account for their wrong doing.

Parents and educators feel that corporal punishment should not have been abolished. They feel that corporal punishment was effective if administered in the correct way. It does appear that educators and parents need to be trained, how and when to use corporal punishment. If educators and parents understand the administration of this form of punishment, many bad experiences can be avoided. The case of a learner in the Northern Province whose hand had to be amputated after being beaten by the educator can be avoided (Sunday Times, 19/08/2001:2). Another instance is that from KwaZulu-Natal (Ilanga 03/07/2001:1) where a father beat his child to death because she came late from church.

Educators are blamed for lacking commitment. They attend part-time and evening classes. They are worried about the due dates for their assignments and do not have time to prepare for classes at school. Others travel very long distances to attend evening classes and they come back late. As a result they cannot prepare for their daily schoolwork. They come to school tired and it

becomes difficult for them to teach effectively. Many of them fail to give the necessary individual attention to their learners. Since educators are concerned about their own studies, the teaching of learners is neglected.

The influence of educator unions appears to impact greatly on the lack of commitment on the side of educators too. Educators will leave learners at school and join marches to voice their grievances. They claim that they have a right to boycott classes if they are not satisfied about situations and conditions at schools. In that way learners become stranded and find themselves loitering on the streets. Educators are supposed to be role models to learners by being exemplary. But some educators behave negatively and they cannot be models to learners.

Educators and learners are supposed to interact meaningfully in an environment which is conducive to teaching and learning since they are together for the most part of the day. The responses by both parents and educators show that educators, especially young educators, oversocialize with the learners. Educators go to the shebeens and share drinks with learners. In many cases educators go to the extent of having affairs with them. In this way the relationship between learners and educators is jeopardised. In such a situation an educator no longer represents a parent-figure to the learner. The educator loses respect and he or she cannot exercise authority over the learner. The learners usually demand special treatment even in class if they have such a relationship with the educator. Such situations lead to ineffective teaching and learning in class.

All the themes discussed above revolve around the concept of parental involvement in the teaching and learning situations. The way educators behave, treat and interact with learners should reflect that educators and parents are partners. The emphasis of all the aspects at school should be encountered by learners also at home. According to studies conducted by Bloom (1984), Seigner (1983), U.S. Department of Education (1996) and Fehrmann et. al (1989), parental involvement in learners' academic and social lives is one variable that would seem to have important potential for promoting learner academic achievement. Parental involvement is also considered an important influence on academic progress. For this parental involvement to be effective, parents need to cooperate. The cooperation can be felt if they assist among other things, by buying stationery and material resources not catered for by the government subsidy.

### **5.3 RECOMMENDATIONS**

#### **5.3.1 Communication**

Parents and educators should communicate on regular basis. They should be aware that there need not be some catastrophe before they can communicate. Communication can be through formal report supported by individual interim reports or a letter if necessary. A note of approval, a note expressing worry about a certain aspect of a learner's work is of importance. Rutherford and Edgar

(1985:85-6) emphasise that it is important for parents and educators to have a structured means for dealing with problem areas and specific skills with which to understand each other. Parents and educators must be good in interpersonal skills.

### **5.3.2 Parent educator associations**

This is a formal organization through which parents and educators can work together to improve education for learners. A high level of cooperation is a necessity on both parents and educators for the organization to be successful. As an organization, they need to have regular meetings where they systematically follow the procedures outlined earlier by them. At this stage they should allow for a group determination of goals, state explicit outcomes, jointly determine activities, provide the opportunity for everyone to be actively involved, treat each other as decent human beings, stress open communication, reinforce participation and should jointly share the successes and failures (Wolfendale: 1989).

### **5.3.3 Governmental support**

The government must employ more educators. The training curriculum for educators must be improved and there must be workshops (induction courses). There must be provision of basic teaching and learning facilities at schools. Findings of this study reveal that parents and educators feel that corporal

punishment needs to be reviewed and school inspections should be reinstated. More importantly, the government should create job opportunities so that parents can work to earn money to pay for the provision of their children's education. Government should also provide financial support in the form of bursaries to the needy learners.

#### **5.3.4 Educator-parent partnership**

Parents and educators should work together as partners. There should be a close relationship between parents and educators. They should together face the challenges of the learner's education. Parents should inform educators if they notice any changes in their children's personal lives. The educators should always report the learner's educational progress. At the end they should correlate these and work out how to help the learner to be a successful future citizen.

#### **5.3.5 Parenting-education and training**

Many parents seem not aware of how taxing it is to be a parent. They are not aware of how huge responsibilities are these besides making sure that the child has enough food, clothing, shelter and whether the child attends school. Parents need to be exposed to workshops conducted by specialists and consultants to lecture them on good parenting styles. They need to be made aware of what is expected of them besides the above responsibilities.

## **5.4 LIMITATIONS OF THE STUDY**

### **5.4.1 Shortage of funds**

The researcher did not have enough money to cover the research expenses. The typing and photocopying of questionnaires was expensive. The researcher had to travel to different schools using her own transport.

### **5.4.2 Educator attitude**

Some educators did not cooperate to help fill out the questionnaires, nor were they prepared to be interviewed on the parent-educator issues. They always complain about being busy with marking and going to classes.

### **5.4.3 Schools included in the study**

Due to financial reasons the researcher thinks that schools which were sampled for inclusion in the study were few. Although the researcher had chosen schools with the population of the required characteristics, it would have been better if more schools had been included. Therefore the researcher feels that this area needs some further research to cover the more diverse population of the schools.

## 5.5 CONCLUSION

The topic of parent-educator partnership continues to be a subject of interest and is relevant to all professionals in education, to parents and parent organizations. The case of involving parents in their children's education and development has been established by numerous studies and projects (Stacey: 1991; Singh: 1989). The present study reveals that a great deal still needs to be done to promote partnership in education between parents and educators in the black secondary schools. It would be a worthwhile exercise if the education authorities were to organize seminars, and workshops and use the media to discuss the importance of parental involvement in the education of the child.

Research studies quoted above indicate, among other things, that for a very long time there has been a growing awareness of the significance of the role which parents can play in creating an educational climate for their children at home. For instance some educators who were interviewed revealed that in their schools there is increased recognition of the positive effects that supportive and involved parents have on the outcome of their children's education. This implies that education does not take place in a vacuum but is a part of the social processes and relates integrally to conditions surrounding it. This is what needs to be inculcated into the minds of many parents and educators so as to improve and promote the culture of learning in their children.

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**SECTION TWO**

2.1 The educator has a vital role to play in creating the culture of learning.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.2 Parents support me in the education of their children.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.3 Parents realise that educators are their partners in the education of their children.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.4 I encourage parents to be actively involved in the school activities

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.55 Parents insist on working with me in the provision of their children's education.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.6 I ask capable parents to conduct teaching with learners.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.7 I ask parents to do homework check ups rotationally.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.8 I supply parents with class time-table.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.9 I consult parents with their children's problems.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.10 I insist on parents to help their children with homework

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.11 I give children the homework requiring parent's signature.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.12 I report any problem experienced by learners at school.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.13 I hold individual meetings with parents.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.14 I have been informed of what parents expect from me in promoting the culture of learning.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.15 I welcome more information from parents concerning the way in which the culture of learning can be promoted.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.16 I keep records concerning the children

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.17 Parents have access to all information and records concerning their children.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

**THANK YOU FOR YOUR PARTICIPATION**

**APPENDIX B**  
**EDUCATOR-PARENT PARTNERSHIP**  
**AND THE CULTURE OF LEARNING AND**  
**TEACHING IN SECONDARY SCHOOLS**  
**IN KWAZULU-NATAL**

**QUESTIONNAIRE FOR PARENTS**

**INSTRUCTIONS**

1. PLEASE READ THROUGH THE STATEMENT CAREFULLY BEFORE GIVING YOUR OPINION.
2. PLEASE MAKE SURE THAT YOU DO NOT OMIT A STATEMENT OR SKIP A PAGE.
3. PLEASE BE HONEST WHEN GIVING YOUR OPINION.
4. PLEASE DO NOT DISCUSS STATEMENTS WITH ANYONE.
5. ALL INFORMATION GIVEN BY THE RESPONDENT WILL BE TREATED AS CONFIDENTIAL AS POSSIBLE.
6. MARK WITH AN [X] IN THE APPROPRIATE BOX

## SECTION ONE-BIOGRAPHICAL INFORMATION

- 1.1 Gender of parent/guardian: Male  [ ]  
Female  [ ]
- 1.2 Home Language: Nguni  [ ]  
English  [ ]  
Afrikaans  [ ]  
Other specify \_\_\_\_\_  [ ]
- 1.3 Parent's/guardian's job status : Professional  [ ]  
Skilled  [ ]  
Semi-skilled  [ ]  
Unskilled  [ ]  
Other specify \_\_\_\_\_  [ ]
- 1.4 Educational level: Never attended school  [ ]  
Primary education  [ ]  
Secondary education  [ ]  
Post matric qualification  [ ]  
Other specify \_\_\_\_\_  [ ]
- 1.5 Total number of children in the family :  [ ]
- 1.6 Total number of school-going children:  [ ]
- 1.7 Marital status: Married  [ ]  
Single  [ ]  
Divorced  [ ]  
Widowed  [ ]  
Separated  [ ]  
Other specify \_\_\_\_\_  [ ]

## SECTION TWO

2.1 The educator has a vital role to play in creating the culture of learning.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.1 The educator provides parents with time tables.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.3 The educator gives homework requiring parent's signature

Strongly agree	Agree	Uncertain	disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.4 The educator accepts parents as partners in the education of children.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.5 The educator encourages parents to be actively involved in the school activities.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.6 The educator holds meetings with individual parents.

Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

2.7 I have been informed by the educator of what is expected of me in promoting the culture of learning.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.8 It is the parent's responsibility to contribute towards creating the culture of learning.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.9 I check the work done in different subjects daily

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.10 I would welcome more information from the educator on my responsibilities in promoting the culture of learning.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.11 I ask my child what is done in different subjects.

Strongly agree	Agree	Uncertain	disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.12 I have access to all information and records concerning my child's schoolwork.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

2.13 I experience trust, understanding and respect between the parent and educator when information regarding educational matters is exchanged.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
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2.14 The educator discusses problems we face when helping our children with homework.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
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2.15 The subjects the educator offers are the educator's field of specialisation.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
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2.16 The educator consults the parents about the children's problems.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
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2.17 I have a study room in my home.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
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2.18 I feel that the educator considers the information I share with her/him to the ultimate benefit of my child

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
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2.19 I obtain material that can help my child do projects and assignments properly.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
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2.20 I help my child with homework

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
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2.21 The lack of understanding and trust between the parent and child may be identified as the main cause for the collapse in the culture of learning.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
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**SECTION THREE**

1. The media reports suggest that the culture of learning and teaching is deteriorating in our so called "Black" secondary schools.

Your comment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What role do you think can be played by the following parties to correct the situation?

a) Educators \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b) Parents \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c) Government \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**THANK YOU FOR YOUR PARTICIPATION.**