THE SUPPORT FOR LEARNING PROVIDED BY THE PARENTS OF FOUNDATION PHASE LEARNERS IN A TOWNSHIP SCHOOL

by

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2004
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Submitted in fulfilment of the requirements for the degree of

PHILOSOPHIAE DOCTOR
(ORTHOPEDAGOGICS)

in the

FACULTY OF EDUCATION

of the

UNIVERSITY OF PRETORIA

PROMOTER:
Prof. Dr. A.C. Bouwer

2004
The LORD is my strength and my shield; my heart trusts in Him, and I am helped. My heart leaps for joy and I will give thanks to Him in song. Psalm 28:7

My sincere thank you to the following people:

- Prof. A.C. Bouwer, my promoter, for her constant and endless encouragement and support as well as the keen interest she displayed in the research; for her careful and critical reading of the draft of the thesis; for the valuable suggestions she made and the precious time given to make this work possible; and above all dignity and respect. It was a privilege and an enriching experience for me to work under her. May she be a blessing to those who will work under her.

- The research school: the principal, teachers, learners and their parents.

- Ms. Leah Ngobeni, for meticulous typing of the first draft and Mrs. A. van Dyk, for professional editing.

- The National Research Foundation: Social Sciences and Humanities (formerly the Centre for Science Development) for financial assistance towards this research. Opinions expressed and conclusions arrived at are those of the author and are not necessarily to be attributed to the National Research Foundation.

- Mrs. Elana Mauer of the Department of Information Management of the University of Pretoria, for her assistance with the processing of data and Mr. J. Grimbeeck of the Department of Statistics, for his invaluable assistance with the statistical analysis.

- The library staff of the University of Pretoria, for the assistance with the literature research.

- My sisters, for their continuous moral support and encouragement.

- My sons, Abram and Brandon, for their unceasing concessions, tolerance and support.
I declare that “The support for learning provided by parents to Foundation Phase learners in a township school” is my own work and that all sources that have been used or quoted have been indicated and acknowledged by means of complete references.

SWANKI STEPHINAH SENOSI
Submitted: April 2004
A qualitative and quantitative study was undertaken to understand the support for learning provided by African parents in the education of their children.

In this study we investigated the extent, level, form and content of the support of parents in the learning of their children during the Foundation Phase with special reference to a Tsonga community. Parents’ support is regarded as an essential factor in children’s learning, but more information is needed about the practices of such support for African children in the Foundation Phase. There are some parents (educated or not) who do not provide effective support. In some instances, parents do not stay with their children because of migratory labour practices and siblings have to carry the responsibility. Some of the parents leave early for work and return home late while children are asleep, which makes it difficult for them to provide optimal support. It was found in this research that the amount and nature of literacy materials did not differ much between the working families and those who were not working. It was again found during the work sessions with both the literate and illiterate parents that there was extremely little variation in support methods in as far as numeracy and language were concerned.

**KEYWORDS**

Parent
Parental involvement
Learning behaviour
Support for learning
Township school
Culture
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