

**THE ROLE OF PARENTS IN THE CONTINUOUS
ASSESSMENT OF LEARNERS**

By

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DECLARATION

I hereby declare that “The role of parents in the continuous assessment of learners” is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.



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SUMMARY

The present study examines the role of parents in the continuous assessment of learners. The first aim was to ascertain the extent to which parents play an active role in the continuous assessment of their children. The second aim was to ascertain the extent to which parents understand the significance of continuous assessment. The third aim was to determine whether parents' biographical factors such as gender, age, type of parent, academic qualification as well as learner's grade have any influence on parents' active role which they play in the continuous assessment of their children. The last aim was to determine whether parents' biographical factors such as gender, age, type of parent, academic qualification as well as learner's grade have any influence on parents' understanding of the significance of continuous assessment. To this end, a questionnaire was administered to a randomly selected sample of one hundred and eighty four parents.

The findings reveal that parents differ in the extent to which they play an active role in the continuous assessment of their children. A very high percentage (72,3%) of parents report an above average level of active role. The findings show that parents differ in the extent to which they understand the significance of continuous assessment. A very high percentage (65.2%)

of parents report an above average level of understanding of the significance of continuous assessment. The findings also indicate that parents' personal variables such as age, type of parent, academic qualification as well as learner's grade have no influence on parents' active role which they play in the continuous assessment of their children. The last findings show that, with the exception of learner's grade, gender, age, type of parent and academic qualification have no influence on parents' understanding of the significance of continuous assessment. A very high percentage (72.2%) of parents with learners in grade 8 report above average level of understanding of the significance of continuous assessment as compared to (57.5%) of parents with learners in grade 7.

On the basis of the findings of this study, recommendations to the Department of Education and Culture, as well as for directing future research were made.

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CHAPTER ONE

1.0 ORIENTATION

1.1 MOTIVATION FOR THE STUDY

South African society is characterised by change and the education arena has not been left unaffected. The introduction of curriculum 2005 imply significant changes for the entire education system. Important changes that form the basis of the new education system include the shift from a content-based education system to an outcomes-based education, as well as the introduction of continuous assessment.

Traditionally it is only the teacher who assesses the learner but in an outcomes-based system assessment involves more than one assessor. It includes teacher assessment, self-assessment, and peer assessment. This means that the continuous assessment process includes judgements made about the learner's performance by the teacher, the learner him-or herself and other learners (Le Grange & Reddy, 1998:19). It is worthwhile to note that the role of parents does not feature in most literature on continuous assessment of learners. One reason may be that parents' judgements about their children's performance are not taken into cognisance when the decision about the learner's progression is taken. Another reason may be that the process of managing continuous assessment, which include inter alia: planning assessment; using variety of assessment methods, tools and techniques; recording and reporting learner performance are classroom-based. The question is: Does it mean that parents have no role to play in the assessment of their children?

The South African Schools Act No. 84 of 1996 (Education Law and Policy handbook, 1999) makes it clear that there must be partnership in education. The education of children is the joint responsibility of the educator and the parent. The parent is in partnership with the school. Therefore, the parent should also be involved in assessing the child's performance. The only problem is that some parents are illiterate and cannot be expected to write assessment comments. Statistics from 'Statistics South Africa' shows that by the year 1999, KwaZulu-Natal alone, had a population of 8 417 021 and a literacy rate of 77.1 percent (Sunday Times, 1999). This state of affairs makes one to be curious to know the role that parents can play in the continuous assessment of their children.

Previously, parents, especially in Black schools, had no say in the teaching and learning of their children. They had no opportunity to interact with teachers or the school except when there were disciplinary problems. Nowadays, parents are allowed by law to visit schools, to check their children's work and progress and to assist learners with projects and assignments at home. This participation of parents in learners' work enables parents to understand their children and be able to assist, for instance, if a learner is having learning difficulties or learning barriers. It is very important for parents to have a clear understanding of what is happening at school so that they can be able to assist their children with their academic work, including assessment.

The most vital and the most basic unit of the society is the family. It is in the family that education derives its substance and the school derives its existence and lifeblood (Gabela, 1983: 13). Parents have natural rights in the

education and in making decisions about their children's welfare. They qualify to have a regular and representative way in which they can register judgement upon matters of educational importance. Their function is to stimulate, welcome and assist all forms of honest educational work (Chetty, 1998: 1). Their participation in continuous assessment of learners is therefore, important.

The parental participation in the continuous assessment is even more important as it allows parents to learn more about their children's weakness and strengths. Seeing that parents have such an important role to play in the formal education, it will be much more important to find out the role parents can play in the continuous assessment of learners.

Whether sufficiently appreciated or not parents have always reared and educated children until informal education has been supplemented by formal education (Killian, 1990: 15; Berger, 1987: 25). There is now an emerging increase in awareness of the link between informal and formal instruction. Parents can enhance the informal education of their children by knowledge of the formal education process including continuous assessment. Their support to the school should be integrated and be continuous (Van Schalkwyk, 1990; Berger, 1997; 19).

1.2 STATEMENT OF THE PROBLEM

In essence the problem that will be investigated in this study pertains to the role of parents in the continuous assessment of learners. To understand the crux of the problem, answers have to be found to such questions as:

- 1.2.1 To what extent do parents play an active role in the continuous assessment of their children?
- 1.2.2 To what extent do parents understand the significance of continuous assessment?
- 1.2.3 Do parents' biographical factors such as gender, age, type of a parent, academic qualification as well as learner's grade have any influence on parents' active role which they play in the continuous assessment of their children?
- 1.2.4 Do parents' biographical factors such as gender, age, type of a parent, academic qualification as well as learner's grade have any influence on their understanding of the significance of continuous assessment.

1.3 AIMS OF THE STUDY

To serve the purpose of the study the followings specific objectives are formulated:

- 1.3.1 To ascertain the extent to which parents play an active role in the continuous assessment of their children.
- 1.3.2 To ascertain the extent to which parents understand the significance of continuous assessment.

1.3.3 To determine whether biographical factors such as gender, age, type of a parent, academic qualification as well as learner's grade have any influence on parents' active role which they play in the continuous assessment of their children.

1.3.4 To determine whether parents' biographical factors such as gender, age, type of a parent, academic qualification as well as learner's grade have any influence on their understanding of the significance of continuous assessment.

1.4 HYPOTHESES

Hypothesis will be formulated and will be based on the above aims of the study.

1.5 DEFINITION OF TERMS

1.5.1 Parents

The term "parent" in this study refers to the child's biological father or mother as well as to the child's guardian.

1.5.2 Continuous assessment

In this study, the term "continuous assessment" refers to an ongoing process of measuring what the learner understands, knows and can do.

1.6 THE PLAN OF THE STUDY

1.6.1 Chapter one consists of : motivation for the study, statement of the problem, aims of the study, definition of terms and the plan for the organisation of the whole study.

1.6.2 Chapter two deals with the theoretical background to the study. Theories of continuous assessment and the parental role in the assessment are discussed.

1.6.3 Chapter three details the research design and methodology of the study. This includes the collection of data, the selection of subjects, plan for organizing and analysis of data.

1.6.4 The analysis and interpretation of the research data will be dealt with in chapter four. The formulated hypotheses are also tested in this chapter.

1.6.5 Finally, chapter five provide a summary, conclusions and recommendations.

CHAPTER TWO

2.0 AN ANALYSIS OF PARENTAL INVOLVEMENT IN EDUCATION AND CONTINUOUS ASSESSMENT

2.1 INTRODUCTION

The roots of parental involvement can be traced back over thirty years. Both Newton Central Advisory Council for education (1963) and Plowden (1967) indicate the official acceptance of the importance of involving parents in their childrens' schooling. To this end, Plowden included a chapter entitled "Participation by Parents" where he proposed that schools should develop policies in this regard (Mills, 1996:2).

In response to parental involvement in education recent changes in the field of education have taken place in South Africa. At the heart of these changes is the South African Schools Act no.84 of 1996, (Government Gazzette, 1996) which amongst others, grant a greater say to parents.

In terms of this Act parents have a very important role to play in education. They are required to share the responsibility of education of their children with the State. Since parents have such an important duty in the formal education of their children, this chapter will take a closer look at the parental involvement in the educational context. Continuous assessment in OBE will also be discussed.

2.2 Parenthood and parental involvement in education

Parenthood implies the acceptance of responsibility for the procreation and rearing of one's child. Parenthood loves obedience to God and the voluntary acceptance of responsibility toward a being that God has brought into the life of man. Parenthood is a task of love in thankfulness for a kind deed of God. It is the fulfillment of a task and an answering to a call from eternity (Urbani, 1982: 42-43).

According to Munnik and Swanepoel (1990: 30) the family situation is one in which parents and children encounter each other. Parents are adults who must accompany their children to adulthood. Parents educate their children so that they (children) can become fully-fledged members of their society. Parenthood presupposes specific demands made on parents. The first demand is that parents themselves should be proper adults and must be aware of the requirements of adulthood. Pringle (1987: 37) argues that ties of blood bind members of the family in the most intimate way and in a happy home, there is a feeling of interdependence and intimate solidarity. The members of the family enjoy one another's company, differ lovingly and live in harmony because, on the whole, they share the same view of the life and the world. Munnik and Swanepoel (1990: 5-7) assert that education is possible because of the mutual ties of love, dependence, blood and intimate solidarity. Education in the home is a microcosm of education in a community on account of the intimate unity and solidarity, shaped view of life and reality as well as the distinctive norms and the values (Grobler & Moller, 1991: 134).

A child needs both parents, a father as well as the mother to provide him with enough self-esteem and self-confidence to lead him to extend the horizon of his life world and simultaneously to accept his task as a co-designer of a world of human co-existence (Chetty, 1998: 1). Practicing a particular occupation, the father leaves the intimate atmosphere of home everyday to earn the living in the outside world, and the child experiences this world as an alien and threatening. In this way the father provides for the livelihood of his family, and to the child he becomes the trusted symbol constituting the bridge between the known (home) and the unknown (world of adults), thus he not only represents the unknown living space but he also provides the child with a glimpse of the future (Kruger, 1992: 56; Griessel, Louw & Swart, 1993: 8-9).

In modern society parenthood is very challenging because of the following reasons:

- Parents are required to master attitude and techniques that differ considerably from the ones they learned from their parents.
- Today parents nurture their children in a pluralist society, characterized by diverse and conflicting values.
- Parents have to compete with several other factors that may influence the child, for example the school, church, peers, television, movies and books.
- Experts in child rearing (education) disagree among themselves and this aggravates the confusion (Cicirelli, 1992: 54-58).

Chetty (1998: 20) maintains that parenthood is associated with child rearing and that it must answer to specific norms. The parents' task in rearing his child include the following:

- To win the child's confidence.
- To show faith in his child.
- To show he accepts his child.
- To support a child in his educational needs.
- To show an understanding of his child.
 - To exercise an authority over his child.
- To set norms and values for his child.

(Urbani, 1982: 44; Munnik & Swanepoel, 1990: 5-6).

Macbeth (1989) maintains that parents are integral to schooling. Inevitably by both example and instruction, usually for good but sometimes for ill, parents teach their children and through that teaching, they influence the extent to which teachers can be effective. Further, parents, not teachers are primarily responsible in law for the education of their individual children (Macbeth, 1990:1). This implies the important role played by parents in moulding a child to become a unique person and clearly indicate the influence parents have on their children.

Freeman (1983:4) further states that discussing the right of children, expresses the generally accepted principle that interference with a child's liberty is an inescapable consequence of the biological and physiological dependence of children. Given that children are necessarily dependents on

adults, the question becomes a one of who should have the responsibility for their upbringing, including education. Of course traditionally most would say naturally that it is the family, especially parents. Yet on the other hand, others would say that the State should take over these functions. National and international theories have resisted such a radical shift. The United Nations Declaration of Children's Rights (1959) states that:

The best interest of the child shall be the guiding principle of those responsible for his education and guidance. That responsibility lies in the first place with parents (Macbeth, 1990: 4).

2.3 HOME- SCHOOL RELATIONSHIP

Schools were originally established because parents no longer felt fully competent to perform their educative task. The function of the school may be defined as teaching or tuition but in a broader sense it remains the education of the child (Chetty, 1998: 21). According to Munnik and Swanepoel (1990: 76-80) parents cannot and may not delegate to the school the privilege and responsibility of educating their children. Parents retain the primary responsibility for the education and personal actualization of their children. Consequently it is essential that parents should be involved with the school. Although some schools have been reluctant to make links with homes, in others partnership with parents has long been a priority. This is just as well, since the new education Act will bring a considerable shift in the powers of parents and governors and may change the relationship between parents and educators.

The home-school relationship, in no doubt has an impact on learning of children at school. A learner that has got parents who often visit the school is likely to behave well as the learner becomes aware that his/her parents often communicate with the teachers. The parent should be aware of any activities that take place at school. It becomes important to understand aspects of the school environment that support or hinder children's development. Schools like homes provide both protection and risk for the child's development. The school environment may be an even more important context for development when the toll of poverty upon the family context is considered (Exposito, 1999: 1).

Education situation in the home and the teaching situation in the school are both essentially social situations. Both situations are based on cooperation between people and as such are *interpersonal social phenomena* (Gunter, 1990: 205). Van Schalkwyk (1982: 128-129) maintains that the family and the school as social institutions are uniquely interrelated within the education system.

According to Bastiani (1987: 198) education of their children is paramount to responsible parents. They want to be kept informed of their children's progress in school and to be involved in their children's education. Parents also need and are interested in other kinds of information, education and involvement (Pillay, 1995: 36). Parental involvement in school activities is based on the natural rights of parents to educate their children (Badenhorst, Botha, Lion-Cachet & Van der Linde, 1994: 15). From various research projects regarding the maintenance and improvement of relations between

home and school consistent findings emerge, such as the fact that parental involvement in schools is significantly related to:

- Improved student academic achievement.
- Improved student attendance at school.
- Improved student behaviour at school.
- Increased community support for schools, including human financial and material resources (Dekker & Lemmer, 1993: 154; Lemmer & Squelch, 1993: 960).

The measurement of these aspects of school climate represent an inclusive understanding of the concept because discipline, psychological well being and school management is inherent in the relationship between administration, teachers, parents and students.

As partners in education parents and educators should collaborate in the closest possible way because neither can fulfill the educative task independently (Sayer, 1989: 73). The parent as the primary educator of his child, and the teacher as the child's secondary educator, is in the state of mutual interdependence, a relationship that has to develop or even better evolve. This can therefore be identified as a symbiotic relationship (Badenhorst, 1993: 109).

Macbeth (1989:32) maintains that the education of the individual child is presumably the most important reason for parent-teacher cooperation. It is parents' responsibility for their individual child's education which makes clients of the school. It is the input of learner's home learning which makes

liaison with parents educationally relevant to teachers daily work. Traditionally parents send their children to school and teachers receive them on assumption that home action are largely irrelevant to school effectiveness and that school processes were mainly the business of teachers. This attitude needs to change since it is clear that a close working relationship between teachers and parents needs to be re-established to facilitate and strengthen learning and teaching at school. Parents must have an access to school and parents' day and school visits should be on regular basis to encourage parents' participation.

Bryans (1989:34) states that while both parties have a vested interest in the well-being and success of the children in the school, they may not hold similar views on the school's priorities, resources, time allocations or even fundamental philosophy, so the airing of these differences may itself radically change the communication system of the school and its community, and not always for the good. This shows that unless parents and teachers sit down and design a framework/infrastructure into which parents will play an active role, it would be difficult for parents to know what to do to fulfill their role in the education of their children.

Bryans (1989:34) maintains that the allocation of responsibility for children's education success or failure is a central identifiable theme in home-school relations. Similarly, the notion that parents have a direct or indirect influence on their children's educational progress has never been a simple held belief, for it has been moulded by a variety of often contradictory forces, political, theoretical, pragmatic and economic factors. Because of this, teachers and parents have developed many contradictory

strategies and practices to communicate with each other, and at times, not to communicate at all while appearing to do so. The assumption is probably that, the more parents know about their children's school and the process of education the better it will be for their children to learn with ease and understand the task given to them by their educators. This assumption turns on the notion that knowledge about school and its working will in itself produce a spin-off for children to somehow do better in some aspect of social or academic achievement. But there is little evidence that learners enhancement occurs in such simplistic way (Bailey, 1980; Taylor, 1980) and not surprisingly so, since parents themselves tend to find their own level with respect to understanding the process and mechanism of schooling.

Another assumption about increased parental involvement is that it will increase the possibility of greater equality of opportunity to learners since parents will have knowledge of what is actually occurring at school and will provide the assistance where they can.

McConkey (1985:23) confirms that the family is the most effective and economical system for fostering and sustaining the development of the child. The involvement of parents as partners in the enterprise provides an on going system which can reinforce the effects of the program while it is in operation and help to sustain them after the program ends.

South African Council for Educators (Code of Conduct) (Government Gazette, 1994 : 6) stipulates that an educator where appropriate, recognizes the parent as partners in education, and promotes a harmonious relationship with them. It further states that an educator should do what is practically

possible to keep parents adequately and timely informed about the well-being and progress of the learner. Parents must see to it that a learner attends school from the very first school day of the year in which a learner reaches the age of seven years, until the last school day of the year in which a learner reaches the age of fifteen years, or grade nine which ever occurs first.

2.3.1 Parent's Expectation of a Child

The family is essentially a community of love. It is responsible for the healthy development (including educative teaching) of its non-adult members. The family is not structured in such a way that it can unfold the child fully and in a differentiated manner. The school undertakes this on its behalf (Chetty, 1998: 24). The family remains primarily responsible for what becomes of its non-adult members, therefore, it remains sympathetically, actively and helpfully involved in informal education (Badenhorst, 1993: 111).

The parents may therefore require the following, among other things, of the school :

- Education must be in harmony with the spirit and character of the home. The school must be build on the foundation laid by the family and must strive to attain the same general educational goal. In the case of Christian family, the educational objectives and content (i.e the principles and the viewpoints put forward) the teaching method, together with attitudes and behaviour of the teacher and much more must be in line with Christian principles.

- Should the school begin to assume a more heterogeneous and multicultural character, it is still essential for the school and family to be in agreement regarding the broad and general spirit and character of the community. The school will then be concerned with instruction and learning in the sense of general community values while the family will have to be responsible for education in particular values it wishes to inculcate.
- It must instill acceptable principles and values in the child and teach him to put them into practice. In the case of a Christian child, this would mean the inculcation of Christian principles and values.
- It must provide education in accordance with the best and most educationally accountable principles, point of view and methods. The school may not for instance, indoctrinate the child politically or religiously.
- Education must be of a general formative nature; that is, it must develop the child's general ability optimally in order to establish where his particular gifts lie.
- It must gradually assume a differentiated character that will accord with the particular abilities and interest of the child.
- It must be balanced and not place undue emphasis on sport, cultural matters or academic schooling for example, it must not over emphasize

Mathematics at the expense of the Language Teaching or Art at the expense of Religious Instruction. The child must receive a balanced education.

- Education must be relevant; that is it must mould and educate the child to take his rightful place in a particular life world of the future, for our multicultural society and for the information age in which we find ourselves at present.
- The level of education must be of a standard that will develop the child's potential to the full.
- It must further the career expectation of the child.
- It must provide for the right and just treatment of each child.
- The principal and the teachers as the ones in "loco parentis" during the school hours must discipline the child judiciously.
- The principal must ensure that the teacher seeks the wholehearted co-operation of the parents of the child under his care. The teacher may therefore not, seek to educate the child on his own, but must do so in cooperation with parents (Badenhorst, 1993: 111-112; Van Schalwyk, 1990: 178-179; Oberholzer, Van Rensburg, Gerber, Bernard & Moller, 1990: 160-164).

2.3.2 The School's Expectation of Parents

A society establishes and supports the schools for certain purposes. It seeks to achieve certain ends or desired outcomes. "Efforts of adult parents to direct the experiences of young people in formal institutions such as the school constitutes preferences for certain human ends and values...schooling is a moral venture, one that necessitates choosing values among innumerable possibilities" (Saylor, 1974: 145).

The school is the seat of professional educative teaching. Parent must assume certain responsibility and bear certain points in mind about the school to ensure that partnership between the family and the school is effective (Van Schalkwyk, 1982: 12). According to Van Schalkwyk (1982, 126-127); Dreckmeyr (1989: 55-57); Munnik and Swanepoel (1990: 81-85); Oosthuizen (1992: 123); Griessel, Louw and Swart (1993: 50-52) the school's effectiveness will be increased if the principal and the school expect the following from parents:

- To ensure that the child receives maximum benefit from education by:
 - Offering the security and love which needs to enable him/her to venture out into the world;
 - Caring for his/her physical needs by providing sufficient wholesome food, clothing, shelter and looking after his/her health;
 - Providing the best possible physical environment (e.g. a desk, light, own room where possible, magazines, books, newspaper) etc; and

- Supervising and exercising control over activities at home so that the child lives a balanced life and does not neglects important issues.
- To see to it that the child attends school regularly.
- To ensure that the home contributes in a positive way to his/her own education. The child is not a passive 'pawn' in the educational event but should participate actively. The parent must guide, help, support, motivate and stimulate the child's interest in his/her work.
- Not to frustrate the teacher's effort or interrupt the teacher when he/she is teaching.
- To exercise control over the life-view put forward in the school through critical evaluation of educational content, methods and activities. In this way the parent can keep his/she partner, the teacher, on his/her toes-as it were and contribute to the effectiveness of education.
- To accept part of the responsibility for the management of the school. The parent can, for instance, play an important part in the formulation of local policy (for instance homework, sport, cultural activities and school wear policy) selecting and appointing teachers, raising funds, etc.
- To support and amplify the education provided by the school by following up and correcting the child's work, practicing certain skills, revising and repeating work.

- To enrich the education provided by the school by creating additional learning opportunities for the child and supplementing and extending such opportunities.
- To provide specific services to the school in the form of improving the grounds, entertaining guests, raising funds, coaching etc.
- To acknowledge and further the teacher's professional status.

2.4 CATEGORIES OF PARENTAL INVOLVEMENT

According to David (1993: 137) and Morrison (1978: 22) parental involvement helps parents discover their strengths, potentialities and talents and to use them for the benefit of themselves, the family and the school. According to Dekker and Lemmer (1993: 155) categories of parental involvement include:

- Cooperation.
- Partnership.
- Participation.

2.4.1 Co-operation

Despite the cosy uplifting rhetoric about partnership and co-operation and the spread of good practice, home and the school cooperation in the real world are just as much characterized by underlying tension and intractable dilemmas. At the heart, the businesses of schooling are processes which

contrast sharply with some of the key features of the family life (Atkins, Williams & Robert, 1988: 11).

Parental cooperation is crucial for a school policy to work (NECC.1999: 190). For a situation of real cooperation to exist Muttler and Muttler (1982: 28) and Clark (1983: 207) believe that the following aspects have to be taken into account:

- Parents and teachers need each other. They are in pursuit of a common goal, namely, effective educative teaching, and to achieve it they have to cooperate with each other.
- All people need to pull or push to the same direction to achieve the goals desired.
- One of the basic requirements for the cooperation between home and the school arises from the recognition of how much they have to learn from one another. They have no alternative but to keep the communication channels between them open for the sake of the child's education.
- Co-operation implies the active involvement that arises from the parent's interest in the child's welfare.
- Co-operation will improve if education is regarded as a key avenue to economic advancement as well as having a value of its own. Lifelong cooperation and participation with educational processes must be viewed

as providing inestimable benefits to self, family and community. As a school becomes meaningful and purposeful for the student, a school issue becomes an integral part of the family consciousness.

- For real cooperation, parents and teachers have to share skills and information with each other and to do so in an open, honest way that includes recognition of each other's limitation in knowledge and expertise.

2.4.2 Partnership

There is a growing acceptance of and support for the view that when professionals and parents share some of the same goals and work together in an active partnership, things can really begin to happen (Atkins *et.al*, 1988: 12). The principle of partnership in management is of utmost importance and is based on a fundamental relationship of trust and openness between partners (Dekker, 1994: 6-7). In a partnership peoples' right and in particular their privileges cannot be adequately addressed by legal definition alone. Mutual appreciation, understanding and respect surmount any limitations imposed by such definitions. The foundation of the structure of a partnership should be such that, when a problem arises, the first resource is not the law, but rather a mutual understanding which exist within the partnership (Wolfendale, 1989: 121; Dekker & Lemmer, 1993: 157).

An important requirement for cooperation in a close partnership is a positive attitude. Although the ways and means of reaching objectives employed by various partners might differ, partners should never disintegrate. It is clear

that partnership also means joining forces, whilst retaining individuality. A successful partnership depends, among other things, on parents and teachers trusting one another's needs and aspirations, communicating effectively, and having a say in the education of the child, with due consideration of partner's field of expertise (Rutherford & Edgar, 1979: 19).

According to Jetkins (1981: 23) and Kruger (1989:01) true partnership involves working jointly in concert to educate the child in the fullest sense of the word, namely building up his:

- Sense of self-worth.
- Social skills
- Human understanding.
- Thinking capacity.
- Reasoning.
- Self-discipline.

Partnership involves a two way process of joint activities in which parents and professionals come together on the basis of equality right from the start. It can take various forms and may involve setting goals, finding solutions and implementing and evaluating them (Lemmer & Squelch, 1993: 96). Therefore, partnership requires working in a team, which according to Hall (1986: 5) imply:

- Cooperation, not confrontation.
- Integration, not isolation.
- Continuity, not competition.

Oosthuizen, (1992: 125) asserts that parents should become more actively involved in the teaching of Programmes in schools. When parents become involved in the instructional process, they are more likely to make schools a priority of their children and their children are likely to achieve better (South African Teachers' Council for Whites, 1983: 19). This enhanced achievement by the child may be due to the following:

- The lessening of distance between the goals of the school and those of the home.
- The positive changes in teachers' attitudes resulting from the greater sense of accountability when parents of their children are visible in the school.
- His/her increased sense of control over his/her own destiny when he/she sees his/her parents actively engaged. (Kelly, 1974: 16; Dekker & Lemmer. 1993: 158).

The possibilities for parents to become directly or indirectly involved as partners in school activities are almost inexhaustible. Berger (1987: 95-96) is of opinion that parents can play an important part as:

- Spectators who merely observe what schools as the authority figure does with the children.
- Resources in the school's Instructional Programme, developing resource materials and curriculum ideas or occasionally sharing their expertise.

- Policy makers, whose decisions directly affect the school, their own children attend.
- Teachers of their own children from birth to adulthood.

As parental visits to schools are made, knowledge about the student is increased. With this knowledge, parents are in a better position to assist the school in helping the student to the fullest. Without this knowledge, parents and teachers may be at cross-purposes or may each deal with the young person in ignorance of the other setting (Clark, 1983: 205).

Finally, there is an important element in partnership that is nevertheless very difficult to pin-down. It is centrally concerned with respect for everyday lives of ordinary people as individuals and in groups and it is strongly invested with the philosophical, political and moral significance (Atkins *et.al.*, 1988: 13). It is important that every teacher should be convinced of the necessity of a sound partnership between the school and the home.

2.4.3 Participation

The schools and the family will have to communicate with each other in an organized manner in future. Teachers need to be trained for effective communication with parents. If not they are likely to develop a defensive attitude towards any form of parental involvement.

The parent can restore his natural right in education through participation. According to Dekker and Lemmer (1993: 136) participation does not mean

that everyone participate in everything, but rather that parents are represented on all levels of school management.

The NECC (1993: 15) had the following to say about the participation in decision-making: The strongest form of participation in decision-making is often called direct democracy. This form is most appropriate at local levels of participation, although the principle of direct democracy is partly served by means of partnership relations between the key stakeholders at regional and national levels. Joint or shared decision-making should be accompanied by joint responsibility, which will have legal and financial implications. Where there is joint decision-making without joint responsibility, democracy may hinder, rather than help to achieve quality and efficiency in education.

2.5 THEORIES SUPPORTING TEACHER-PARENT PARTNERSHIP

Chetty (1998: 38); Bondesio, Beckermann, Oosthuizen, Prinsloo and Van Wyk (1989: 101); Kruger (1989: 1-2); Theron and Bothma (1990: 162-163) discuss the theories supporting a teacher-parent partnership under three categories; namely, the parent as a primary educator, the teacher as a secondary educator as well as the teacher as a professional.

2.5.1 The parent as a primary educator

The following points are mentioned by the above cited authors about parents as primary educators:

- Parents have a right to be involved as they have the final responsibility for their children.
- All parents care about their children's welfare and well-being.
- Parents want to cooperate.
- All parents can make a contribution.
- Schools do best when they involve parents.
- The skills of parents and educators compliment one another.
- Parents can provide vital information and offer valuable insight about their children.
- Parents can help improve their children's academic performance, attitude and aspirations.
- Parents can be effectively involved in teaching their children.
- Parents can assist in the management of the school.
- Parental involvement reduces misunderstanding and possible conflict within the school.
- Parental involvement can prevent the school from being isolated.
- Parental involvement can improve home-school communication.

The process of parenting, whereby people produce children, assume parental responsibilities, undertake parental task, and experience fulfillment and satisfaction, is a complex one with profound ramification at several levels of meaning (Hunt, 1990: 67).

According to Van der Aardweg and Van der Aardweg (1988: 101) in Chetty (1998: 41) education is primarily the task of parents. Within the family context education is promoted by the fact that family ties of the parental

home as the primary social group are much closer and more intimate than any other bonds within any social group. This duty of education is confirmed by the baptismal vow made by parents.

Linked to the parent's responsibility to educate and guide the child towards adulthood, the following legal requirements apply :

- The parent is responsible for the physical education of the child. Related to this is the parent's duties to physical care for, protect, and clothe the child.
- The formation of the character of the child includes aspects such as honesty, diligence, patience, and dependability.
- A religious instruction is the right of the parent.
- The development of the child's mental capabilities through subjection to formal education.
- The child is born in a particular community where certain values and norms, which are unique to a particular culture group, apply. The parent's duty to educate, consequently is that of the cultural formation of the educand. (Van der Vyver & Joubert, 1985: 611).

Hunt (1990:68) further maintains that the process of parenting has given rise universally to the family as the social unit for the procreation and rearing of children. The particular forms vary and may be extended or nuclear, single parent or blended family, or even part of a communal group where parenting and other responsibilities are shared among many adults and even older children.

The parent's ability to educate is, however, restructured in the following two ways:

- The parent does not have the ability to guide and accompany the child in respect of all specialized requirement subject to contents.
- The parent is not able to prepare the child for the specialized requirement of the market place .

It is for this reason that the parent should turn to his partner, the teacher in education, who is professionally equipped for the above task (Bondesio *et.al*, 1989: 103).

2.5.2 The teacher as a secondary educator

In the home education usually takes place spontaneously, intuitively and informally, while the education in the school is carried out in a formal, purposeful, differentiated and specialized manner by professionally trained persons. However, formal instruction at school is and remains a continuation of the educational basis laid in the parental home (Louw, 1983: 46; Oosthuizen, 1992: 123). Educators needs to be the learners so that they can respond to the changing circumstances of their work and constantly learn to do it more effectively. Educators need to be learners for the same reason that the students those teachers need, in turn, need to be learners. Never before has the importance of learning been so vital to humanity as it is in these times of upheavals of change. Growing beyond our imagination in almost every dimension of human existence, we are called upon to questions today that will be outdated tomorrow and obsolete the day after that. And so far we

have not done much, in order to preserve the well-being of all life norms on this planet (Russells & Korthangen, 1995: 7).

According to Prinsloo and Beckmann (1988:42-43) parents are compelled to delegate some of their rights and duties to the teacher. Under modern conditions of life, parents must send their children to school and entrust teachers with the education of their children. They have to follow their good conscience and custom, with due regard to the true interest of their children. The education that takes place in school is, therefore, not isolated from the parental home it should be a continuation of, and should be linked up with, the spirit and direction of the parental education (Van der Westhuizen, 1991: 430).

When parents send their children to school firstly, they believe that they (children) are in good hands of people who are sufficiently trained to handle their problems. Secondly, parents believe that their children are in a safe place, they are liked and loved by their educators. Parents have great faith in the teachers who look after their children whilst at school.

2.5.3 The teacher as a professional

Professional as a concept, involves a commitment to professional ideals.

These ideals include the following:

- Stress is laid on the acquisition of the theoretical and practical knowledge and skills, resulting in the forming of one's own judgement with regard to appropriate practice.

- Self-regulation, according to standards of competence derived by the profession itself, and backed up by a self-imposed code of ethics and a strong feeling of class honour and solidarity.
- A strong service orientation, rooted in the interest of the client;
- A strong sense of professional autonomy, evidenced by the profession's taking decision and ordering matters without any interference, in the form of supervision and control from higher authorities (Coutts, 1996: 32).

It has become evident that the family and the school as partners have mutual expectations of each other. These expectations can only be realized if a bond of mutual trust exist between them (Killian, 1990:ix). In the final analysis, participation of both school and home comes down to mutual recognition and respect for each other. Only when this condition is met does the relationship between the school and home have a good chance of succeeding, to the benefit of the learners and education as a whole (NECC, 1998:15; Dekker, 1994:8).

2.6 CONTINUOUS ASSESSMENT

In order to understand continuous assessment it would be wise to discuss its key features, namely:

- Assessment and evaluation.

- Traditional system and assessment.
- Forms of assessment.
 - Baseline assessment
 - Diagnostic assessment
 - Summative assessment.
 - Norm referenced assessment.
 - Formative assessment.
 - Criterion reference assessment.
- Assessment methods, tools and techniques.

2.6.1 Assessment and Evaluation

Assessment and evaluation form part of everyday life. Every decision or action is based on some form of judgement of a situation. The terms assessment and evaluation are often used interchangeably. It is useful, however, to maintain a distinction between these two terms in education. The word assessment is used when judgement is made about a learner's performance. This involves gathering and organizing information about learners in order to make judgements and decisions about their learning. In other words, assessment involves finding out about the progress a learner has made, for example, to assess learners to see if they have achieved set specific outcomes. Evaluation on the other hand is used when judgements are made about other wide elements that influence the learner's performance, such as learning aids, media, curricula and teaching methods. In other words, evaluation involves more than assessment. For example, if you want to evaluate a learner's progress, assessment would be only part of the evaluation. You would also have to consider the background of the learner

and his or her interests and abilities (Flanagan, 1998:73; Le Grange & Reddy, 1998:3).

Both assessment and evaluation are essential for the authentic learning to take place: once a learner is assessed, the factors that influence his/her learning should be evaluated in order to determine what further educational experiences should or should not be developed for that learner and for other learners.

2.6.2 Traditional system and assessment

For every country to succeed in its economy, its educational system has to shift and focus on the new information and new developments, in order to equip learners and every citizen with new educational skills. The developing countries have, for instance to catch up with technological development in order to meet the standard of globalization.

The way in which the learning and teaching process is understood influences the kind of assessment practices that are used. The traditional curriculum is based on a certain understanding of what educational processes try to achieve, so it has a certain form of assessment to match that understanding of learning and teaching process. The traditional understanding of learning and teaching process is that there is a certain body of knowledge in each subject area that the learner must memorize. This body of knowledge or content of a subject is divided up according to what is to be learnt and how much is to be learnt in a particular grade. Learners are required to memorize each portion of knowledge that has been set for their particular grade. It is

therefore learners' memories and capacities to memorize that are mostly developed in this kind of system and it is this skill of recalling memorized facts that is assessed (Le Grange & Reddy, 1998: 4).

2.6.3 Forms of assessments

Forms of assessment actually refers to the main purposes of assessment. These forms of assessment are described in the next sections.

2.6.3.1 Baseline Assessment

Baseline assessment is used by an educator at the beginning of a new set of learning activities in order to find out what the learners already know and can demonstrate in order to decide what level of demands to build into the learning experience plan (OBE assessment, 2001:14).

2.6.3.2 Diagnostic Assessment

Diagnostic assessment is assessment which specifically focuses on finding out the nature and cause of a learning difficulty, and providing appropriate remedial help and guidance (OBE assessment, 2001:14) .

2.6.3.3 Summative Assessment

Summative assessment refers to assessment that takes place at the end of the learning experience for a purpose outside the learning experience. One main test or examination that is written at the end of the school year usually

constitute it. The aim of the assessment is to determine how much of the subject's content the learners know. Sometimes a teacher is assessing a learner against some kind of norm or average performance of a particular section of the population or age group. Summative assessment provides information to other people, for example, parents and employers (Flanagan, 1998:74; Le Grange & Reddy, 1998:4).

2.6.3.4. Norm Referenced Assessment

Summative assessment is almost always norm referenced. This means that the learner's achievement is compared with that of other learners or with pass marks to determine how well the learner is doing. Norm referenced assessment reflects little about what the learner has mastered or understood. For example, at the teacher-parent meeting held after the mid-year examination, Mary's parents are told that she attained 82 marks out of a possible 100 mark for a certain subject area. The teacher further explains that her performance is 10 marks better than the class average and 42 marks above the required pass mark. This leaves Mary's parents with a sense that she has "done well", compared with the other learners and the pass marks that were set, but they have very little understanding of Mary's competence in the subject area (Flanagan, 1998:74; Le Grange & Reddy, 1998:4).

2.6.3.5 Formative Assessment

Formative assessment is sometimes seen as being the opposite of summative assessment. It is conducted as the learning process takes place and it is used to influence or inform the learning process. For example, in the mathematics

classroom, the teacher moves around from the learner to another. She provides individual learners with feedback on their progress in solving mathematical problems. Sometimes she does this verbally and at other times she writes comments in the learner's workbook. She also sets a number of tests for the learners during the year in addition to the end-of-year examination in order to facilitate more authentic teaching. The teacher does not want to know how the learner is coping in comparison with other learners (Flanagan, 1998:74; Le Grange & Reddy, 1998:5).

2.6.3.6 Criterion-Referenced Assessment

This assessment consists of certain criteria that learners are expected to achieve in a particular grade. For example, Lucas is in grade 10 typing class. One of the criteria for passing typing in this grade is being able to type 25 words per minute. Both Lucas and his parents are aware of this criterion at the beginning of the school year. At the mid-year in the parent-teacher meeting Lucas' parents are told that he is able to type 22 words per minute at this stage and that he has not yet met the criterion for mastery at this level. This kind of assessment seems to provide more information about the learner's competence in a particular area, compared with norm-referenced assessment (Le Grange & Reddy, 1998:5).

Traditional teaching practices focus largely on developing a learner's memory capacity. Traditional assessment practices are therefore mostly summative and norm-referenced, rather than formative and criterion-referenced. Judgement are made about what a learner knows at the end of the school year in order to decide whether they can be promoted into the

next grade. In this system the end product is assessed, where the end product is almost always constituted by the recall of information. This form of assessment is not concerned with learners' other skills, attitude and levels of competence that they can develop during their learning processes.

2.6.4 Outcomes-based system and continuous assessment

An outcomes-based curriculum views the learning and teaching process differently from the traditional curriculum. Knowledge is not seen as being transferred intact from the teacher to the learner. Instead knowledge is seen as being constructed in the mind of the learner. Each learner brings his/her own prior knowledge and experiences to any learning situation. Learners make sense of the new knowledge in the context of their knowledge and develop their original concept as learning takes place. The process of learning is therefore just as important as the end product. The end products are the learning outcomes where learning outcomes are constituted by knowledge, a range of skills and attitudes (Le Grange & Reddy, 1998:6).

In the outcomes based system learning outcomes are determined before the curricula are developed and before the learning process commences. These learning outcomes state clearly what the learner should be able to demonstrate at the end of a learning process. In this system two categories of outcomes can be distinguished, namely, critical outcomes and specific outcomes. Critical outcomes are not restricted to particular subjects or learning areas but are cross curricular and generic. They are common to all areas of learning and describe the skills, attitude and knowledge that all

learners should develop. The following critical outcomes have been adopted by the South African Qualification Authority (SAQA) :

Learners will:

- Identify and solve problems and make decisions using critical and creative thinking.
- Work effectively with others as members of a team, group, organization and community.
- Organize and manage themselves and their activities responsibly and effectively.
- Collect, analyze, organize and critically evaluate information.
- Communicate effectively using visual, symbolic and/or language skills in various modes.
- Use science and technology effectively and critically, showing responsibility towards the environment and the health of others.
- Demonstrate an understanding of the world as a set of related system by recognizing that problem-solving contexts do not exist in isolation (Le Grange & Reddy, 1998: 8).

Specific outcomes describe the knowledge, skills, attitude and values that are applicable within a specific learning area. These outcomes serve as the basis for assessing the learner's progress in the specific learning area.

Continuous assessment does not only enables a wider range of educational outcomes to be assessed but it also provides information about the learning

process and the learner's development. It also involves more than mere teaching and testing for the purpose of grading. Continuous assessment also does the following:

- It provides feedback on the learning outcomes that the learner have achieved, and those that have not been achieved.
- It assists with identifying the strengths and weaknesses of the learners;
- It encourages communication between the teachers and learners;
- It works hand in hand with evaluation and therefore provides important information about curriculum issues like teaching methods and the relevance of learning outcomes and resources (Le Grange & Reddy, 1998:10).

In an outcomes-based education and training system, continuous assessment is criterion-referenced than norm-referenced. It is also more formative than summative.

2.6.5 Assessment methods, tools and techniques

2.6.5.1 Assessment methods

Assessment methods refer to a procedure to follow in assessing the learners. They address the question: who does the assessing and how? (OBE Assessment, 2001:24).

2.6.5.1.1 Educator's assessment

Several authors Burnett (1970); Meyers and Hammill (1971); Wallace and Larsen (1978) have implied that the classroom teacher should play an important role in the assessment process. Utilizing the teacher in this manner is not a new concept. Smith and Neisworth (1969) have earlier made reference to this fact. The research conducted by Ingram (1980) related to the skills, revealed that that they needed to plan more effective educational programmes. The involvement of teachers in the assessment is even critical when consideration is made of the responsibility for developing, implementing and evaluating a child's entire educational programme (Ingram, 1980: 6).

Ingram (1980:6) further mentions that within the regulation it is recommended that a team of professionals be responsible for conducting the child's educational assessment. The classroom teacher is identified as the member of that team, and it is suggested that the teacher be involved in the diagnosis. This involvement increases the teacher's responsibility for knowing how to conduct an educational assessment.

Even if a team evaluation effort is used, the individual classroom teacher must possess some minimum level of assessment skills just to participate with the team or to act as an individual teacher in the preparation of the child's individual programme. These include:

- Being able to develop or utilize assessment procedures formal or informal that will generate information about the child's specific skill level of performance on any school related task.
- To be able to interpret diagnostic data from standardized or criterion-referenced measures (Ingram, 1980: 7).

2.6.5.1.2 Self assessment

Self-assessment is where a learner assesses herself or himself. It is when a learner assess his/her performance, against the desired outcomes and criteria and is able to decide what he/she needs to improve his/her performance. This method helps the learner to reflect on his/her own learning, therefore, time should be spent on helping learners to do that (OBE Assessment, 2001 : 26).

2.6.5.1.3 Peer assessment

Peer assessment occurs when the learner is being assessed by his/her peers against clearly defined outcomes. Peer assessment may fall under the following categories : learner to learner i.e. where two learners assess each other's performance; learner to group; i.e. where the performance of a group is assessed by each learner; class to learner i.e. when the whole class assesses performance of other learners individually; group to learner i.e. when a group in class assesses an individual learner's product; group to group i.e. when groups within one class assess each other's performance.

2.6.5.1.4 Group assessment

Group assessment may be looked at in two different ways, first, when a group assesses another learner, second, when an educator assesses the entire group (Airasian, 1994:17; OBE assessment, 2001:29).

2.6.5.2 Assessment Tools

Assessment tools refer to the records that the educator keeps. They include inter alia observation sheet, kept by the educator, profile, assessment grid, class lists and journals. These tools are described in OBE assessment (2001: 29-30) as follows:

2.6.5.2.1 Observation sheets

An observation sheet is used when one observes a learner against a certain criteria. It is a tool in which an educator records his/her observation. The specific skills, behaviours and achievements must be linked to the learning programme outcomes and be readily observable.

2.6.5.2.2 Profile

A learner profile is a panoramic representation of a learner's qualities as observed by educators. It is an up-to-date database on all information that may assist the learning process, collected throughout the learner's path. It also includes records of a learner's progress collected over a period of time.

It includes a wide range of activities that gives a holistic view of the nature of the learner e.g. strengths, areas that need support, achievements, etc.

2.6.5.2.3 Rubrics or assessment grids

A rubric is a set of criteria that is used to ensure that different parts of the task are assessed. A rubric can be designed in the form of a grid. It can, however, simply be a list of what is assessed, who assesses and what assessment key is used e.g. NOT YET ACHIEVED/ACHIEVED. A rubric is a handy tool for gathering information. It can seldom be used on its own to determine whether an assessment criteria (AC) or a specific outcome (SO) has been achieved. Thus other rubrics and assessment tools could be used in a given learning experience in order to contribute towards formal recording.

2.6.5.2.4 Class lists

Class lists are for ensuring that individual learners are assessed systematically. The less demanding learners are not ignored - for example, for checking how many times you have heard each learner read. These can be adapted to help the educator to record broad groupings within the class in terms of allocating follow up-work.

2.6.5.2.5 Journals

Each learner might keep a journal in which for example he/she reflects on his/her own learning and/or writes about his/her life in general. The learner's journal should be considered confidential by the educator and everybody

else. If a relationship of trust exists between the educator and the learner, the educator can share this journal and write her own comments and messages in it.

2.6.5.3 Assessment Techniques

Assessment techniques refer to how learners generate evidence of performance. The list of assessment techniques is too long to describe, so suffice is to enumerate them. These techniques include inter alia:

- Project work
- Collage
- Test
- Research project
- Assignment
- Survey
- Debate/argument
- Role-play
- Interview
- Drama
- Presentation
- Panel discussion
- Practical demonstration
- Scenario
- Construction
- Music/song

- Poetry/rhyme
- Story telling/oral presentation
- Model making/plan design e.g. toys
- Sculpture/painting
- Drawing/graph
- Game design
- Physical activity
- Map
- Poster
- Chart
- Table
- Description
- Written presentation e.g. report, essay
- Posing a question
- Portfolio
- Worksheet
- Questionnaire
- Sound or video cassette
- Rubric
- Exhibition
- Self-reporting and answers by learners
- Conferencing (OBE assessment, 2001 : 24-25).

2.7 THE ROLE OF PARENTS IN CONTINUOUS ASSESSMENT

A literature survey undertaken in the first and second parts of this chapter is an evidence that literature on parental involvement in education as well as on continuous assessment is in abundance. On the contrary, there is a lack of literature on the role of parents in continuous assessment. Nonetheless, an attempt has been made in some literature to map out a procedure and format that could be used in involving parents in continuous assessment of their children, for example, Spady and Schlebusch (1999) and Bester (2001).

According to Bester (2001 : 50) the education of children is the joint responsibility of the educator and the parent. The parent is in partnership with the school. Therefore, the parent should also be involved in assessing the child's performance/level of competency.

This issue should be handled with sensitivity. Some parents are illiterate and cannot be expected to write assessment comments. If the parents can read and write, the following procedure gives an idea of how parents can be involved in assessment:

- Send the learner's work home at the end of a Programme Organiser.
- Ask the parents to discuss the Programme Organiser with the child, so that the child can explain what the class did during the Learning Experience.

- Let the parent complete the Assessment Form after having discussed the Learning Experience with the child.

Bester (2001 : 50) provides the following example of an assessment form that can be adapted and be used:

PARENTS' ASSESSMENT COMMENTS	
Name of child.....	Parent:
Date of assessment	Programme Organiser
We think our child(benefited/did not benefit) from the Learning Experience	
Our child thinks he/she did best in thepart of the work.	
Our child did not enjoy theaspect of the work.	
Our child struggled with	
We would like to make the following suggestions regarding a future Learning Experience :	
.....	
.....	
<i>Parent/s Signature</i>	

If the parents are illiterate, the educator could use the following procedure:

On the first parent/educator meeting of the year, explain to the parents what is expected of them with regard to assessing their child's work/performance. Tell them that you will send work home at the end of a Learning Experience.

Tell them what they should look for and which questions they should ask their children, for example:

- Did you enjoy the work?
- Which part did you enjoy most?
- Which part did you enjoy least?
- What did you do well?
- What did you struggle with?

Parents can report on their children's responses at a following parent/educator meeting. Guide them to make suggestions on following Learning Experiences based on their children's answers.

To accommodate parents, who cannot attend these meetings, invite them for an interview at a mutually convenient time (Bester, 2001 : 51).

According to Spady and Schlebusch (1999 : 113) parents can be involved in continuous assessment by commenting on the work of their children in the portfolios. Schools should send the portfolios home regularly and provide parents with opportunities to comment and take part in the learning process. It is advisable to parents to set time aside to go through the portfolio in detail, to find aspects to comment on and admire and to listen to the child (Spady & Schlebusch, 1999 : 114).

Spady and Schlebusch (1999: 115) give the following example of how parents can make informed comments on their children's work:

“I like your index page – it’s neat and clear”.

“I see you are really good at writing your own sentences now”.

“Tell me what you like in this piece?”

“What would you do differently next time?”

2.8 CONCLUSION

It has transpired from the preceding review of literature that parental involvement in education and continuous assessment is imperative. This has to be done in partnership with the school. The role which parents should play in the continuous assessment of their children needs to be unpacked and clarified in literature studies.

In the next chapter research design and methodology of the study will be detailed.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In the preceding chapter literature study has revealed that in order to ensure that children are fairly judged in their work parents have to play a pivotal role in the teaching and learning as well as in the continuous assessment of learners. In this chapter the research methodology used in the investigation of the role of parents in continuous assessment will be described.

3.2 AIMS OF THE STUDY

The main aim of this study is to investigate the role of parents in the continuous assessment of learners.

The following specific objectives are formulated:

3.2.1 To ascertain the extent to which parents play an active role in the continuous assessment of their children.

3.2.2 To ascertain the extent to which parents understand the significance of continuous assessment.

3.2.3 To determine whether parents' biographical factors such as gender, age, type of parent, academic qualification as well as learner's grade have any influence on parents' active role which they play in the continuous assessment of their children.

3.2.4 To determine whether parents' biographical factors such as gender, age, type of a parent, academic qualification as well as learner's grade have any influence on their understanding of the significance of continuous assessment.

3.3 FORMULATION OF HYPOTHESES

Based on the aims of the study the following hypotheses are formulated:

3.3.1 Parents do not differ in the extent to which they play an active role in the continuous assessment of their children.

3.3.2 Parents do not differ in the extent to which they understand the significance of continuous assessment.

3.3.3 Parents' biographical factors such as gender, age, type of parent academic qualification, and learner's grade have no influence on parents active role which they play in the continuous assessment of their children.

3.3.4 Parents' biographical factors such as gender, age, type of parent academic qualification as well as learner's grade have no influence on parents understanding of the significance of continuous assessment.

3.4 THE RESEARCH INSTRUMENT

Data is collected by means of questionnaires. A questionnaire is the set of questions dealing with some topics or related groups of individuals for the purpose of gathering data on a problem under consideration (Van der Aardweg & Van der Aardweg, 1988: 190). Questionnaires will be written in both English and Zulu so as to accommodate the educated and uneducated parents. However the questionnaire has its own advantages and disadvantages.

3.4.1 Advantages of the questionnaire

According to Mahlangu (1987: 96) the questionnaire is one of the most common methods of gathering information. It is also time saving and conducive to reliable results. The researcher used the written questionnaire as a research instrument taking into consideration certain advantages cited by Cohen and Manion (1989: 111-112). They are as follows:

- Affordability is the primary advantage of a written questionnaire because it is the least expensive means of data gathering.
- Written questionnaires preclude possible interview bias. The way the interviewer asks questions and even the interviewer's general appearance

or interaction may influence respondent's answers. Such biases can be completely eliminated in the written questionnaire

- A questionnaire permits anonymity. If it were arranged such that responses are given anonymously, the researcher's chances of receiving responses that genuinely represent a person's beliefs, feelings, opinions or perceptions would increase.
- Questionnaire can be given to many people simultaneously, that is to say that a large sample of a targeted population can be reached.
- They permit a respondent, sufficient amount of time to consider answers before responding.
- They provide a greater uniformity across the measurement situations than do the interviews. Each person responds exactly to the same questions because standard instructions are given to the respondents.
- Generally, the data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses.
- Using a questionnaire solves the problem of non-contact "when the researcher calls". When the target population to be covered is widely and thinly spread, the mail questionnaire is the only possible method of approach.

- Through the use of the questionnaire approach the problems related to interviews may be avoided. Interview "errors" may seriously undermine the reliability and validity of the survey results.
- A respondent may answer questions of a personal or embarrassing nature more willingly and frankly on a questionnaire than in a face to face situation with an interviewer who may be a complete stranger. In some cases it may happen that the respondents report less than expected and make more critical comments in a mail questionnaire.
- Questions requiring considered answers rather than immediate answers could enable respondents to consult documents in the case of the mail questionnaire.
- Respondents can complete questionnaires in their own time and in a more relaxed atmosphere.
- Questionnaire design is relatively easy if the set guides of guidelines are followed.
- The administration of questionnaires, the coding, analysis and interpretation of data can be done without any special training.
- Data obtained from questionnaires can be compared and inferences can be made.

- Questionnaires can elicit information, which cannot be obtained from other sources. This renders empirical research possible in different educational disciplines.

3.4.2 Disadvantages of the questionnaire

Although the questionnaire has advantages it also has significant disadvantages. According to Van der Aardweg and Van der Aardweg (1988: 190); Kidder and Judd (1986:223-224) and Mahlangu (1987: 84-85) the disadvantages of the questionnaire are *inter alia* the following:

- Questionnaires do not provide the flexibility of interviews. In an interview an idea or comment can be explored. This makes it possible to gauge how people are interpreting the question. If questions asked are interpreted differently by respondents the validity of the information obtained is jeopardized.
- People are generally better able to express their views verbally than in writing.
- Questions can be answered only when they are sufficiently easy and straightforward to be understood with the given instructions and definitions.

- The mail questionnaire does not make provision for obtaining the views of more than one person at a time. It requires uninfluenced views of one person only.
- Answers to mail questionnaires must be seen as final. Re-checking of responses cannot be done. There is no chance of investigating beyond the given answer for a clarification of ambiguous answers. If respondents are unwilling to answer certain questions nothing can be done to it because the mail questionnaire is essentially inflexible.
- In a mail questionnaire the respondent could examine all questions at the same time before answering them and the answers to the different questions could therefore not be treated as 'independent'
- Written questionnaires do not allow the researcher to correct misunderstanding or answer questions that the respondents may have. Respondents might answer questions incorrectly or not at all due to confusion or misinterpretation.

3.4.3 Construction of the questionnaire

The most important point to be taken into account in questionnaire design is that it takes time and effort and that the questionnaire will be re-drafted a number of times before being finalized. A researcher must therefore ensure that adequate time is budgeted for the construction of the questionnaire (Kidder & Judd 1986: 243-245). All of the above was taken into

consideration by the researcher during the designing of the questionnaire for this investigation.

The questionnaire was designed to determine the role of parents in the continuous assessment of learners. In order to obtain information needed for the purpose of this study, the question was divided into two sections, namely, Section A and Section B.

The first section (Section A) deals with the biographical information of the respondents, namely gender, age, type of parent, parent's level of education and learner's grade. Second section (Section B) focuses on the role of parents in the continuous assessment of learners and it consist of two parts. Part one looks at the active role parents play in the continuous assessment of learners. Part two looks at parents' understanding of the significance of continuous assessment.

3.4.4 Response alternatives or categories of the rating scales and scoring thereof

With regard to Section B of the research instrument, rating scale with four response alternatives or categories namely, Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) is used. According to Ngidi (1995 : 84) Rossi, Wright and Andersorn (1983) have identified two major advantages of such categories. Firstly, they have been tested in many different situations and have worked successfully. Secondly, they have got a wide applicability because they can fit almost any subject matter.

A further advantage of such standard categories is that they are easily adaptable to list of items. One can present a number of different questions or statements while using a single set of response categories, making it easier for both respondent and interviewer (Urbani, 1993: 93). The five point continuum (Strongly Agree- Agree- Uncertain- Disagree- Strongly Disagree) has become popular in this regard, both for use in scales and for lists of items (Urbani, 1993: 99). The researcher intentionally omitted the midpoint category because it attracts respondents to choose it, sometimes merely for non-committal purpose.

Urbani (1993: 96) advises that unfortunately the empirical evidence regarding the effect of the omission of the middle category on responses is inconclusive, so no definite rules in this regard can be offered, suffice to say that the researcher should always be guided by the context of the questions he is asking. Therefore the four categories used in this study are of a Likert type, although they do not have five categories.

3.4.5 The structure of the items

As mentioned in section 3.4.3 the questionnaire consists of two sections. Section A, with items 1, 2, 3, 4 and 5 solicit biographical information. This information is used in relation to aim number three and four of the study which intends to determine whether biographical factors have any influence on parent's active role which they play in continuous assessment as well as on their understanding of the significance of continuous assessment.

In section B, there are 32 items. Items 1- 20 are meant to ascertain the extent to which parents differ in the active role they play in the continuous assessment of their children (aim number one). Ten of these twenty items are positively worded. These items are 1, 3, 5, 7, 9, 11, 13, 15, 17 and 19. The other ten are negatively worded. They are items 2, 4, 6, 8, 10, 12, 14, 16, 18 and 20. This is meant to balance the items.

Items 21-32 intend to ascertain the extent to which parents differ in understanding the significance of continuous assessment (aim number two). In this aim there are twelve items. Six of these items are positively worded. These items are numbered 21, 23, 25, 27, 29 and 31. The other six are negatively worded. They are 22, 24, 26, 28, 30 and 32. The validity and reliability of the items are discussed in the next section.

3.4.6 Validity of the instrument

Validity is the degree to which an instrument actually measures what it purports to measure (Sibaya, 1993: 160). Content validity, and face validity are the two various kinds or types of validity interpretation to be discussed and used in this study.

3.4.6.1 Content Validity

Content validity refers to the representativeness of the sample of questions included in the instrument (Henerson, Morris & Fitz-Gibbon, 1997: 141). Sibaya (1993: 159) suggests that content validity must be a matter of judgement, not empirical correlation: this really means a systematic

examination or scrutiny of the content, to find out if it covers all the information on which the tester means to test subjects. Nzimande (1970: 43) maintains that content validation entails a careful examination and checking of the scale items, through the use of experts in the field concerned. The researcher of this study will therefore consult the experts from the Department of Curriculum and Instructional Studies at the University of Zululand. Experts will be used for examining the scale items for content validity. Behr (1988: 122) regards validity as indispensable characteristics of measuring devices.

3.4.6.2 Face Validity

According to Sibaya (1993: 162) this does not denote validity in the true sense of the term. It simply means that a cursory examination seems to show that the instrument does measure what it is intended to measure. This will be done by the researcher and supervisor before the questionnaire is finalised. The questionnaire is also shown to the experts at the University of Zululand and some students and colleagues to peruse.

3.4.7 Reliability of the instrument

Reliability refers to the degree to which a test is internally consistent (Sibaya, 1993: 154). In order to ensure that items 1-20 and items 21-32, respectively, are internally consistent, Cronbach's alpha reliability coefficient will be calculated.

3.5 METHOD OF CODING OR SCORING AND PLANNING FOR THE ANALYSIS OF DATA

3.5.1 Method of coding or scoring the research instrument

Raw data obtained from the questionnaire are converted to a quantitative form for analysis and display: converting process is called scoring or coding (Orlich, 1978: 135). Urbani (1993, 135) defines coding as a process whereby the responses on a questionnaire are classified into meaningful categories and converted into numbers which are suitable for the analysis of data by computer.

In this study the respondents are requested to make a cross along the SA, A, D and SD continuum to describe the statement which suit their perception toward the role of parents in the continuous assessment of learners. The items are precoded in the questionnaire.

The sixteen positively worded statements are assigned codes or values as follows:

- 4 to Strongly Agree
- 3 to Agree
- 2 to Disagree
- 1 to Strongly Disagree

The items in question are 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 22, 24, 26, 28, 30 and 32.

For the sixteen negatively worded statements scoring is reversed as follows:

- 4 to Strongly Disagree
- 3 to Disagree
- 2 to Agree
- 1 to Strongly Agree

The items in questions are 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 21, 23, 25, 27, 29 and 31.

This is a usual procedure, typically the highest number is assigned to the most positive response and the lowest number to the most negative response (Orlich, 1978: 65; Henerson et al., 1978: 87; Sibaya, 1993: 110). Since the scoring pattern for positively worded statements is 4, 3, 2, 1 and 1, 2, 3, 4 for negatively worded statements, the highest possible score indicating a very positive perception could theoretically be obtained by a respondent who endorses Strongly Agree responses in every favourable (positively worded) item and Strongly Disagree responses in every unfavourable (negative worded) item. Conversely, the lowest possible score, indicating a very negative perception, could theoretically be obtained by respondents who endorses Strongly Agree responses in every negatively worded item and strongly disagree responses in every positively worded item.

Once the questionnaire is completed and returned the codes are manually entered onto code sheets. Thereafter, they are punched onto the SPSS Computer Programme designed for research purposes. Coding for respondents' personal particulars (section A of the questionnaire) is done by assigning numerical symbols using a systematic method. This is because these response categories do not have a quantitative relationship to each other (Orlich, 1978).

3.5.2 Determination of parents' active role in continuous assessment

For the purpose of testing the hypothesis that parents do not differ in the extent to which they play an active role in continuous assessment of learners (aim number one). The researcher decided to divide respondents into groups. Since the lowest possible score on items concerning parents active role in the continuous assessment of learners is 20 (could be theoretically obtained by a respondent who endorses strongly agree responses in every negatively words items and strongly disagree in every positively worded items) and the highest possible score is 80 (could be theoretically obtained by one who endorsed strongly agree to every positively worded statements and strongly disagree in every negatively worded statement) with scores that could range from 20 to 80 and four response categories, the following four groups are created:

- **LAR GROUP** : a Low Active Role group consist of respondents with scores in the range of 20-35.

- **MAR GROUP:** a Moderate Active Role group consist of respondents with scores in the range of 36-50.
- **HAR GROUP:** a High Active Role group consist of respondents with scores in the range of 51-65.
- **VHAR GROUP:** a Very High Active Role group consist of respondents with scores in the range of 66-80.

3.5.3 Determination of parents' understanding of the significance of continuous assessment

To test the hypothesis that parents' do not differ in the extent to which they understand the significance of continuous assessment (aim number two) respondents are divided into other groups. Since the lowest possible score on items related to parents understanding of the significance of continuous assessment is 12 (could be theoretically obtained by a respondent who endorses strongly agree responses in every negatively worded item and strongly disagree in every positively worded item) and the highest possible score is 48 (could be theoretically be obtained by one who endorsed strongly agree to every positively worded statements and strongly disagree in every negatively worded statements), with scores that could range from 12 to 48, and four response categories, the following four groups are created:

- LU GROUP : a Low Understanding group consist of respondents with scores in the range of 12-21.
- MU GROUP : a Moderate Understanding group consist of respondents with scores in the range of 22-30.
- HU GROUP : a High Understanding group consist of respondents with scores in the range of 31-39.
- VHU GROUP : a Very High Understanding group consist of respondents with scores in the range of 40-48.

The above groups are divided by grouping scores into class intervals (Sibaya,1993:184).

3.5.4 Planning for the analysis of data

To test the hypothesis that parents do not differ in the extent to which they play an active role in the continuous assessment of their children (aim number one) as well as the hypothesis that parents do not differ in the extent to which they understand the significance of continuous assessment (aim number two) a chi-square (χ^2) one sample test will be used.

The chi-square (χ^2) test is the most frequently used non-parametrics statistics for significance (Orlich, 1978: 145; Behr, 1988: 79). The chi-square (χ^2) test of significance is used when the investigation concerns the

category variables, that is, comparing how many members of a sample fall into each one of a number of descriptive categories: concerned with comparing differences in the actual (observed) frequencies (or counts) with the expected frequencies (or counts) (Behr, 1988:79-80). The chi-square test (χ^2) is a test that tells us the extent to which an observed set of frequencies differs from the frequencies that were expected. It is used when the research data are in the form of frequency counts (Borg & Gall, 1983: 559). In other words, it is used to test the hypotheses about proportions (Sibaya, 1993: 258). In this study the researcher has in the single sample, four groups or categories, namely LAR, MAR, HAR and VHAR for aim number one and LU, MU, HU and VHU for aim number two. The researcher intends to test whether significant differences exist between the observed frequencies and the expected frequencies in these four respective categories. This type of chi-square test is called one sample test (Behr, 1988: 82; Sibaya, 1993: 259). Since the research hypothesis is based on the null hypothesis (which is a "no difference" statistical hypothesis), it is decided that if there is no significant difference between the frequencies, in the four respective categories or groups the null hypothesis will be accepted. However, if there is a significant difference the null hypothesis will be rejected and the alternative or research hypothesis will be accepted.

The null hypothesis is rejected at 0,05 level of significance, which means that the likelihood of the results occurring by chance is less than 5 times in 100. If the calculated probability value of the results (p) is greater than 0,05 level of significance the null hypothesis is accepted. This is recorded as $p > 0,05$. If it is less, the null hypotheses are rejected. This is recorded as $p < 0,05$ (Sibaya, 1993: 257). Lutz (Abhilak, 1994: 221) also confirms that using

the 0,05 level of significance means that we only reject the null hypothesis when we get sample results whose sampling error probabilities are as low as or lower than 0,05. That is the 5 percent level.

The chi-square test for k independent samples will be used to test the hypothesis that parents' biographical factors such as gender, age type of a parent, academic qualification and learner's grade have no influence on parents' active role which they play in continuous assessment (aim number three) as well as that they have no influence on their understanding of the significance of continuous assessment (aim number four)

The chi-square test for k independent sample is an extension of χ^2 for two independent samples: in general the test is the same for both two and k independent samples (Sibaya, 1993: 260). This statistical test (the chi-square test for k independent samples) is suitable for this study because the respondents in the sample are categorized in terms of their personal particulars and their responses are considered independently. For example, under the category of gender, males and females responses are treated independently of each other.

3.6 SAMPLING OF THE SUBJECTS FOR THE STUDY

Parents will be the respondents in this study. These respondents will be drawn from schools under Ongoye Circuit. Ongoye is a circuit under Mthunzini district of the Empangeni Region which is in the Northern part of Durban in Kwa Zulu-Natal. The focus will be on parents of grade 7 and 8 learners where Outcomes Based Education (OBE) and continuous

assessment will have been implemented at Senior Phase. In the time of writing there were 12 Senior Primary schools with grade 7 and 8 Secondary schools with grade 8 in the Ongoye circuit. For the purpose of this study 6 Senior Primary schools and 4 Secondary schools will be randomly selected. All parents with grade 7 and 8 learners of the selected schools will form part of the sample.

A simple random sampling method will be used for selecting the sample for this study. The usual definition of a random sampling is that it is a procedure in which all the individuals in the defined population have an equal and independent chance of being selected as a member of the sample (Borg & Gall, 1983: 244).

Som (1973:20) maintains that in simple random sampling the probability that the universe unit (member of the defined population) will be selected at any given draw is the same as that at the first draw. The technique that is used, other than the table of random numbers, is where a slip of paper with the name or identification number of each individual in the population is placed in a container, mixing the slips thoroughly, and then drawing the required number of names or numbers (Borg & Gall, 1983: 246). Sibaya (1993, 67) advises that to ensure that each slip pulled out has the same probability, it must be returned to the bowl before the next draw. Burroughs (1971: 58) warns that if one puts the number back into "the hat" after selection then the same number may appear again, if it is not put back after selection, the number of the population as well as the sampling fraction changes, that is, the selection of each individual changes slightly the probability for the next case selected. Sibaya (1993: 67) maintains that if the

number previously picked comes up again, we would ignore it, thus the process is called sampling with replacement (Som, 1973: 20; Williams, 1978: 106; Sibaya, 1993:67).

Borg & Gall (1983:244-245) contend that if the replacement is not done, a more precise definition of a simple random sample is that " it is a process of selection from the population that provides every sample of a given size an equal probability of being selected". They maintain that this definition would be technically correct because if no replacement is made, once the first selection has been made, the population from which the selection is made would become one case smaller. Sampling using replacement technique is therefore the better technique and will therefore be used in this study.

The estimated size of the sample is ± 200 respondents. Travern (1978: 336) maintains that there is no simple answer to the question "how large should the sample be?" Travern (1978: 337) further argues that it is evident that merely increasing the size of the sample does not necessary lead to accuracy. Williams (1978: 45) also maintains that samples are often less than 1% of the size of the population and are nearly always less than 5%. He further asserts that occasionally samples may be as large as 20%, but these do not seem to be frequent and so far seem always to be associated with data stored in computers or with a very small population.

3.7 PLANNING FOR THE ADMINISTRATION OF THE RESEARCH INSTRUMENT

The researcher wrote a letter to Mr W. Dorkin (Regional Chief Director) requesting permission to conduct research at Mthunzini District. One copy of the letter was sent to Mrs T. Cebekhulu (District Manager) another copy was sent to Ms N. Ngubane (Ongoye Circuit Inspector).

The researcher personally delivered questionnaires to the selected schools at Ongoye Circuit. Questionnaires were given to learners to hand them to their parents for completion. The researcher also personally recollected questionnaires from the learners after completion by respondents. This method of administration facilitated the process of the response rate. This process was followed in both the pilot study and final study.

3.8 PILOT STUDY

Pilot study is an abbreviated versions of a research project in which the researcher practices or tests the procedures to be used in the subsequent full-scale project (Dane, 1990:42). It is preliminary or 'trial run' investigation using similar questions and similar subjects as in the final survey. Kidder and Judd (1986: 211-212) state that the basic purpose of a pilot study is to determine how the design of the subsequent study can be improved and to identify flaws in the measuring instrument. A pilot study gives the researcher an idea of what the method will actually look like in operation and what effects (intended or not) it is likely to have. In other words, by generating many of the practical problems that will ultimately arise, pilot

study enables the researcher to avert these problems by changing procedures, instructions and questions.

The number of participants in the pilot group is normally smaller than the number scheduled to take part in the final survey. Participants in the pilot study and the sample for the final study must be selected from the same target population.

According to Plug, Meyer, Louse and Gouts (1991: 49-66) the following are the purposes of a pilot study, and these also correlate with the aims of the researcher in this survey:

- It permits a testing of the hypothesis that leads to testing more precise hypotheses in the main study.
- It provides the researcher with ideas, approaches and clues not foreseen prior to the study.
- It permits a thorough check of the planned statistical and analytical procedures, thus allowing an appraisal of their adequacy in treating the data.
- It greatly reduces the number of errors because unforeseen problems revealed in the pilot study results in the redesigning of the main study.
- It saves the researcher major expenditure of time and money on aspects of the research which would have been unnecessary.

- Feedback from other persons involved is made possible and lead to important improvements in the main study.
- In the pilot study the researcher tries out a number of alternative measures and select only those producing the best results for the final study.
- The approximate time required to complete the questionnaire is established in the pilot study.
- Questions and/or instructions that were misinterpreted are reformulated.

Through the use of the pilot study as "pre-test" the researcher was satisfied that the questions asked complied adequately with the requirements of the study. Data collected through the pilot study was also used for validating the research instrument.

3.9 CONCLUSION

In the introduction of this chapter, the aims and the hypotheses of this study were outlined. The methods and procedure for selecting subjects for sampling, creating and applying the measuring instrument, coding or scoring and analyzing data have been discussed. In the next chapter (Chapter four) the empirical research is reflected, and an analysis and interpretation of the data gained by means of the empirical research is discussed.

CHAPTER FOUR

4.0 PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

In chapter three a detailed account of research design and methodology was given. In this chapter the analysis and interpretation of data are discussed. The hypotheses postulated on chapter three are also tested in this chapter. The pilot study was conducted for the purpose of validating the research instrument.

4.2 ADMINISTRATION OF THE RESEARCH INSTRUMENT IN THE PILOT STUDY

Table 4.1 Distribution of subjects in Pilot Study (N=50)

Criteria	Levels					
Gender	Male 28			Female 22		
Age	29 and below 9	30-39 15	40-49 18	50-59 6	60+ 2	
Type of parent	Biological 38			Guardian 12		
Parents' highest qualification	No formal schooling 8	Grade 1-7 9	Grade 8-10 7	Grade 11-12 9	Diploma or certificate 12	degree 5
Learner's grade	Grade 7 23			Grade 8 27		

Table 4.1 illustrates the distribution of parents in the pilot study sample. Parents did not experience any problems regarding instructions in the questionnaire. They also did not encounter any problems regarding the questions in the questionnaire.

4.3 RESULTS OF THE PILOT STUDY

The SPSS Computer programme was used for analysing data. Cronbach's co-efficient alpha was used to determine the internal-consistency reliability estimate for items 1-20, which measures parents' active role in continuous assessment. The same procedure was followed for items 21-32, which measures parents' understanding of the significance of continuous assessment. The internal-consistency reliability estimate for parents' active role subscale is .56. For the parents' understanding of the significance of continuous assessment subscale, the internal-consistency reliability estimate is .60.

4.4 ADMINISTRATION OF THE RESEARCH INSTRUMENT IN THE FINAL STUDY

Table 4.2 Distribution of subjects in the final study (N=184)

Criteria	Levels					
Gender	Male 98			Female 86		
Age	29 and below 38	30-39 59	40-49 61	50-59 18	60+ 8	
Type of parent	Biological 128			Guardian 56		
Parents' highest qualification	No formal schooling 26	Grade 1-7 36	Grade 8-10 25	Grade 11-12 36	Diploma or certificate 41	Degree 20
Learner's grade	Grade 7 87			Grade 8 97		

Table 4.2 illustrates the distribution of parents according to their biographical characteristics in the final study sample. The questionnaire was administered to 184 parents. The procedure for questionnaire administration and scoring were discussed in chapter three. The present chapter details the results of the final study.

4.5 RESULTS OF THE FINAL STUDY

In the analysis of data, hypotheses are tested and the results are presented in the tables. There are four hypotheses to be tested in this study. The presentation of data (in the tables) is preceded by the reiteration of each hypothesis.

4.5.1 Testing of hypothesis number one:

Hypothesis number one is reiterated as follows:

Parents do not differ in the extent to which they play an active role in the continuous assessment of their children.

The appropriate statistical test chosen for testing this hypothesis is the chi-square one sample test. The chi-square one sample test is appropriate because testing hypothesis number one is concerned with comparing how many respondents of the whole sample fall into each of the descriptive categories, namely, low active role (LAR); moderate active role (MAR); high active role (HAR) and very high active role (VHAR).

The chi-square one sample test is recommended for comparing differences in the observed frequencies with the expected frequencies in a single sample with various categories to determine whether differences (except for sample error) are typical of the population from which the sample was drawn (Behr, 1988:82).

Since there are no observed frequencies for LAR group cell, therefore, it is advisable to collapse it.

Table 4.3 Group and active role levels

	MAR (36-50)	HAR (51-65)	VHAR (66-80)
Frequencies	51	124	9

A chi-square value of 110.424 at $df=2$ was obtained for table 4.3. It is significant at our chosen level of significance which is, 0.05. Since $p<0.05$, the decision is to reject the null hypothesis and conclude that parents differ in the extent to which they play an active role in the continuous assessment of their children.

4.5.2 Testing of hypothesis number two:

Hypothesis number two is reiterated as follows:

Parents do not differ in the extent to which they understand the significance of continuous assessment.

The appropriate statistical test chosen for testing this hypothesis is also the chi-square one sample test. The reason for its appropriateness is the same as the one which was given in the testing of hypothesis number one.

Table 4.4 Group and levels of understanding of the significance of continuous assessment

	LU (12-21)	MU (22-30)	HU (31-39)	VHU (40-48)
Frequencies	1	63	92	28

A chi-square value of 103.348 at $df=3$ was obtained for table 4.4. It is significant at our chosen level of significance, which is, 0.05. Since $p<0.05$,

the decision is to reject the null hypothesis and conclude that parents differ in the extent to which they understand the significance of continuous assessment.

4.5.3 Testing of hypothesis number three:

Hypothesis number three is reiterated as follows:

Parents' biographical factors such as gender, age, type of parent, academic qualification as well as learner's grade have no influence on parents' active role which they play in the continuous assessment of their children.

The chi-square test for k independent samples is chosen as an appropriate statistical test for testing this hypothesis. The chi-square test for k independent samples is appropriate because the respondents in the sample are categorised in terms of their personal particulars and their responses are considered independently. Since there are no observed frequencies for LAR group (table 4.5 to 4.9) cells, therefore, it is advisable to collapse it.

Table 4.5 Gender and parents' active role

Gender	MAR (36-50)	HAR (51-65)	VHAR (66-80)
Male	29	65	4
Female	22	59	5

A chi-square value of 0.582 at $df=2$ was obtained for table 4.5. It is not significant at our chosen level of significance, which is, 0.05. Since $p>0.05$, the decision is to uphold the null hypothesis and conclude that gender has no influence on parents' active role which they play in the continuous assessment of their children.

Table 4.6 Age and Parents' active role

Age	MAR (36-50)	HAR (51-65)	VHAR (66-80)
29 and below	7	29	2
30-39	15	40	4
40-49	16	42	3
50-59	9	9	0
60+	4	4	0

A chi-square value of 9.352 at $df=8$ was obtained for table 4.6. It is not significant at our chosen level of significance, which is, 0.05. Since $p>0.05$, the decision is not to reject the null hypothesis and conclude that age has no influence on parents' active role which they play in the continuous assessment of their children.

Table 4.7 Type of parent and active role

Type of Parent	MAR (36-50)	HAR (51-65)	VHAR (66-80)
Biological parent	33	87	8
Guardian	18	37	1

A chi-square value of 2.177 at $df=2$ was obtained for table 4.7. It is not significant at our chosen level of significance, which is, 0.05. Since $p>0.05$, the decision is to uphold the null hypothesis and conclude that type of parent has no influence on parents' active role which they play in the continuous assessment of their children.

Table 4.8 Parents' academic qualification and active role

Parents' academic qualification	MAR (36-50)	HAR (51-65)	VHAR (66-80)
No formal schooling	9	16	1
Grade 1-7	9	25	2
Grade 8-10	10	15	0
Grade 11-12	13	23	0
Diploma/certificate	7	29	5
Degree	3	16	1

A chi-square value of 14.170 at $df = 10$ was obtained for table 4.8. It is not significant at our chosen level of significance, which is, 0.05. Since $p > 0.05$, the decision is not to reject the null hypothesis and conclude that parents' academic qualification has no influence on parents' active role which they play in the continuous assessment of their children.

Table 4.9 Learner's grade and parents' active role

Learners' grade	MAR (36-50)	HAR (51-65)	VHAR (66-80)
Grade 7	23	57	7
Grade 8	28	67	2

A chi-square value of 3.541 at $df=2$ was obtained for table 4.9. It is not significant at our chosen level of significance, which is, 0.05. Since $p > 0.05$, the decision is to uphold the null hypothesis and conclude that learners' grade has no influence on parents' active role which they play in the continuous assessment of their children.

4.5.4 Testing of hypothesis number four:

Hypothesis number four is reiterated as follows:

Parents' biographical factors such as gender, age, type of parent, academic qualification as well as learner's grade have no influence on parents' understanding of the significance of continuous assessment.

The appropriate statistical test chosen for testing this hypothesis is the chi-square test for k independent samples. This test is appropriate for the same reasons given in the testing of hypothesis number three.

Table 4.10 Gender and parents' understanding of the significance of continuous assessment

Gender	LU (12-21)	MU (22-30)	HU (31-39)	VHU (40-48)
Male	1	31	50	16
Female	1	32	42	12

A chi-square value of 1.507 at $df = 3$ was obtained for table 4.10. It was not significant at our chosen level of significance, which is, 0.05. Since $p > 0.05$, the decision is to uphold the null hypothesis and conclude that gender has no influence on parent's understanding of the significance of continuous assessment.

Table 4.11 Age and parents' understanding of the significance of continuous assessment

Age	LU (12-21)	MU (22-30)	HU (31-39)	VHU (40-48)
29 and below	0	17	12	9
30 – 39	0	21	28	10
40 – 49	1	19	36	5
50 – 59	0	4	10	4
60+	0	2	6	0

A chi-square value of 14.838 at $df=12$ was obtained for table 4.11. It is not significant at our chosen level of significance, which is, 0.05. Since $p>0.05$, the decision is not to reject the null hypothesis and conclude that age has no influence on parents' understanding of the significance of continuous assessment.

Table 4.12 Type of parent and understanding of the significance of continuous assessment

Type of parent	LU (12-21)	MU (22-30)	HU (31-39)	VHU (40-48)
Biological	0	38	68	22
Guardian	1	25	24	6

A chi-square value of 6.725 of $df=3$ was obtained for table 4.12. It is not significant of our chosen level of significance, which is, 0.05. Since $p>0.05$, the decision is to uphold the null hypothesis and conclude that type of parent has no influence on parents' active role which they play in the continuous assessment of their children.

Table 4.13 Parents' academic qualification and understanding of the significance of continuous assessment

Parents' academic qualification	LU (12-21)	MU (22-30)	HU (31-39)	VHU (40-48)
No formal schooling	0	11	9	6
Grade 1-7	1	12	21	2
Grade 8-10	0	10	14	1
Grade 11-12	0	15	17	4
Diploma/certificate	0	12	21	8
Degree	0	3	10	7

A chi-square value of 21.243 at $df=15$ was obtained for table 4.13. It is not significant at our chosen level of significance, which is, 0.05. Since $p>0.05$, the decision is not to reject the null hypothesis and conclude that parents' academic qualification has no influence on parents' understanding of the significance of continuous assessment.

Table 4.14 Learner's grade and parents' understanding of the significance of continuous assessment

Learner's grade	LU (12-21)	MU (22-30)	HU (31-39)	VHU (40-48)
Grade 7	1	36	34	16
Grade 8	0	27	58	12

A chi-square value of 8.600 at $df=3$ was obtained for table 4.14. It is significant at our chosen level of significance, which is, 0.05. Since $p<0.05$, the decision is to reject the null hypothesis and conclude that learner's grade has an influence on parents' understanding of the significance of continuous assessment.

4.6 DISCUSSION OF THE RESULTS

4.6.1 Findings with regard to the extent to which parents play an active role in the continuous assessment of their children

The findings reveal that parents differ in the extent to which they play an active role in the continuous assessment of their children. A very high percentage (72,3%) of parents report an above average level of active role. The reason for this high percentage may be attributed to the fact that Ongoye circuit, from where parents of this study come, is surrounded by a number of high schools and is also close to the University of Zululand. The majority of parents from this area are therefore likely to be exposed to education processes. This is also evident from the sample which shows that the highest number of parents (66.3%) have grade 8 and above of academic qualifications.

4.6.2 Findings with regard to the extent to which parents understand the significance of continuous assessment

The findings indicate that parents differ in the extent to which they understand the significance of continuous assessment. A very high percentage (65.2%) of parents report an above average level of understanding of the significance of continuous assessment. Considering that the majority of parents in this study have a reasonable level of educational qualifications, it is not surprising that most of them understand the significance of continuous assessment. This shows that they are aware of

the new developments which are taking place in education, particularly in schools.

4.6.3 Findings with regard to the influence of parents' biographical characteristics on the active role which they play in the continuous assessment of their children

The findings show that parents' personal variables such as age, type of parent, academic qualification as well as learner's grade have no influence on parents' active role which they play in the continuous assessment of their children. This is an indication that parents, irrespective of their personal characteristics display the same active role.

4.6.4 Findings with regard to the influence of parents' biographical characteristics on their understanding of the significance of continuous assessment

The findings reveal that, with the exception of learner's grade, gender, age, type of parent and academic qualification other parents' biographical characteristics have no influence on parents' understanding of the significance of continuous assessment. This means that, irrespective of their other biographical characteristics, parents report the same understanding of the significance of continuous assessment. With regard to learner's grade, a high percentage (57.5%) of parents with learners in grade 7 report above average level of understanding of the significance of continuous assessment. For parents with learners in grade 8, very high percentage (72.2%) of them

report above average level of understanding of the significance of continuous assessment.

This means that the higher the level of learners' grade, the more the parents' understanding of the significance of continuous assessment. The reason for this pattern may be that learners who are in grade 8 started continuous assessment in grade 7. This is because that is where Outcomes Based Education (OBE) was introduced before it was introduced in grade 8. Parents of grade 8 learners are therefore more used to and understand continuous assessment better than those whose learners are in grade 7.

4.7 CONCLUSION

Chapter four detailed the presentation and analysis of data. The results of this study were also discussed.

The findings disclosed that a very high percentage of parents play between a high and a very high active role in the continuous assessment of their children. These are good news to all who are concerned about parents' role in the education of the learners. Regarding aim number two, the findings show that a very high percentage of parents' understand the significance of continuous assessment. These findings are also encouraging because both educators and learners need parents' co-operation in the continuous assessment of the learners. With regard to aim number three, findings show that parents' biographical factors have no influence on the active role which they play in the continuous assessment of their children. Lastly, findings for aim number four illustrate that, except for learner's grade, parents' personal

characteristics have no influence on their understanding of the significance of continuous assessment. In the next chapter (Chapter five) the summary, conclusions and recommendations of the study are presented.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

5.1.1 THE PROBLEM

The study was designed to investigate the role of parents in the continuous assessment of learners. To this end, the problem was stated in the form of the following questions:

- (i) To what extent do parents play an active role in the continuous assessment of their children?
- (ii) To what extent do parents understand the significance of continuous assessment?
- (iii) Do parents' biographical factors such as gender, age, type of parent, academic qualification as well as learner's grade have any influence on the active role which they play in the continuous assessment of their children?
- (iv) Do parents' biographical factors such as gender, age, type of parent, academic qualification as well as learner's grade have any influence on their understanding of the significance of continuous assessment?

5.1.2 The aims of the study

- (i) To ascertain the extent to which parents play an active role in the continuous assessment of their children.
- (ii) To ascertain the extent to which parents understand the significance of continuous assessment.
- (iii) To determine whether parents' biographical factors such as gender, age, type of parent, academic qualification as well as learner's grade have any influence on parents' active role which they play in the continuous assessment of their children.
- (iv) To determine whether parents' biographical factors such as gender, age, type of parent, academic qualification as well as learner's grade have any influence on parents' understanding of the significance of continuous assessment.

5.1.3 Hypotheses postulated

The following hypotheses were postulated:

- (i) Parents do not differ in the extent to which they play an active role in the continuous assessment of their children.

- (ii) Parents do not differ in the extent to which they understand the significance of continuous assessment.
- (iii) Parents' biographical factors such as gender, age, type of parent, academic qualification as well as learner's grade have no influence on parents' active role which they play in the continuous assessment of their children.
- (iv) Parents' biographical factors such as gender, age, type of parent, academic qualification as well as learner's grade have no influence on parents' understanding of the significance of continuous assessment.

5.1.4 Methodology

A questionnaire was used as a research instrument. The instrument was administered to a randomly selected sample of 184 parents. The chi-square one samples and the chi-square test for k independent samples are the appropriate statistical tests which were used for testing hypotheses of the study.

5.2 CONCLUSIONS

The results of the study led to the following conclusions:

- (i) Parents differ in the extent to which they play an active role in the continuous assessment of their children.
- (ii) Parents differ in the extent to which they understand the significance of continuous assessment
- (iii) Parents' biographical characteristics have no influence on parents' active role which they play in the continuous assessment of their children.
- (iv) With the exception of learner's grade, parents' biographical characteristics have no influence on parents' understanding of the significance of continuous assessment.

5.3 RECOMMENDATIONS

In the light of the findings of this study, the following recommendations are made to the Department of Education and Culture.

- (i) Parents of Ongoye circuit should be used in assisting parents of other circuits in getting involved in the continuous assessment of learners.

- (ii) Parents of Ongoye circuit should be used in helping parents of other circuits with the understanding of the significance of continuous assessment.
- (iii) Parents whose learners are in higher grades should be used to help those parents whose learners are in lower grades with regard to the understanding of the significance of continuous assessment.

The following limitations of the study are highlighted and recommendations for directing future research are made:

- (i) The sample of this study was drawn from parents of Ongoye circuit only, therefore, it is not representative of the entire population of parents in other circuits, districts and regions. Further studies need to be conducted in other circuits, districts and regions.
- (ii) Only public schools were target population in this study. Further research focusing on private schools is needed.
- (iii) The sample of this study was drawn from parents with learners in grade 7 and grade 8 only. There is a need for a study at other grades in which Outcomes Based Education, with continuous assessment has been introduced.
- (iv) The sample of this study consisted of only 184 parents. More research, with a bigger sample, preferably a regional, provincial or national study is essential.

- (v) The sample of this study was drawn from parents only. More research on teachers' and learners' opinions about parents' role in the continuous assessment of learners is also a necessity.
- (vi) Only the questionnaire was used as a research instrument in this study. Further research, using a combination of questionnaires and interviews is needed.

In spite of the limitations mentioned above, this study has achieved its objectives of understanding parents' active role in the continuous assessment of learners. It has also provided recommendations for the Department of Education and Culture as well as for researchers who are interested in the same field of study.

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ANNEXURE A

QUESTIONNAIRE (ENGLISH VERSION)

QUESTIONNAIRE

You are kindly requested to complete this questionnaire as accurately as possible. The information you and other parents provide will be used to establish the role of parents in the continuous assessment of learners. Do not write your name or any form of identity on this questionnaire. There is no right or wrong answer, indicate your answer by a cross where necessary. Honesty in your responses will serve the purpose of this study. Please be assured that all information will be dealt with in the strictest confidence.

Your co-operation will be highly appreciated

**MR S.E.S MADONDO
P.O. BOX 23998
KWA-DLANGEZWA
3886**

SECTION A: Biographical Information

Please complete by making an 'X' in the appropriate block.

1. Gender

Male	Female
<input type="checkbox"/>	<input type="checkbox"/>

2. Age in years

29 and below	<input type="checkbox"/>
30-39	<input type="checkbox"/>
40-49	<input type="checkbox"/>
50-59	<input type="checkbox"/>
60+	<input type="checkbox"/>

3. Type of a parent

Biological Parent	Guardian
<input type="checkbox"/>	<input type="checkbox"/>

4. Highest academic Qualification

No formal schooling	<input type="checkbox"/>
Grade 1 (SSA) --- Grade 7 (Std 5)	<input type="checkbox"/>
Grade 8 (Std 6) --- Grade 10 (Std 8)	<input type="checkbox"/>
Grade 11 (Std 9) ---- Grade 12 (Std 10)	<input type="checkbox"/>
Diploma/ Certificate	<input type="checkbox"/>
Degree	<input type="checkbox"/>

5. The grade your child is doing
Grade

7	8
<input type="checkbox"/>	<input type="checkbox"/>

SECTION B

Below are statements concerning your role in the continuous assessment of your child. Please make a cross (x) through the letter that best describe your position. The meaning of letters is as follows:

SA= Strongly Agree
D = Disagree
Disagree

A= Agree
SD= Strongly

1. If my child experiences difficulties in connection with school work I help where I can but if I can't I find someone to assist.	SA 4	A 3	D 2	SD 1
2. I don't assist my child to draw his/her worksheet for assessment progress.	SA 1	A 2	D 3	SD 4
3. When my child returns home with a task we discuss it together	SA 4	A 3	D 2	SD 1
4. I don't monitor my child's academic performance to check his/her progress.	SA 1	A 2	D 3	SD 4
5. If my child has done well in the task I appreciate the effort and offer a token to encourage better performance.	SA 4	A 3	D 2	SD 1
6. If my child has failed the task I never find out, what went wrong.	SA 1	A 2	D 3	SD 4
7. I communicate with my child's educators in connection with his/her school work.	SA 4	A 3	D 2	SD 1
8. I have not been prepared to contribute meaningfully in the continuous assessment workshops organised by the school for parents' development.	SA 1	A 2	D 3	SD 4
9. As a parent of a learner, I am always informed by the principal of our school of what is expected from me to promote continuous assessment.	SA 4	A 3	D 2	SD 1
10. Parents are discouraged by principals to visit schools to exchanging ideas pertaining to the learner's continuous assessment.	SA 1	A 2	D 3	SD 4
11. I do visit the school to meet educators to discuss my child's academic problems.	SA 4	A 3	D 2	SD 1
12. I find it difficult to cooperate with principals, teachers and learners to develop positive attitude towards continuous assessment.	SA 1	A 2	D 3	SD 4
13. Parents are not accountable to the Department of Education in creating the role of parents in the continuous assessment of learners.	SA 4	A 3	D 2	SD 1
14. Principals are involving parents of the school for steps taken in creating their role in the continuous assessment of learners.	SA 1	A 2	D 3	SD 4
15. I contribute a lot of ideas in the continuous assessment team at school	SA 4	A 3	D 2	SD 1

16. Parents do not play an active role in the school hence it is difficult to implement continuous assessment.	SA 1	A 2	D 3	SD 4
17. I communicate with the school to ensure that principles of continuous assessment are implemented.	SA 4	A 3	D 2	SD 1
18. I am dissatisfied with the attitude of educators' cooperation towards continuous assessment.	SA 1	A 2	D 3	SD 4
19. I am doing my best to equip myself about continuous assessment.	SA 4	A 3	D 2	SD 1
20. There are insufficient workshops to educate parents about continuous assessment.	SA 1	A 2	D 3	SD 4
21. I don't understand what continuous assessment entails.	SA 1	A 2	D 3	SD 4
22. I am confident that as long as parents are fully informed about continuous assessment, its goals and objectives will be achieved.	SA 4	A 3	D 2	SD 1
23. Helping my child with school work will not improve academic performance.	SA 1	A 2	D 3	SD 4
24. Helping my child with collection of pictures, collection of information for projects and assignment will improve his/her self-esteem.	SA 4	A 3	D 2	SD 1
25. The Department of Education has no obligation of educating parents about continuous assessment.	SA 1	A 2	D 3	SD 4
26. Understanding the culture of teaching and learning will help me to continuously assess my child's progress.	SA 4	A 3	D 2	SD 1
27. Helping my child with schoolwork builds no bond of trust between us.	SA 1	A 2	D 3	SD 4
28. Communication with the school will help parents to develop positive attitude towards continuous assessment.	SA 4	A 3	D 2	SD 1
29. Continuous assessment develops self-confidence as it assesses everything and what a learner can do.	SA 1	A 2	D 3	SD 4
30. Constant communication with my child educators will help me understand the prones and cones of continuous assessment.	SA 4	A 3	D 2	SD 1
31. Educators should discourage parents to offer skills they posses to improve their role in continuous assessment of learners.	SA 1	A 2	D 3	SD 4
32. Continuous assessment helps the learner to develop in every facets of life for instance attitude, skills and in communication	SA 4	A 3	D 2	SD 1

THANK YOU

ANNEXURE B

QUESTIONNAIRE (ZULU VERSION)

IMIBUZO

Uyacelwa ukuba uphendule lemibuzo ngokucophelela okumangalisayo. Ulwazi lwakho nolwabazali olunikezileluyosetshenziswa ukwakha iqhaza elingabanjwa abazali ekuhlolweni okuqhubekayo kubafundi. Ungalibhali igama lakho nanoma iyiphi incazelo yakho kulelifomu lemibuzo. Ayikho impendulo eyiyona nokungeyona, cacisa impendulo yakho ngokwenza isiphambano lapho kudingeke khona. Ukwethembeka kwakho empendulweni yakho kuyobamba iqhaza kulolucwaningo. Uyaqinisekiswa ukuthi yonke imininingwane iyogcinwa iyimfihlo.

Ukuzinikela kwakho kuyoncomeka kakhulu.

**UMNUMZANE S.E.S MADONDO
P.O.BOX 23998
KWA-DLANGEZWA
3888**

ISIGABA SOKUQALA: Imininingwane yakho

Unxuswa ukugcwalisa ngokwenza uphawu 'X' esikhaleni esifanele

1. ubulili

owesilisa	owesifazane
<input type="text"/>	<input type="text"/>

2. ubudala ngeminyaka

29 nangaphansi

30–39

40–49

50–59

60+

3. uhlobo lomzali

okuzalayo	umbheki
<input type="text"/>	<input type="text"/>

4. izinga lakho eliphakeme lemfindo

Angiyanga esikoleni	
Ibanga 1(SSA)kuya ebangeni 7 (STD 7)	
Ibanga 8 (STD 6) kuya ebangeni 10 (STD 8)	
Ibanga 11 (STD 9)kuya ebangeni 12 (STD 10)	
Idiploma / isitifiketi	
Iziqu /iqhuzu	

5. isigaba esifundwa ingane yakho

7	8
<input type="text"/>	<input type="text"/>

ISAHLUKO SESIBILI

Ngaphansi kwesitatimentemayelana neqhaza lakho lokuhlola okuqhubekayongengane yakho.Uyacelwa ukuba wenze isiphambano(X) kulolohlamvu olucacisa ngokusobala indawo yakho. Incazelo yezinhlamvu yilena elandelayo:

SA=ngivuma kakhulu
D =ngiyaphika

A=ngiyavuma
SD=ngiphika kakhulu

1. Uma ingane yami ithola ubunzima emsebenzini wayo wesikole ngiyasiza lapho nginga siza khona kodwa uma ngingakwazi ngithola omunye ukusiza	SA 4	A 3	D 2	SD 1
2. Angiyisizi ingane yami ukudweba uqwembe lokusebenzisa inqubo yayo.	SA 1	A 2	D 3	SD 4
3. Uma ingane yami ifika nomsebenzi ekhaya siyawuxoxisana.	SA 4	A 3	D 2	SD 1
4. Angiqapheli ukwenza komntwana emsebenzini ukubona ukuqhuba kwakhe.	SA 1	A 2	D 3	SD 4
5. Uma ingane yami yenze kahle emsebezini wesikole ngiye ngiwuncome umfutho wayo ngiphinde ngiyinikezela nesipho ngenhloso yokuyimqguzela ukwenza kangcono kunalokho.	SA 4	A 3	D 2	SD 1
6. Uma ingane yami ingaphumelelanga emsebenzini angizihluphi ngokuyimbangela yalokho.	SA 1	A 2	D 3	SD 4
7. Ngiyaxhumana nabafundisi bengane yami mayelana nomsebenzi wayo wesikole.	SA 4	A 3	D 2	SD 1
8. Angikaze ngikulungiselelwe ukwenza umnikelo obonakalayo emihlanganweni yokubonisana ngokuhlola okuqhubekayo okuhlelwe isikole.	SA 1	A 2	D 3	SD 4
9. Njengomzali womfundi ngaziswa njalo nguthishanhloko wesikole sethu okulindelwe kimi ukuthuthukisa ukuhlola okuqhubekayo.	SA 4	A 3	D 2	SD 1
10. Abazali baqedwa ngothisha umdlandla wokuvakashela izikole bazobonisana ngokuhlola okuqhubekayo komfundi.	SA 1	A 2	D 3	SD 4
11. Ngiyasivakashela isikole ngenhloso yokuhlangana nabafundisi nokuxoxa ngezinkinga zokufunda komntwana wami.	SA 4	A 3	D 2	SD 1
12. Ngikuthola kulukhuni ukubambisana nothishanhloko,abafundisi kanye nabafundi ekwakhweni kwesimo esemukelekayo ekuhlolweni okuqhubekayo.	SA 1	A 2	D 3	SD 4
13. Abazali abazibandakanyi noMnyango wezemfundo ekubambeni iqhaza labazali ekuhloleni okuqhubekayo kubafundi.	SA 4	A 3	D 2	SD 1
14. Othishanhloko bayabambandakanya abazali besikole ezinyathelweni ezithathwayo ekwakhweni kwendawo yabo abanokuyidlala ekuhlolweni	SA 1	A 2	D 3	SD 4

okuqhubekayo kwabafundi.				
15. Nginikela ngemibono eminingi ethimbeni lokuhlola okuqhubekayo esikoleni.	SA 4	A 3	D 2	SD 1
16. Abazali abalibambi iqhaza labo eligcwele esikoleni ngaleyondlela kunzima ukwenza ukuhlola okuqhubekayo.	SA 1	A 2	D 3	SD 4
17. Ngiyaxhumana nesikole ukuqinisekisa ukuthi imigomo yokuhlola okuqhubekayo iyasetshenziswa.	SA 4	A 3	D 2	SD 1
18. Angenelisekile ngomoya, wobambiswano lwabafundisi mayelana nokuhlola okuqhubekayo.	SA 4	A 3	D 2	SD 4
19. Ngenza konke okusemandleni ukuzihlomisa ngalokhu kuhlola okuqhubekayo.	SA 1	A 2	D 3	SD 4
20. Kunezigcawu zokubonisana ezingenele zokufundisa abazali ngokuhlola okuqhubekayo.	SA 1	A 2	D 3	SD 4
21. Angiqondi ukuthi ukuhlola okuqhubekayo kuquketheni.	SA 4	A 3	D 2	SD 1
22. Ngiqinisekile ukuthi uma nje abazali bazisiwe ngokuphelele ngokuhlolwa okuqhubekayo, izinjongo zakho ziyophumelela.	SA 1	A 2	D 3	SD 4
23. Ukwelekelela ingane yami emsebenzini wesikole angeke kwenze ngcono izinga layo lokufunda.	SA 4	A 3	D 2	SD 1
24. Ukusiza ingane yami ngokuqoqa izithombe, ukuqoqa ulwazi lomsebenzi wakhe wesikole kuphakamisa umdlandla nokuzethemba kwakhe.	SA 1	A 2	D 3	SD 4
25. Umnyango wemfundo awunasibopho sokufundisa abazali ngokuhlola okuqhubekayo.	SA 4	A 3	D 2	SD 1
26. Ukuqonda isiko lokufundisa nelokufunda kuyongisiza ukuhlola njalo ukuqhuba kwengane yami.	SA 1	A 2	D 3	SD 4
27. Ukusiza ingane yami emsebenzini wesikole akwaxhi ubuhlobo bokwethembeka phakathi kwami nayo.	SA 4	A 3	D 2	SD 1
28. Ukuxhumana nesikole kuyosiza abazali ukwakha isimo esemukelekayo ekuhlolweni okuqhubekayo.	SA 1	A 2	D 3	SD 4
29. Ukuhlola okuqhubekayo kwakha ukuzethemba njengalokhu kuhlolisisa yonke into kanye nalokho umfundi angakwenza.	SA 4	A 2	D 3	SD
30. Ukuxhumana okunganqamukiyo nabafundisi bengane yami kuyongisiza ukuqonda ububi nobuhle bokuhlola okuqhubekayo.	SA 4	A 3	D 2	SD 1
31. Abafundisi kumele bangabakhuthazi abazali ukuba banikele ngamakhono abanawo ukuthuthukisa indima yabo ekuhlolweni okuqhubekayo.	SA 1	A 2	D 3	SD 4
32. Ukuhlola okuqhubekayo kusiza abafundi ekuzithuthukiseni, kuzo zonke izinxenye zempilo njengesimo esemukelekayo, amakhono kanye nokuxhumana.	SA 4	A 3	D 2	SD 1

NGIYABONGA

ANNEXURE C

A LETTER OF REQUEST TO CONDUCT RESEARCH

P O Box 23998
KWADLANGEZWA
3886

2 April 2001

The chief Director

N.W. Dorkin
Department of Education
Empangeni Region
Private Bag X20104
EMPANGENI
3886

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am registered for a M.Ed degree in the faculty of Education (Curriculum and Instructional Studies) at the University of Zululand. I am conducting an investigation entitled 'The role of parents in the continuous assessment of learners' I am writing this letter to request for permission to conduct a research with parents randomly selected from schools under Ongoye Circuit.

The proposed research is intended to be a contribution to an understanding of the role of parents in the continuous assessment of learners. The aim of the study is:

1. To ascertain the extent to which parents differ in active role they play in the assessment of their children.
2. To ascertain the extent to which parents differ in their understanding of how continuous assessment works.
3. To determine whether biographical factors have any influence on the parents' role and understanding of continuous assessment

A copy of a questionnaire is attached. I hope it meets your approval. The names of schools and parents will be treated as confidential, but the findings of the research can be forwarded to your office should you wish so.

Your permission to conduct research in this circuit will be highly appreciated.

Yours faithfully
Sipho Eric Sihle Madondo