

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

by

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*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*

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DECLARATION

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

ABSTRACT

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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TABLE OF CONTENTS

	Page
CHAPTER 1	
INTRODUCTION, PROBLEM FORMULATION, AIM OF RESEARCH, RESEARCH STATEMENT, RESEARCH PLAN, DEFINITION OF CONCEPTS AND PROGRAMME OF STUDY	
1.1 INTRODUCTION	1
1.2 PROBLEM STATEMENT	4
1.3 AIM OF RESEARCH	5
1.4 RESEARCH STATEMENT	5
1.5 RESEARCH PLAN	6
1.5.1 LITERATURE STUDY	6
1.5.2 SEMI-STRUCTURED INTERVIEWS	6
1.5.3 PARTICIPATORY OBSERVATION OF PERFORMANCE ON A LEARNING TASK	6
1.5.4 ANALYSIS OF COMMUNICATION BETWEEN SCHOOL AND HOME	6
1.5.5 CLASSROOM OBSERVATION	7
1.5.6 RESULTS AND FINDINGS.....	7
1.5.7 CORRELATIONAL ANALYSIS.....	7
1.6 DEFINITION OF CONCEPTS.....	7
1.6.1 PARENT.....	7
1.6.2 PARENTAL INVOLVEMENT/SUPPORT FOR LEARNING	7
1.6.3 THE TEACHER/EDUCATOR.....	8
1.6.4 LEARNING BEHAVIOUR	8
1.6.5 TOWNSHIP SCHOOL	8
1.6.6 CULTURE.....	9

	Page
1.7 PROGRAMME OF STUDY	9
1.7.1 CHAPTER ONE	9
1.7.2 CHAPTER TWO.....	10
1.7.3 CHAPTER THREE.....	10
1.7.4 CHAPTER FOUR	10
1.7.5 CHAPTER FIVE	10
1.8 CONCLUSION	10

--oOo--

CHAPTER 2**THE ROLE OF PARENTS IN THE FORMAL EDUCATION OF THEIR CHILDREN IN THE FOUNDATION PHASE**

2.1	INTRODUCTION	12
2.2	THE CHILD IN THE FOUNDATION PHASE	13
2.2.1	INTRODUCTION	13
2.2.2	PHYSICAL DEVELOPMENT	14
2.2.3	PSYCHO-SOCIAL DEVELOPMENT	16
2.2.4	COGNITIVE DEVELOPMENT.....	18
2.3	THE PARENTS' ROLE IN THE LIVES OF THEIR CHILDREN DURING THE FOUNDATION PHASE	20
2.3.1	INTRODUCTION	20
2.3.2	CONTEXTUAL INFLUENCES ON THE DYNAMICS OF PARENTAL INVOLVEMENT	21
2.3.2.1	Introduction	21
2.3.2.2	Educational level and income of parents.....	22
2.3.2.3	Culture of the community	23
2.3.2.4	Family size	27
2.3.3	PHYSICAL DIMENSION	28
2.3.3.1	General principles.....	28
2.3.3.2	Effect of problems/inadequacies.....	29
2.3.3.3	Principles in the African community/culture.....	30
2.3.3.4	Physical dimension in Tsonga culture	32
2.3.4	AFFECTIVE ROLE	33
2.3.4.1	General principles.....	33
2.3.4.2	Effect of problems/inadequacies.....	34
2.3.4.3	Principles in the African community/culture.....	35
2.3.4.4	Affective dimension in Tsonga culture	36
2.3.5	NORMATIVE ROLE	36
2.3.5.1	General principles.....	36
2.3.5.2	Effect of problems/inadequacies.....	37
2.3.5.3	Principles in the African community/culture.....	38
2.3.5.4	Normative dimension in Tsonga culture	39
2.3.6	COGNITIVE ROLE	40
2.3.6.1	General principles.....	40
2.3.6.2	Effect of problems/inadequacies.....	42
2.3.6.3	Principles in the African community/culture.....	43
2.3.6.4	Cognitive dimension in Tsonga culture.....	44

CHAPTER 3
DATA COLLECTION ON THE SUPPORT FOR LEARNING
PROVIDED IN THE HOME, FOR THE GRADE TWO TSONGA CLASS

3.1	THE AIM OF THE DATA COLLECTION	45
3.2	THE RESEARCH DESIGN FOR DATA COLLECTION	45
3.2.1	INTRODUCTION.....	45
3.2.2	QUALITATIVE AND QUANTITATIVE RESEARCH	46
3.2.2.1	Qualitative research	46
3.2.2.2	Quantitative research	48
3.2.3	RESEARCH INSTRUMENTS.....	50
3.2.4	RESEARCH METHODS	51
3.2.4.1	Introduction	51
3.2.4.2	Questionnaire, extended into unstructured interview	51
3.2.4.3	Ethnographic observation.....	56
3.2.4.4	The Learners' Behaviour Schedule	60
3.2.4.5	Correspondence with parents	63

---oOo---

CHAPTER 4**RESULTS, FINDINGS AND DISCUSSION IN RESPECT OF SEMI-STRUCTURED INTERVIEWS, ETHNOGRAPHIC OBSERVATION, LEARNERS' BEHAVIOUR SCHEDULE AND CORRESPONDENCE WITH PARENTS**

4.1	INTRODUCTION	67
4.2	CONTEXT OF THE EMPIRICAL RESEARCH	68
4.2.1	THE SCHOOL.....	68
4.2.2	THE PARTICIPANTS	69
4.2.2.1	Data sources and straightforward frequency analysis	69
4.2.2.2	The learners.....	69
4.2.2.3	The parents.....	72
4.2.2.4	The educator.....	75
4.3	PARENTAL INVOLVEMENT IN LEARNERS' EDUCATION AS REPORTED ON THE QUESTIONNAIRE (PILEQ) AND IN SEMI-STRUCTURED INTERVIEWS	77
4.3.1	PARENTAL INVOLVEMENT IN LEARNERS' EDUCATION QUESTIONNAIRE (PILEQ)	77
4.3.1.1	Administration of the PILEQ.....	77
4.3.1.2	Results and findings derived from the PILEQ	78
4.3.1.3	Discussion: Relational data.....	88
4.3.2	SEMI-STRUCTURED INTERVIEWS.....	90
4.3.2.1	Administration of semi-structured interviews	90
4.3.2.2	Results and findings derived from semi-structured interviews.....	91
4.3.2.3	Discussion: PILEQ and semi-structured interviews	95
4.4	ETHNOGRAPHIC OBSERVATION	103
4.4.1	ADMINISTRATION OF THE ETHNOGRAPHIC OBSERVATION	103
4.4.1.1	Ethnographic observation with parents in their homes	103
4.4.1.2	Ethnographic observation in the classroom	103
4.4.2	RESULTS AND FINDINGS DERIVED FROM THE ETHNOGRAPHIC OBSERVATION	104
4.4.2.1	Introduction	104
4.4.2.2	Ethnographic observations made at learners' homes.....	104
4.4.2.3	Discussion: Data regarding parent's interacting with their children.....	109
	in learning task	
4.4.2.4	Ethnographic observations made in the classroom	113
4.4.2.5	Discussion: Data regarding learners and their educator in the.....	116
	classroom	

	Page
4.5 THE LEARNERS' BEHAVIOUR SCHEDULE	118
4.5.1 ADMINISTRATION OF BEHAVIOUR SCHEDULE	118
4.5.2 RESULTS AND FINDINGS DERIVED FROM BEHAVIOUR SCHEDULE	119
4.5.3 DISCUSSION: BEHAVIOUR SCHEDULE	124
4.6 CORRESPONDENCE WITH PARENTS	125
4.6.1 ADMINISTRATION OF CORRESPONCE WITH PARENTS.....	125
4.6.2 RESULTS AND FINDINGS DERIVED FROM CORRESPONDENCE WITH PARENTS.....	127
4.6.3 DISCUSSION: CORRESPONDENCE WITH PARENTS.....	128
4.7 SUMMARY	129

CHAPTER 5
SUMMARY, FINAL CONCLUSIONS, LIMITATIONS OF THE RESEARCH
AND RECOMMENDATIONS

5.1	SUMMARY OF RESEARCH	131
5.1.1	ORIENTATION	131
5.1.2	REVIEW OF CHAPTERS.....	132
5.1.3	FINDINGS	135
5.2	CONCLUSIONS	141
5.2.1	ORIENTATION	141
5.2.2	ANSWERING THE RESEARCH QUESTION	142
5.3	METHODOLOGICAL ISSUES	150
5.4	LIMITATIONS OF THE RESEARCH	152
5.5	RECOMMENDATIONS	153
5.5.1	RECOMMENDATIONS REGARDING PARENTS' SUPPORT FOR LEARNING BY THEIR CHILDREN IN THE FOUNDATION PHASE	153
5.5.2	RECOMMENDATION FOR FURTHER RESEARCH	154
5.6	FINAL CONCLUSION	155

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LIST OF REFERENCES	157
APPENDICES	173

---ooOoo---

LIST OF TABLES

	Page
TABLE 4.1	GENDER, HOME LANGUAGE, LIVING AREA AND AGE OF THE GRADE 70 TWO LEARNERS IN THE RESEARCH SCHOOL
TABLE 4.2	GENDER AND AGE OF THE PARENTS WHO TOOK PART IN THE 73 RESEARCH PROCESS
TABLE 4.3	QUALIFICATIONS AND OCCUPATIONAL STATUS OF PARENTS 74
TABLE 4.4	PARENTAL INVOLVEMENT IN CHILDREN'S LEARNING: KNOWLEDGE OF..... 78 LIAISON WITH SCHOOL
TABLE 4.5	PARENTAL INVOLVEMENT IN CHILDREN'S LEARNING: VISITS TO THE 79 TEACHER AT THE SCHOOL
TABLE 4.6	PARENTAL INVOLVEMENT IN CHILDREN'S LEARNING: HELP WITH 80 HOMEWORK
TABLE 4.7	PARENTAL INVOLVEMENT IN CHILDREN'S LEARNING: MONITORING 80 CHILDREN'S PROGRESS
TABLE 4.8	PARENTAL INVOLVEMENT IN CHILDREN'S LEARNING: UTILISATION OF..... 81 RESOURCES AND SPECIAL LEARNING OPPORTUNITIES
TABLE 4.9	PARENTAL INVOLVEMENT IN CHILDREN'S LEARNING: TIMES WHEN 82 PARENTS ALLOW CHILDREN TO WATCH TV
TABLE 4.10	RELATIONSHIP BETWEEN GENDER OF CHILDREN AND ASPECTS OF 83 PARENTAL INVOLVEMENT
TABLE 4.11	RELATIONSHIP BETWEEN GENDER OF CHILDREN AND ASPECTS OF 84 PARENTAL INVOLVEMENT
TABLE 4.12	RELATIONSHIP BETWEEN PARENTS' MARITAL STATUS AND ASPECTS OF 84 THEIR INVOLVEMENT IN CHILDREN'S LEARNING
TABLE 4.13	RELATIONSHIP BETWEEN HOME LANGUAGE AND ASPECTS OF PARENTAL..... 85 INVOLVEMENT
TABLE 4.14	RELATIONSHIP BETWEEN QUALIFICATIONS OF PARENTS AND ASPECTS OF 85 PARENTAL INVOLVEMENT
TABLE 4.15	RELATIONSHIP BETWEEN PARENTS' TYPE OF WORK AND ASPECTS OF 86 THEIR INVOLVEMENT IN CHILDREN'S LEARNING
TABLE 4.16	RELATIONSHIP BETWEEN PARENTS' NUMBER OF YEARS OF WORK AND 86 ASPECTS OF PARENTAL INVOLVEMENT

		Page
TABLE 4.17	RELATIONSHIP BETWEEN GENDER OF CHILD, NUMBER OF CHILDREN, RANK OF CHILD, HOME LANGUAGE, ETC. AND ASPECTS OF PARENTAL INVOLVEMENT	87
TABLE 4.18	BEHAVIOUR SCHEDULE OF LEARNER 1.....	120
TABLE 4.19	DIMENSIONS OF BEHAVIOUR WITH SIGNIFICANT DIFFERENCE FROM MEAN OF CLASSROOM BEHAVIOUR	121
TABLE 4.20	PARENT'S RESPONSE AS PER OBJECT.....	126

---OOO---

FIGURES

		Page
FIGURE 3.1	ADVANTAGES AND DISADVANTAGES OF QUALITATIVE RESEARCH	47
FIGURE 4.1	NUMBER OF CHILDREN PER FAMILY	71
FIGURE 4.2	AGE-RANKS OF THE GRADE TWO LEARNERS IN THE RESEARCH IN SCHOOL	72

---OOO---