An investigation into the factors that influence parental involvement in the development of their children’s literacy in the secondary school level: A case study of a combined school in the Eastern Cape

by

N. P. ADAM

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SUPERVISOR: Dr. N. Stunky DUKU

CO-SUPERVISOR: Dr Namhla SOTUKU

DATE: March 2010
DECLARATION

I, Ndileka Primrose Adam, declare that this dissertation which I hereby submit for the degree of Master of Education in Faculty of Education at the University of Fort Hare, is my own work and has not previously been submitted by me for a degree at this or any other tertiary education institution.

I also declare that as far as I am aware, all references used in this dissertation have been cited and acknowledged.

.............................     .......................
Mrs N. P. Adam    Date
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ABSTRACT

The main purpose of this research was to investigate the factors that influence parental involvement in the development of their children's literacy in the senior phase. The concept of parental involvement has been perceived as one of the cornerstones that contribute positively to the effectiveness of the education that children receive. In the South African case, it is embodied in the legislation and is expected to permeate the education process at all levels. Many scholars perceive parental involvement as enhancing the development of children's literacy.

As an interpretive orientated study, this research had an interest in understanding the subjective experiences and general factors that influence parental involvement in the development of their children's literacy in the secondary school level. In line with the protocols of the case study, this study used a combination of methods namely structured interviews, semi-structured interviews, focus groups and document analysis in collecting data.

The findings of the study revealed different opinions on parental involvement. While some parents appreciate the importance of their involvement, there were, however, some parents who perceive it as a responsibility of educators. Despite these views, there were positive contributions that have been brought about by parental involvement in the development of their children's literacy.

The study has also revealed that there are factors that influence parental involvement in the development of their children's literacy in the senior phase such as parents' lack of understanding of their roles, absence of guiding documents, lack of unity among stakeholders, age and qualifications. The intent of this research was to investigate factors that influence parental involvement in the development of their children's literacy in the secondary school level and to give some recommendations on how these can best be addressed.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter One: Background of the study ..........</strong></td>
</tr>
<tr>
<td>1.1 INTRODUCTION</td>
</tr>
<tr>
<td>1.1.1 Conceptualizing parental involvement</td>
</tr>
<tr>
<td>1.1.2 Benefits of parental involvement</td>
</tr>
<tr>
<td>1.1.3 Practices of parental involvement in the development of children’s literacy</td>
</tr>
<tr>
<td>1.2 PROBLEM STATEMENT OF THE STUDY</td>
</tr>
<tr>
<td>1.3 RESEARCH QUESTIONS</td>
</tr>
<tr>
<td>1.4 PURPOSE OF THE STUDY</td>
</tr>
<tr>
<td>1.5 OBJECTIVES OF THE STUDY</td>
</tr>
<tr>
<td>1.6 ASSUMPTIONS OF THE STUDY</td>
</tr>
<tr>
<td>1.7 RATIONALE OF THE STUDY</td>
</tr>
<tr>
<td>1.8 DELIMITATION OF THE STUDY</td>
</tr>
<tr>
<td>1.9 DEFINITION OF KEY TERMS</td>
</tr>
<tr>
<td>1.10 OUTLINE OF CHAPTERS</td>
</tr>
<tr>
<td>1.11 CONCLUSION</td>
</tr>
<tr>
<td><strong>Chapter Two: Literature Review .................</strong></td>
</tr>
<tr>
<td>2.1 INTRODUCTION</td>
</tr>
<tr>
<td>2.2 THEORETICAL FRAMEWORK</td>
</tr>
<tr>
<td>2.2.1 Epistemological foundations of the study</td>
</tr>
<tr>
<td>2.3 CONCEPTUAL ANALYSIS: LITERACY</td>
</tr>
<tr>
<td>2.3.1 What is literacy?</td>
</tr>
</tbody>
</table>
3.6.2 Sampling of respondents ................................................................. 72
3.7 NEGOTIATING ENTRY INTO THE RESEARCH SITE ...................... 73
3.8 DATA COLLECTION ........................................................................... 74
3.8.1 Pilot study ................................................................................... 74
3.8.2 Structured interviews .................................................................. 77
3.8.3 Semi-structured interviews .......................................................... 78
3.8.4 Document analysis ....................................................................... 80
3.9 LIMITATIONS OF THE STUDY ....................................................... 81
3.10 ETHICS ....................................................................................... 81
3.11 TRUSTWORTHINESS .................................................................... 83
3.11.1 Truth value ............................................................................... 83
3.11.2 Credibility ............................................................................... 83
3.11.3 Applicability ............................................................................ 84
3.11.4 Data completeness ................................................................... 84
3.12 DATA ANALYSIS ........................................................................... 85
3.12.1 Familiarisation and immersion .................................................. 85
3.12.2 Inducing themes ....................................................................... 85
3.12.3 Coding ..................................................................................... 85
3.12.4 Elaboration .............................................................................. 86
3.12.5 Interpretation and checking ....................................................... 86
3.13 CONCLUSION ............................................................................... 86
Chapter Four: Data Presentation ................. 87

4.1  INTRODUCTION ................................................................. 87

4.2  PRESENTATION OF THE FINDINGS ................................. 88

4.2.1 Parents' profiles ............................................................... 89
4.2.2 Roles played by parents .................................................... 91
4.2.3 Parents who support their children up to senior phase level .... 96
4.2.4 Parents who support their children up to senior phase .......... 102
4.2.5 Factors influencing parental involvement ............................. 103
4.2.6 Expectations by educators/school ....................................... 106

4.3 CONCLUSION ............................................................................. 111

Chapter Five: Discussion of the findings ...... 112

5.1  INTRODUCTION ................................................................. 112
5.2  THEORETICAL FRAMEWORK ............................................ 112

5.2.1 Role theory ................................................................. 113
5.2.2 Literacy development ...................................................... 114
5.2.3 Developing children's literacy .......................................... 115
5.2.4 Role players in the development of children's literacy ........... 116
5.2.5 Activities in which parents are involved ............................. 117

5.3  FACTORS INFLUENCING PARENTAL INVOLVEMENT

IN THE DEVELOPMENT OF THEIR CHILDREN'S

LITERACY ................................................................................ 119

5.3.1 Parents' level of education and their experiences ............... 120
5.3.2 Home environment ....................................................... 120
5.3.3 Home- school relationship ............................................... 121
5.3.4 Parents understanding of their roles .................................. 122
Chapter Six:
Conclusion and Recommendations ............ 125

6.1 INTRODUCTION ................................................................. 125

6.2 SUMMARY OF FINDINGS ............................................... 127

6.2.1 Parents' lack of understanding of their roles ...................... 128

6.2.2 Absence of guiding document ........................................ 129

6.2.3 Lack of unity between stakeholders ............................... 129

6.2.4 Age ................................................................................. 130

6.2.5 Illiteracy .......................................................................... 130

6.3 RECOMMENDATIONS.......................................................... 130

6.4 LIMITATIONS ................................................................. 131

6.5 CONCLUSION ................................................................. 132

7.1 REFERENCES ................................................................. 133

8.1 LIST OF APPENDICES .................................................... 147
LIST OF TABLES

Table 4.1 Profile of parents who participated in the structured interviews ........................................... 89

Table 4.2 Profile of parents who support their children up to intermediate phase ........................................... 96

Table 4.3 Profile of parents who support their children up to senior phase .............................................. 102
LIST OF APPENDICES

Appendix A: Pilot Study ....................................................... 147

Appendix B: Interview questions to educators ................. 151

Appendix C: Interview questions to parents .................. 152

Appendix D: Interview questions to learners ............... 154

Appendix E: Letter to parents ........................................ 155

Appendix F: Letter to the principal ................................. 156

Appendix G: Consent form on behalf of learners.........157

Appendix H: Consent form for parents ............................ 158
<table>
<thead>
<tr>
<th>ACRONYMS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>FGD</td>
<td>Focus Group Discussion</td>
</tr>
<tr>
<td>NCS</td>
<td>National Curriculum Statement</td>
</tr>
<tr>
<td>OBE</td>
<td>Outcomes Based Education</td>
</tr>
<tr>
<td>RNCS</td>
<td>Revised National Curriculum Statement</td>
</tr>
<tr>
<td>SASA</td>
<td>South African Schools Act</td>
</tr>
<tr>
<td>SGB</td>
<td>School Governing Body</td>
</tr>
<tr>
<td>HOD</td>
<td>Head of Department</td>
</tr>
</tbody>
</table>