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Appendix A: Consent form for professional educators and parents

UNIVERSITY OF PRETORIA - FACULTY OF EDUCATION

A Critical Analysis of Parental Involvement in the Education of Learners in Rural Namibia

October 2006

Dear Participants

You are invited to participate in a research project aimed at sudying and understanding how rural lower primary schools in Namibia promote parental involvement in learners' academic education. The purpose of the questionnaire accompanied by this letter is to help me learn and understand from your point of view about parental involvement and also about activities, support and co-operation between your school and the parents or guardians of your lower primary learners.

Your participation in this research project is voluntary and confidential. You will not be asked to reveal any information that will allow your identity to be established, unless you are willing to be contacted for individual follow up inetrviews. Should you declare yourself willing to participate in an individual interview, confidentiality will be guaranteed and you may decide to withdraw at any stage should you wish not to continue with an interview. All of the data will be kept strictly confidential and will not be shared with anyone. None of the written reports of this research will use your name or your school's name.

The results from this study will be used to
- Guide Namibian teachers and parents in the process of educating children to conceptualise the parental involvement issues;
- Provide evidence about which specific parental involvement activities and approaches are compatible with Namibia's rural schools;
- Enrich perspectives of policymakers, teachers, educators and community members at regional and national levels where concerns for promoting parental involvement are examined.

If you are willing to participate in this study, please sign this letter as a declaration of your consent, i.e. that you participate in this project willingly and that you understand that you may withdraw from the research project at any time. Participation in this phase of the project does not obligate you to participate in follow up individual interviews, however, should you decide to participate in follow-up interviews your participation is still voluntary and you may withdraw at any time.

If you have any questions or any other confidential contributions to make about the research, you can contact me at the following address and/or telephone numbers:
Miriam Hamunyela
P.O Box 24913
Windhoek
Tel. 061-2063811
Cellphone: 0812468689

If you would like to receive a copy of the results of the research study, please list a postal address where I can send the results: ………………………………………
………………………………………
………………………………………
………………………………………

Participant's signature ………………………………………..: Date ……………………………

Researcher's signature ………………………………………..: Date ……………………………

Yours Sincerely

Miriam Hamunyela

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

REPUBLIC OF NAMIBIA

MINISTRY OF BASIC EDUCATION, SPORT AND CULTURE: OHANGWENA REGION

Private Bag 2028, Ondangwa, Tel. 264 65 240024, Fax. 264 65 240190

Enq: Josia S Udjombala
E-mail: judjombala@mbesc-oe.schoolnet.na
Ref. 11/P

Ms Miriam Hamunyela
P O Box 1020
Oshakati

January 10, 2005

Dear Ms Hamunyela

RE: PERMISSION TO CONDUCT RESEARCH IN OUR SCHOOLS

1. Your letter to my office, dated December 27, 2004 requesting for permission to conduct a study in schools of the Ohangwena Education Directorate, has reference.

2. Permission is hereby granted to you to conduct such research in schools of the Ohangwena Education Region on condition that normal school programmes will not be disrupted, and that teachers, and possibly learners, too, be involved only after school hours. Before visiting schools, the Inspector of Education under whose circuit the schools fall should be conducted/informed.

3. As requested, attached to this letter you will find a list of schools in the region. The list is quite comprehensive, but by looking at schools which offer a curriculum starting from grade 1, you will be bale to easily identify those that are offering the lower primary phase, which is focus the focus of your study.

4. As far as Inspectors of Education are concerned, the following information please:

    * Endola Circuit   Mrs M N Immanuel-Shikalakuti,   065 – 268810

    * Ohangwena Circuit   Mr T K Johannes.   065 – 260003

    * Ondobe Circuit   Mr L Nakamwe,   065 – 262560/262525

    * Eenhana Circuit   Mr M N Nhinda,   065 – 263026

    * Ohakafiya Circuit   Mr W Ndakondja,   081 2915803

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* Okongo Circuit   Mrs P Haidula,   065 – 288453

5. Kindly be informed that you will be required to deposit one copy of your thesis with our regional library, in Ondangwa.

6. We would like to wish you every success with your doctoral studies, and look forward to the findings and recommendations of your research.

Thank you.

Yours sincerely

JOSIA S UDJOMBALA
DIRECTOR: MBESC
OHANGWENA REGION
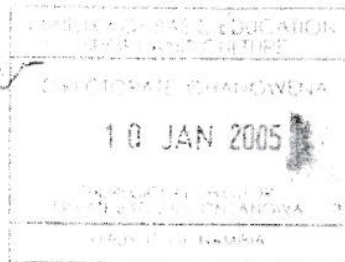
Appendix C: School principal and teacher survey on practice of parental involvement in learners' academic education

UNIVERSITY OF PRETORIA – FACULTY OF EDUCATION

The purpose of this survey is to gather school principals' and teachers' perceptions about parental involvement in the academic education of lower primary (grade 1-3) learners.

SECTION A: DEMOGRAPHIC INFORMATION	**For Office Use**

Name of the school …………………………………………………….......

	No.	

Instructions:
Please answer all the questions in this section by indicating with an appropriate number and/or writing in the space provided.

1. School Principal/ Teacher

1.1 Please indicate the position you are currently occupying at your school.

School Principal	**1**		Teacher	**2**

v1

1.2 If you are a teacher, what grade do you teach?

Grade 1	**1**		Grade 2	**2**		Grade 3	**3**

v2
v3
v4

1.3 Please indicate your gender

Female	**1**		Male	**2**

v5

1.4 Indicate your birth date

y	y	y	y	m	m	d	d

v6

1.5 What is your mother tongue?

Oshiwambo	1
Lozi	2
Otjiherero	3
Other (please specify)	

v7

1.6 How many years have you been in the teaching profession?   ………………

v8

1.7 Indicate your highest professional qualification?

2-teacher training certificate	1
3-year teacher training certificate	2
3-or 4-year Bacherlor's degree or honours' degree	3
5-year (or more) Postgraduate degree	4

v9

2. The school

2.1 How many learners are at your school?..

v10

2.2 How many learners are in grade 1-3?...

v11

2.3   How many teachers are at this school?...   **v12**

2.4   How many teachers are teaching grade 1-3?.....................................   **v13**

2.5   How old is this school?..   **v14**

2.6   Which of the following facilities are available at your school?
(please circle all the numbers which apply)

Toilets/ Latrines	**1**
Electricity	**2**
Piped water	**3**
A telephone	**4**

v15
v16
v17
v18

2.7   How would you describe the community (in terms of the inhabitants'
living conditions) in which your school is situated?

Very poor	**1**
Poor	**2**
Acceptable standard of living	**3**
Good living	**4**

v19

2.8   Does your school have a Teacher-Parent | Yes | **2** | | No | **1** | **v20**
Organisation?

2.9   If your answer to question 2.8 is **Yes**, please name four (4) functions of this
organization.
1 …………………………………………………………………………   **v21**
2 …………………………………………………………………………   **v22**
3 …………………………………………………………………………   **v23**
4 …………………………………………………………………………   **v24**

2.10   Name four (4) functions of your SCHOOL BOARD regarding learners'
academic education.
1 …………………………………………………………………………   **v25**
2 …………………………………………………………………………   **v26**
3 …………………………………………………………………………   **v27**
4 …………………………………………………………………………   **v28**

2.11   Name 3 aspects that YOU would like to focus on regarding the involvement
of parents in the Grade 1 to 3 learners' academic education.
1 …………………………………………………………………………   **v29**
2 …………………………………………………………………………   **v30**
3 …………………………………………………………………………   **v31**

2.12   Name 3 aspects that you would like PARENTS to focus on regarding the
Grade 1 to 3 learners' academic education.
1 …………………………………………………………………………   **v32**
2 …………………………………………………………………………   **v33**
3 …………………………………………………………………………   **v34**

SECTION B: SCHOOLS' PRACTICE OF PARENTAL INVOLVEMENT

Instructions:
Please answer all questions in this section by indicating your **current opinion** about each statement.
Circle the code number (only one number) that best describes your sentiment per statement.

3. To what extent do the following statements describe your school's climate?   For Office Use

	Statement	Never	Sometimes	Most of the time	Always		
3.1	Our school is clean and well maintained.	1	2	3	4	v35	
3.2	Our school environment is safe for learners.	1	2	3	4	v36	
3.3	Our school provides snacks and drinks during parents/teachers' meetings.	1	2	3	4	v37	
3.4	Parents who are actively involved in our school activities are shown appreciation for what they have done.	1	2	3	4	v38	
3.5	Parents are free to visit the school at any time of the school day to meet with the principal and teachers.	1	2	3	4	v39	

4. To what extent do these statements represent what your school does regarding the participation of parents in educational opportunities?

	Statement	Never	Sometimes	Most of the time	Always		
4.1	4.1 Our school organises meetings in which teachers discuss the importance of involvement with parents.	1	2	3	4	v40	
4.2	4.2 Our school experiences at least 50% parent attendance at parent teacher meetings.	1	2	3	4	v41	
4.3	4.3 The contents and philosophy of the curriculum of specific subjects are discussed at the parents' meetings.	1	2	3	4	v42	
4.4	4.4 Our school organises workshops in which parents are made to understand their roles, rights and responsibilities in terms of their children's academic education.	1	2	3	4	v43	
4.5	4.5 Our school offers parents literacy lessons in which parents are guided on what they should do when assisting their children in reading, writing and computation at home.	1	2	3	4	v44	
4.6	4.6 Our school organises counseling opportunities for parents of children with specific learning needs.	1	2	3	4	v45	
4.7	Our school organises counseling opportunities for parents of children with behaviour problems.	1	2	3	4	v46	

5. To what extent does your school make use of community resources (social capital in the community)?

	Statement	Never	Sometimes	Most of the time	Always		
5.1	Our school uses elderly community members to educate parents on child care.	1	2	3	4	v47	
5.2	Our school utilises professional health workers to develop parents' understanding about the importance of providing children with healthy food, appropriate clothes and protection from diseases.	1	2	3	4	v48	
5.3	Our school asks community members to interpret for parents when the language of the meeting is not understood by parents.	1	2	3	4	v49	
5.4	The school identifies community members to be specially invited for fund raising events for the school.	1	2	3	4	v50	

6. How often do the following statements indicate what happens at your school?

	Statement	Never	Sometimes	Most of the time	Always		
6.1	Teachers make parental involvement part of their regular teaching practice.	1	2	3	4	v51	
6.2	Teachers ask parents to do lesson demonstrations on subjects in which they have knowledge.	1	2	3	4	v52	
6.3	Parents donate equipment and materials teachers can use for teaching.	1	2	3	4	v53	
6.4	Our school asks parents to support and monitor learners' homework activities.	1	2	3	4	v54	
6.5	Teachers invite parents to observe teaching in progress.	1	2	3	4	v55	
6.6	Our school includes parent volunteers in preparation of fundraising activities.	1	2	3	4	v56	

7. To what extent does your school make use of the following communication options?

For Office Use

	Statement	Never	Sometimes	Most of the time	Always		
7.1	Our school organises meetings to provide information on school policies, regulations, mission statements and goals.	1	2	3	4	**v57**	
7.2	Individual parent-teacher meetings provide the school with valuable information about learners' conditions and backgrounds.	1	2	3	4	**v58**	
7.3	We write informative and encouraging letters to parents whose children are performing poorly.	1	2	3	4	**v59**	
7.4	Our school sends letters to parents which serve as effective means of getting many of them to attend meetings.	1	2	3	4	**v60**	
7.5	The telephone is one of the means our school uses to communicate to parents.	1	2	3	4	**v61**	
7.6	Parents are invited to parents' days with the aim of reviewing and discussing learners' academic work.	1	2	3	4	**v62**	
7.7	Our school uses home visits as opportunities for parents to discuss their concerns about their children on a one- to-one basis with teachers.	1	2	3	4	**v63**	
7.8	Home school diaries are used to communicate regular school programmes the school uses.	1	2	3	4	**v64**	

8. To what extent does your school involve parents in the following?

	Statement	Never	Sometimes	Most of the time	Always		
8.1	Our school board is comprised of parents and teachers.	1	2	3	4	**v65**	
8.2	Besides parent representatives on a school board committee, they are also represented on a school improvement committee.	1	2	3	4	**v66**	
8.3	Representatives of parents are members of the learners' code of conduct development committee.	1	2	3	4	**v67**	
8.4	Our school includes parents in the home work policy development committee.	1	2	3	4	**v68**	
8.5	We distribute our school policy to parents in parents' meetings and ask for their critical comments.	1	2	3	4	**v69**	

SECTION C: SCHOOLS' ATTITUDE TOWARDS PARENTAL INVOLVEMENT

Instructions:

Please answer all questions in this section by indicating your **current opinion** about each statement. **Circle the code number** (only one number) that best describes your sentiment per statement.

9. To what extent do you agree with the following statements?   **For Office Use**

	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree		
9.1	An important way to improve the quality of education in schools is to involve parents in school activities.	1	2	3	4	**v70**	
9.2	No matter how qualified teachers are, they need parents' support.	1	2	3	4	**v71**	
9.3	Parents have a right to contribute to the decisions that affect their children's education.	1	2	3	4	**v72**	
9.4	The distribution of school policies and rules enables parents to learn their rights and responsibilities in supporting their children's education.	1	2	3	4	**v73**	
9.5	Involvement of parents in learners' learning activities reduces the feeling of alienation between schools and parents.	1	2	3	4	**v74**	
9.6	Schools should allow parents to carefully examine and constructively question the practices of schools.	1	2	3	4	**v75**	
9.7	Schools should allow parents to monitor teachers' attendance.	1	2	3	4	**v76**	
9.8	Parents' feedback helps teachers learn their strengths and weaknesses.	1	2	3	4	**v77**	
9.9	Parents' support and monitoring of homework activities cultivate and promote the daily habit of completing homework.	1	2	3	4	**v78**	
9.10	Home visits give teachers a chance to develop an awareness and understanding of learners' backgrounds and life styles.	1	2	3	4	**v79**	

10. To what extent do the following statements describe your thoughts?   **For Office Use**

	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree		
10.1	Parents in rural areas are too poor to provide for and strengthen their children's education.	1	2	3	4	**v80**	
10.2	Teachers at this school are skilled enough to take care of all learners' needs, therefore, they do not need parental support at all.	1	2	3	4	**v81**	
10.3	Parents do not assist their children with homework activities.	1	2	3	4	**v82**	
10.4	Parents in rural areas have unique skills and knowledge to assist in their children's academic learning.	1	2	3	4	**v83**	
10.5	Rural contexts do not interfere with the practice of parental involvement.	1	2	3	4	**v84**	

SECTION D: BARRIERS TO PARENTAL INVOLVEMENT

11. To what extent do the following statements describe your school's experience?

	Statement	Never	Seldom	Sometimes	Often		
11.1	Parents avoid contacting the school because they fear being put into positions of authority and responsibility.	1	2	3	4	**v85**	
11.2	Most parents in this community are unable to read and/or write.	1	2	3	4	**v86**	
11.3	Parents feel that formal education is the school's responsibility alone.	1	2	3	4	**v87**	
11.4	Teachers do not involve parents because they had never been taught the benefits of parent involvement.	1	2	3	4	**v88**	
11.5	Teachers do not involve parents because they are not sure of what to involve parents in.	1	2	3	4	**v89**	
11.6	Parents are grappling with problems of survival and have little time and energy for school involvement.	1	2	3	4	**v90**	
11.7	Lack of confidence among parents prevents them from becoming involved in school's academic work.	1	2	3	4	**v91**	
11.8	Teachers do not understand the value of family support.	1	2	3	4	**v92**	
11.9	Teachers try to avoid parents' scrutiny.	1	2	3	4	**v93**	

Thank you very much for your time and contribution

Appendix D: Statistics of schools in Ohangwena Region

OHANGWENA EDUCATION REGIONS

INFORMATION REGARDING SCHOOLS IN THE REGION AS ON 15.02.05

Circuit	Cluster	Code	School	Grades	Tel. No.	Principal	Learners	Teachers	L/T Ratio
Eenhana	Eembaxu	8183	Eembaxu CS	Gr. 1-10		Mwiiyaa R.	572	18	31.78
		8496	Malangu PS	Gr. 1-7		Nakale L.	289	8	36.13
		8252	Oshandi CS	Gr.1-8		Kashiimbi A.P.	328	10	32.80
		8652	Efidi PS	Gr.1-7		Hakandume S	258	7	36.86
		New	Ehoma JPS	Gr.1-2		Paulus T.	74	2	37.00
		8552	Shaama JPS	Gr. 1-4		Shaululu T.	119	5	23.80
		8224	Ehenene PS	Gr.1-7		Lukas H.N.	250	8	31.25
		8347	Omakondo	Gr.1-8		Mwatale N.	274	8	34.25
	Eenhana	8764	Eenhana PS	Gr. 1-7	065-263090	Hanghuwo M.N.	613	17	36.06
		8185	Eenhana JSS	Gr.8-10		Geingob B.C.	527	17	31.00
		8211	Oheti CS	Gr.1-10		Nakale T.	466	13	35.85
		8327	Egambo PS	Gr.1-7		Dumeni M.	296	10	29.60
		8228	Omutwewondjaba PS	Gr.1-7		Shingo D.	330	10	33.00
		8026	Otaukondjele PS	Gr.1-6		Nakale R.	107	5	21.40
	Haimbili Haufiku	8602	Haimbilli Haufiku Ss	Gr. 8-12	065-263027	Sheya D.J.	669	21	31.86
		8193	Epinga JPS	Gr.1-4		Ndaitwa J.	85	3	28.33
		8210	Ohehonge PS	Gr.1-7		Shawapala V.	456	15	30.40
		8516	Okavela PS	Gr.1-7		Nangobe S.	315	8	39.38
		8220	Omhanda CS	Gr.1-10		Naingwedja R.N.	374	12	31.17
		7902	Twaalulilwa PS	Gr.1-5		Kawiiwa S.	199	6	33.17
	Onambutu	8353	Onambutu CS	Gr.1-10		Mbango E.	732	22	33.27
		8326	Eenyama Cs	Gr.1-8		Embundile L.	197	8	24.63
		8030	Kambala JPS	Gr.1-4		Shidiwe E.	78	3	26.00
		8389	Onakatumbe PS	Gr.1-7		Mundilo E	233	7	33.29
		8348	Omatha CS	Gr. 1-10		Elia H.	513	16	32.06
		8557	Onaisaati JPS	Gr. 1-4		Nekongo M.	96	4	24.00
	Onanona	8357	Onanona CS	Gr. 1-10	065-264569	Uuyumba R.	799	23	34.74
		8712	Kaauluma CS	Gr. 1-10		Mutilifa L.S.	563	21	26.81
		8665	Okambumbu PS	Gr. 1-7		Bekela T.P.	234	8	29.25
		8600	Onamambo PS	Gr. 1-7	065-264500	Shipahu T.T.	173	8	21.63
		8355	Onankali-North CS	Gr. 1-10	065-241480	Shipena F.	640	20	32.00
		8369	Oshaango CS	Gr. 1-10	065-24141	Shikongo V.A.	809	22	36.77
		8740	Shatiwa PS	Gr. 1-7		Ashipala V.	193	7	27.57

Circuit	Cluster	Code	School	Grades	Tel. No.	Principal	Learners	Teachers	L/T Ratio
Eenhana	Onanona	8688	Ombinga JPS	Gr. 1-4		Kambonde F.	97	4	24.25
		8364	Oniigwena PS	Gr. 1-7		Katti E.	292	8	36.50
		8230	Onakalunga CS	Gr. 1-10		Kaukungwa V.	528	16	33.00
	Onakalunga	8622	Shimbode PS	Gr. 1-7		Ikanda F.	215	7	30.71
		8189	Elundu PS	Gr. 1-7		Hanghuwo S.	238	7	34.00
		8432	Ohainengena JPS	Gr. 1-4		Shilongo S.N.	61	2	30.50
			Hanghome PS	Gr. 1-2					
			Onakaale PS	Gr.1-2					
						TOTALS	**12720**	**398**	**31.95**

TYPE OF SCHOOLS IN EENHANA CIRCUIT

Junior Primary	9
Primary	17
Combined	13
Jun. Secondary	1
Secondary	1
	41

Circuit	Cluster	Code	School	Grades	Tel. No.	Principal	Learners	Teachers	L/T Ratio
Endola	Eengedjo	8119	Eengedjo SS	Gr.8-10		Nafine A,	656	24	27.33
		8137	Omungwelume JSS	Gr.1-7		Simasiku A.	491	15	32.73
		8136	Omungwelume PS	Gr.1-7		Hasheela M.	564	18	31.33
		8125	Eudafano PS	Gr.1-7		Hakaala P.	445	14	31.86
		8151	Pahangwashime PS	Gr.1-7		Kanana S.N.	309	10	30.90
	Omundudu	8166	Omundudu CS	Gr.1-10		Namhindo A.	548	22	24.91
		8696	Engungumano PS	Gr.1-6		Nghimwenavali M.	197	6	32.83
		8169	Onambwebwe CS	Gr.1-7		Ashipala J.	684	19	36.00
		8158	Epundi PS	Gr.1-10		Shihepo R.	389	13	29.92
		8177	Oshimwaku CS	Gr.1-10		Shihepo W.	605	20	30.25
	Shituwa	8179	Shituwa JSS	Gr.8-10		Ndumba Ndumba G.	402	17	23.65
		8426	Peumba PS	Gr.1-7		Shangheta A.M.	432	12	36.00
		8159	Endola PS	Gr.1-7		Kafula I.N.	527	15	35.13
		8156	Ehafo CS	Gr.1-10		Ndaumbwa R.	846	25	33.84
		8161	Evatelo CS	Gr.1-10		Hasheela V.	683	20	34.15
		8172	Onepandaulo CS	Gr.1-10		Shifidi F.I.	716	24	29.83
		8155	Tulihongeni CS	Gr.1-10		Shilongo J.	285	10	28.50
	Onanghulo	8171	Onanghulo CS	Gr.1-10		Hamunyela J.	675	21	32.14
		8422	Onangubu PS	Gr.1-7		Shangheta K.	277	8	34.63
		8707	Ongonga PS	Gr.1-6		Kamati V.K.	267	7	38.14
		8176	Shawapala CS	Gr.1-10		Nghipandwa P.	701	21	33.38
		8497	Shikeva PS	Gr.1-7		Nekundi E.	276	9	30.67
	Ongenga	8143	Ongenga JSS	Gr.8-10		Haulenga S.T.	448	16	28.00
		8142	Ongenga PS	Gr.1-7		Hauuanga F.K.	715	23	31.09
		8118	Eemboo CS	Gr.1-8		Nambindo F.	364	10	36.40
		8121	Elakalapwa CS	Gr.1-10		Hamutenya D.M.	761	23	33.09
		8618	Onhenga PS	Gr.1-6		Nghifilenya E.M.	170	6	28.33
		8698	Nasheya PS	Gr.1-5		Hangula M.	316	9	35.11
	Okambebe	8133	Okambebe CS	Gr.1-10		Hasheela, T.	849	27	31.44
		8148	Oshali-West CS	Gr.1-10		Johannes J.	736	27	27.26
		8699	Oushakeneno PS	Gr.1-6		Shiyuka M.	229	7	32.71
		8134	Okamukwa CS	Gr.1-8		Nelulu J.	428	12	35.67
		8611	Ongudi PS	Gr.1-7			289	12	24.08
						TOTALS	**16281**	**522**	**31.19**

<u>**TYPE OF SCHOOLS IN ENDOLA CIRCUIT**</u>

Junior Primary	0			Combined	14	Secondary	1		
Primary	15			Junior Secondary	3	Total	33		

Circuit	Cluster	Code	School	Grades	Tel. No.	Principal	Learners	Teachers	L/T Ratio
Ohangwena	**Engela**	8190	**Engela JSS**	Gr.8-10	065-260190	Kafidi N.	429	16	26.81
		8247	Onghala PS	Gr.1-7		Kafidi L.	462	14	33.00
		7291	Ndilokelwa JPS	Gr.1-2		Shatilwe T.N.	74	2	37.00
		8266	Weyulu PS	Gr.1-7		Nghiyoonanye L.	718	22	32.64
		8250	Onyofi PS	Gr.1-7		Hamana R.	431	14	30.79
		8550	Ndjkuma JPS	Gr.1-4		Kakololo W.H.	140	4	35.00
		8232	Onamukalo CS	Gr.1-10	065-260191	Ndatonwiyo L.	915	25	36.60
		8260	Oshitambi PS	Gr.1-7		Hala S.N.	405	11	36.82
	Omuve	8229	**Omuve JSS**	Gr.8-10		Mhanda J.T.	249	10	24.90
		8263	Shikudule PS	Gr.1-7	065-245555	Nghiitwikwa M.	689	20	34.45
		8187	Ehambelelo PS	Gr.1-10		Hamatwi L.	713	19	37.53
		8632	Omahenge PS	Gr.1-6		Nhinda R.K.	268	8	33.50
		7292	Nailenge JPS	Gr.1-3		Shalyefu T.T.	112	3	37.33
		8207	Ohalushu PS	Gr.1-7		Kambonde P.	500	15	33.33
		8239	Ondjadjaxwi CS	Gr.1-10		Kavela E.A.	691	21	32.90
	Ongha	8246	**Ongha SS**	Gr.8-12	065-245400	Mutumbo S.	473	18	26.28
		8201	Nanghonda CS	Gr.1-10		Liwakala P.	962	26	37.00
		8430	Kapombo PS	Gr.1-7		Nangolo P.	415	12	34.58
		8237	Ondeihaluka CS	Gr.1-10	065-245450	Namhindo E.	845	28	30.18
		8438	Ondeikela CS	Gr.1-10	065-245565	Kambanda J.	497	14	35.50
		8737	Okatale PS	Gr.1-7		Haininga D.	265	8	33.13
	Oshikango	8256	**Oshikango CS**	Gr.1-10		Mpinge M.	879	26	33.81
		8678	Odibo CS	Gr.1-10		Shilomboleni O.	804	24	33.50
		8202	St. Mary's Odibo HS	Gr.8-12	065-267706	Mwaanga V.	244	7	34.86
		8653	Elao PS	Gr.1-7		Shikololo T.	377	10	37.70
		8549	Nghiteke PS	Gr.1-5		Wapulile H.N.	215	6	35.83
		8245	Onengali PS	Gr.1-7		Kamati L.	550	16	34.38
	Ponhofi	8262	**Ponhofi SS**	Gr.8-12	065-260009	Buys C.	891	30	29.70
		8227	Omutaku PS	Gr.1-7		Pohamba O.	493	14	35.21
		8405	Ndapoona Yashikende PS	Gr.1-7		Mikka M.	681	20	34.05
		8244	Onekula JSS	Gr.8-10	065-260139	Katunohange J.	365	13	28.08
		8431	Nakambuda PS	Gr.1-7		Hishidimbwa M.	534	14	38.14
		8434	Okadila PS	Gr.1-7		Namwenyo N.	395	11	35.91

| | | 8195 | Etale CS | Gr.1-10 | 065-262077 | Shatuka M. | 952 | 27 | 35.26 |
| | | 8208 | Ohangwena PS | Gr.1-7 | | Naukushu P. | 444 | 13 | 34.15 |

Circuit	Cluster	Code	School	Grades	Tel. No.	Principal	Learners	Teachers	L/T Ratio
Ohangwena	Udjombala	8265	Udjombala JSS	Gr8-10	065-260092	Meroro E.	427	15	28.47
		8126	Haikonda PS	Gr.1-7		Hangula L.	266	8	33.25
		8264	Shingunguma PS	Gr.1-7		Halweendo N.	274	9	30.44
		8205	Ohaingu PS	Gr.1-7		Nghitwiikwa O.	485	15	32.33
		8180	St. Bartholomeus CS	Gr.1-8		Amugongo A.	302	9	33.45
		8160	Etameko CS	Gr.1-8		Amugongo A.	413	12	34.42
		8213	Oipya PS	Gr.1-6		Ndjaula A.	413	6	28.33
						TOTALS	**20414**	**615**	**33.19**

TYPE OF SCHOOLS IN OHANGWENA CIRCUIT

Junior Primary	3
Primary	21
Combined	11
Jun. Secondary	4
Secondary	3
	42

Circuit	Cluster	Code	School	Grades	Tel. No.	Principal	Learners	Teachers	L/T Ratio
Okahafiya	Ohakafiya	8206	**Ohakafiya Cs**	Gr.1-8		Shikongo P.	295	10	29.50
		8236	Onangolo CS	Gr.1-10		Nakwafila P.T.	354	11	32.18
		8645	Limbadungila PS	Gr.1-7		Hangala J.	266	7	38.00
		8255	Oshidute CS	Gr.1-10		Vatileni N.	367	13	28.23
		8150	Okadidiya PS	Gr.1-7		Shikongo E.	160	7	22.86
		8363	Onduulinawa PS	Gr.1-7		Angula p.	249	7	35.57
		8551	Onduludiya	Gr.1-4		Shetunyenga S.	123	4	30.75
		8221	Ohenghono JPS	Gr.1-4		Shingo I.	78	3	26.00
		8655	Onehova PS	Gr.1-6		Hamalwa M.	173	6	28.83
		8692	Ondobemufiya JPS	Gr.1-4		Haukongo J.	79	3	26.33
	Epembe	8333	**Epembe CS**	Gr.1-10	065-288816	Nahole E.J.	505	17	29.71
		8325	Amwiimbi PS	Gr.1-7		Ndjalo T.	263	7	37.57
		8690	Omishe PS	Gr.1-7		Muulyao N.	209	7	29.86
		8234	Okanaimbula JPS	Gr.1-4		Akumbi J.	68	4	17.00
		8694	Uuhahe PS	Gr.1-7		Matheus L.	195	8	24.38
		8337	Iikelo PS	Gr.1-7		Ntinda S.	239	7	34.14
		8634	Omulunga PS	Gr.1-5		Kulula R.N.	124	5	24.80
	Oshamono	8392	**Oshamono CS**	Gr.1-10		Amunime H.	601	20	30.05
		8335	Etsapa CS	Gr.1-9		Nakwafila W.L.	454	14	32.43
		7972	Ewanifo PS	Gr.1-7		Gabes H.	270	7	38.57
		8555	Omahahi PS	Gr.1-5		Kuumbwa F.C.	134	5	26.80
	Okahenge	8435	**Okahenge CS**	Gr.1-10		Ndadi M.S.	477	15	31.80
		8656	Ounyenye PS	Gr.1-7		Nande N.	251	7	35.86
		8258	Oshipala PS	Gr.1-7		Nghipewa T.	185	7	26.43
		8209	Ohauwanga PS	Gr.1-7		Hashikutuva S.N.	195	7	27.86
		8223	Omundaungilo PS	Gr.1-5		Nghililewanga E.	120	3	40.00
	Oshikunde	8257	**Oshikunde CS**	Gr.1-10	065-289413	Shikonda H.	388	14	27.71
		8248	Onghwiyu PS	Gr.1-7		Nakale H.N.	219	7	31.29
		8731	Etakaya JJPS	Gr.1-4		Ngenokesho J.	77	3	25.67
		8719	Haihambo PS	Gr.1-7		Ndamanomhata R.	258	8	32.25
		8663	Epumbalondjaba PS	Gr.1-7		Musheti C.P.	224	6	37.33
		7290	Ondjabayonghalu JPS	Gr.1-2		Mutota S.	63	2	31.50
		8082	Onambaladi PS	Gr.1-7	065-263026	Hainana J.H.	204	7	29.14
	Eputukoo	8194	Eputuko CS	Gr.1-10		Shoopala S.	444	13	34.15
		8029	Onaimbungu PS	Gr.1-7		Nangombe H.N.	253	7	36.14
		8186	Efuta PS	Gr.1-7		Hangula S.	139	6	23.17

Circuit	Cluster	Code	School	Grades	Tel. No.	Principal	Learners	Teachers	L/T Ratio
Okahafiya	**Eputuko**	7985	Omukukutu JPS	Gr.1-4		Hamupunda H.	94	3	31.33
		7293	Ndadi JPS	Gr.1-3		Hainghumbi L.	115	3	38.33
			Hafyenanye PS	Gr.1-4					
			Nalitungue PS	Gr.1-3					
						Totals	**8912**	**290**	**30.73**

TYPE OF SCHOOLS IN OHAKAFIYA CIRCUIT

Junior Primary	10
Primary	21
Combined	9
Jun. Secondary	0
Secondary	0
	40

Circuit	Cluster	Code	School	Grades	Tel. No.	Principal	Learners	Teachers	L/T Ratio
Ondobe	Edundja	8197	Edundja JSS	Gr. 8-10	065-268110	Shetunyenga H.	374	13	28.77
		8182	Edundja PS	Gr. 1-7	065-268104	Kafita K.H.	799	20	39.95
		8261	Oumbada PS	Gr. 1-7		Hailaula O.	429	13	33.00
		8657	Tuyoleni PS	Gr. 1-5		Nghishiiko A.I.	320	9	35.56
	Onamunhama	8233	Onamunhama CS	Gr. 1-10	065-260155	Hashal H.	718	19	37.79
		7904	Oshitutuma PS	Gr. 1-6	065-260140	Nghihalwa N.	337	8	42.13
		8226	Omungholyo CS	Gr. 1-9		Andreas S.	745	19	39.21
		8196	Etomba CS	Gr. 1-10		Netope P.	826	24	34.42
		8436	Okanghudi PS	Gr. 1-7		Hamutenya J.	288	7	41.14
	Okatope	8214	Okatope JSS	Gr. 8-10	065-262267	Mbidi N.	628	20	31.40
		8184	Eembidi CS	Gr. 1-8	065-262460	Shipyu B.	741	18	41.17
		8200	Mandume PS	Gr. 1-7	065-262546	Naukushu N.	867	22	39.41
		8732	Okelemba PS	Gr. 1-7		Mwahafa S.	667	16	41.69
		new	Helao Mwiinduli JPS	Gr. 1-2		Gotrieb F.	90	2	45.00
	Onamahoka	8231	Onamahoka CS	Gr. 1-10		Shikulo H.	674	20	33.70
		8241	Ondungulu PS	Gr. 1-7		Nakalemo G.S.	635	17	37.35
		8191	Enghandja PS	Gr. 1-7		Shimhanda F.	411	12	34.25
		8730	Eengushe PS	Gr. 1-6		Haimbili L.	232	7	33.14
		8495	Eexumba CS	Gr. 1-9		Elago D.	410	12	34.17
		8429	Epoli CS	Gr. 1-10	065-245437	Uusiku E.P.	603	17	35.47
	Onamukulo	8298	Onamukule	Gr. 1-10	065-264546	Namgongo R.	882	27	32.67
		9709	Onailonga JPS	Gr. 1-4		Eelu E.K.	125	4	31.25
		8499	Mwafangeyo CS	Gr. 1-9		Iyambo L.	462	13	35.54
		7903	Omhokolo PS	Gr. 1-6		Muleka E.	289	8	36.13
		8376	Otunganga CS	Gr. 1-10		Shigwandja J.M.	778	20	38.90
		8624	Onamutemo PS	Gr. 1-7		Amwele T.	314	9	34.89
		7959	Iimbili PS	Gr. 1-7		Awene L.	295	9	32.78
		8280	Mumbwenge CS	Gr. 1-10	065-264454	Makili H.	500	16	31.25
	Ondobe	8240	Ondobe JSS	Gr. 8-10	065-262424	Masule C.	461	18	25.61
		8215	Okauva PS	Gr. 1-7		Namwandi E.	347	10	34.70
		8225	Omunyekadi CS	Gr. 1-10		Ntinda E.	823	23	35.78
		8204	Ofifiya PS	Gr. 1-7	065-262425	Naholo A.K.	770	21	36.67
		8199	Kornnelius CS	Gr. 1-10		Hamutenya P.	738	19	38.84
		8300	Onangwe CS	Gr. 1-10	065-262553	Mvula F.	957	24	39.88
		8378	Uukelo CS	Gr. 1-10		Munembo L.	755	21	35.95
			TOTALS				**19290**	**537**	**35.92**

Circuit	Cluster	Code	School	Grades	Tel. No.	Principal	Learners	Teachers	L/T Ratio
Okongo	Elia Weyulu	8428	**Elia Weyulu CS**	Gr.5-10	065-288413	Mukumangeni A.	496	15	33.07
		8222	Omboloka CS	Gr.1-8		Mwilima G.	316	10	31.60
		8619	Oshisho CS	Gr.1-8		Mbirimuyo S.N.	243	9	27.00
		8238	Omuuni PS	Gr.1-7		Shatipamba S.	236	7	33.71
		8722	Ondema Cs	Gr.1-10		Hambata P.	294	12	24.50
		8433	Ndahambelela JPS	Gr.1-4		Uunovene M.N.	75	3	25.00
		8654	Ohameva PS	Gr.1-7		Mudjanima R.	215	6	35.83
		8219	Oluhapa JPS	Gr.1-4		Hamunyela S.D.	58	2	29.00
	Oluwaya	8219	**Oluwaya CS**	Gr.1-10		Shinana L.	471	16	29.44
		8620	Onehoni PS	Gr.1-7		Kanyiki K.	117	8	14.63
		8720	Hainyeko JPS	Gr.1-4		Shiweda A.	110	4	27.50
		8723	Okalimbanombwa PS	Gr.1-6		Ndilenga R.	83	4	20.75
		8554	Onamihonga JPS	Gr.1-4		Shonana H.R.	139	4	34.75
	Oshela	8254	**Oshela SS**	Gr.8-12	065-288454	Shapwa J.	552	19	29.05
		8721	Namhadi JPS	Gr.1-4		Kashihakumwa B.	60	2	30.00
		8621	Shatipamba PS	Gr.1-7		Newawa S.	182	7	26.00
		8249	Onhumba PS	Gr.1-7		Shaangeni P.I.	213	6	35.50
		8022	Oupili CS	Gr.1-8		Kapulwa T.	242	8	30.25
		8734	Omushiyo JPS	Gr.1-4		Shoongeleni D.	66	2	33.00
		8235	Onandjaba JPS	Gr.1-4		Ndjuluwa W.	70	4	17.50
	Kongo	8198	**Kongo PS**	Gr.1-5	065-288412	Kayofa J.	309	10	30.90
		8212	Oidiva PS	Gr.1-7		Shanyengana J.	151	6	25.17
		8648	Onamafila PS	Gr.1-7		Shinedima L.	193	7	27.57
		8188	Ekoka CS	Gr.1-10		Nakale E.	354	13	27.23
		8371	Oshifitu PS	Gr.1-7		Ellago S.	243	7	34.71
		8553	Helao Nafidi JPS	Gr.1-4		Hamukwaya E.P.	103	4	25.75
	Enyana	8192	**Enyana CS**	Gr.1-10		Shalluyungwa R.	320	10	32.00
		8218	Olukula PS	Gr.1-7		David N.	291	7	41.57
		8243	Oshikuni JPS	Gr.1-2		Nakwatumba J.	61	2	30.50
		8217	Olukeno JPS	Gr.1-4		Hamukali L.T.	78	3	26.00
		8242	Onehanga JPS	Gr.1-4		Kamhulu E.P.	60	2	30.00
		8251	Oshamukweni CS	Gr.1-8		Ndatewapo I.	226	8	28.25
		8647	Mawila JPS	Gr.1-4		Hameva S.N.	50	3	16.67
		8733	Omana JPS	Gr.1-4		Shaimemanya N.	70	3	23.33
			Haixuxwa PS	Gr 1-2					
		new	Omupini JPS	Gr.1-4		Naufiku J.	26	2	13.00

	TOTALS	6773	235	28.82

Types of Schools in Okongo Circuit

Junior Primary	14
Primary	11
Combined	9
Jun. Secondary	0
Secondary	1
TOTAL	**35**

Types of schools in Ondobe Circuit

Junior Primary	3
Primary	15
Combined	15
Jun. Secondary	3
Secondary	0
TOTAL	36

Learner/Teacher Ratio for Ohangwena Region

Learners	84390
Teacher	2597
RATIO	**32.50**

Total schools in Ohangwena Region

Junior Primary	34
Primary	100
Combined	71
Jun. Secondary	11
Secondary	6
TOTAL	222

Appendix E: Interview questions for professional educators and parents/family members

UNIVERSITY OF PRETORIA – FACULTY OF EDUCATION

Professional educators' interview questions

Introduction

Own introduction and explanation of the visit's purpose will be first. The purpose of the visit is to talk with a principals and teachers in lower primary education schools to understand their perceptions of involvement and their experiences about how they involve parents in their children's education in order to support learners' academic learning and growth. I will attempt to learn and understand principals and teachers practise and secure co-operation and collaboration from parents and family members. The results can also be used as a resource for promoting this approach (parental involvement) at other schools in our country. The findings may be useful for training in-service teachers for lower primary grades in rural schools in this region and/or in the whole country. After the explanation of the purpose, participants will be asked to give their consent for the interview to be recorded. Confidentiality and anonymity will be clarified and promised, and an offer to send copies of interview transcripts to participants, if deemed necessary, will be made.

Introduction questions:

1. What is your name and where did you do your teacher education?
2. What is your major?
3. Do you live in this community?
4. What is the community like?

Main Questions

5. How would you define parental involvement?
6. How would you describe academic learning?
7. Who are the potential stakeholders with whom you share the responsibility for the academic growth of learners? Why do you regard them as potential stakeholders?
8. How do you work with the stakeholders to support the learners' academic learning?

9.   What roles in children's education should be the sole responsibility of schools and why?

10.   What roles in children's education do you think should be the sole responsibility of families and why?

11.   What development opportunities does your school organise for involving parents in learners' academic education?

12.   What support mechanisms and strategies does your school have in place to sustain active parental involvement in children's academic education?

13.   What mechanisms and options do you use to communicate with parents for the benefit of learners' learning?

14.   What obstacles do you experience in promoting parental involvement in supporting learners' academic learning?

15.   What do you think are the causes of those obstacles?

16.   How do you overcome those obstacles?

17.   What involvement activities and strategies are not compatible with this community's living conditions and why?

18.   Are there any other comments that you would like to share with me in relation to parental involvement in children's academic education either at your school or in general?

Thank you for your time and information

Parents/family members interview questions

Introduction

First I will introduce myself and explain the purpose of my visit:

The purpose of my visit is to talk with a number of parents and/or families whose children attend A/B/C/D/E/F school to understand their perceptions and experiences of involvement and support in their children's academic education. My findings may be useful by serving as a resource for training in-service teachers and parents on how to support each other for the benefit of learners' academic growth in Namibia's rural lower primary schools. I will ask for participants' consent to participate in my study and for interviews to be recorded, promise confidentiality and anonymity and offer to send a copy of interview transcript if deemed necessary.

Interview questions

Introduction Questions

1.   Can you please tell me your name sir/madam
2.   May I please ask you about your age? How old are you?
3.   How many children do you have at A/B/C etc. school?
4.   What makes you to choose X school for your child(ren)?

Main Questions

5.   How do you support the school to make sure that your wishes will be full- filled?
6.   Why do you think it is important for you to support the school?
7.   What would you like the school to allow parents to do to support and contribute to the academic learning of their children in school?
8.   Describe the attitude you as a parent normally experience from the teachers and the principal of this school?
9.   What would you like to see the school doing for parents to enhance the relationship between the school and parents?
10.   What effect made by the parents' support for school in terms of academic education of children have you noticed?

11. Where do you think the parents' support for children's academic growth is limited and why?

12. What makes it difficult for you and other parents to contribute to and support your children's academic education?

13. What else would you like to tell me about parental involvement?

Thank you for your time and information

Appendix F: Qualitative data analysis

High parental involvement schools			
• Interview of professional educators	Codes	Personal memos	Themes
Description of community	Poor, no businesses, two groups in terms of understanding: understands their obligation, do not understand. Some willing to learn, expects quality education, some do not come to meetings, cannot speak English,	Demographic information, high expectations, illiterate	Barriers & Perceptions
Parental involvement (description)	Parents own the school, assist teachers, support their children's learning, send children to school on time, provide stationery, uniform, food, active participation in children's learning, relationship, put the child between, parents do lesson presentations, especially culture related content, vie children's work at school	Understanding, positive perceptions, positive climate, assist with classroom activities	
Academic learning (description)	Knowledge, skills, intention to become somebody in future, fundament, anchor of future, enhance wisdom, basic skills : reading, writing and arithmetic, communication, teacher opens the child's eyes, prepare learner to chose career	Understanding, why and what academic education, basic skills, value, education	
Potential stakeholders	Parents, pastors, headmen, nurses, regional councilors, school board, parents, support learners, provide materials, food, shelter, without support no learning, parents are first teachers, provide information about learners, community members, liaise between school and community members, management, government, build infrastructures, provide books	Link schools to community resources, health care professionals, national services, spiritual leaders, open and frequent communication, community individuals	Practice
School' responsibilities	Provide quality education, assessment, plan and prepare lessons, know subject content, know learner, explain to learners, reinforcement of rules, provision of career guidance, learning materials, parents are not trained to do some activities,		Perceptions & practice
Parents' responsibilities	Advise teachers, financial support, food, clothes, school stationery, buy school uniform, assist learners to learn reading and to do other school activities at home, inform school about child's problems, start education at home, teach children to respect adults and obey school rules, ask what children learn at school,	Positive climate, support school activities at home, technical support, good relationship	Perception & Practice
How schools work with stakeholders	Convene meetings to discuss school needs, performance, observations, year tasks, learners' behaviours, importance of providing food before children come to school. Involve them in money generating committees, school boards, invite parents for lesson observations, ask government/ministry of education to provide teaching and learning materials, community members to assist with teaching esp. culture related content, advise parents on how to assist learners, get advice from parents on how to teach slow learners, communicate with parents, be friendly to them,	Linking parents to community resources, positive climate, communication, power sharing, knowledge opportunities for parents, involve parents in technical support	Practice
How schools involve parents in development	Meetings about importance of education, literacy education classes, book inspection, individual	Knowledge development opportunities	Practice

opportunities	parent-teacher talk and show parents how to assist their children with reading at home		
Mechanisms to sustain involvement	Involve parents in preparation of events, very low priced school uniform, school board members liaison, explain value of involvement, encourage attendance of literacy lessons, parents as guest speakers	Positive climate, knowledge development opportunities, power sharing, use of community resources	Practice
Communication mechanisms	Letters, radio, learners, councilors, fellow teachers, meetings, parent days, neighbours	Communication options	Practice
Obstacles experienced	Poverty, unemployment, no electricity, flood, busy parents, male parents have no time for literacy classes, inability to pay school development fund, learners' absenteeism, poor performance, learners come half way to school, government officials do not visit lower primary grades, lack of equipments, parents do not respond to invitations, long distances, lack of understanding, poverty	Poverty, prejudice, ignorance, undervaluing of lower primary education	Barriers
Causes of obstacles	Too much domestic work, unemployment, lack of understanding, guardians do not send children/orphans to school on days they get financial support, parents go sell marula juice while children look after hoses, domestic animals, long distances, ignorance, fear of embarrassment	Poverty, lack of understanding, low self-esteem	Barriers
How schools deal with the obstacles	Discuss with school board members, ask school board to talk to parents, discuss in parent meetings, solar electricity, establish a project, employ community members, free uniform to orphans and vulnerable children, advise parents on possible ways to generate money,	Power sharing and decision-making, positive climate	Practice
Additional information	Difficult to get awards for parents, the government to build bridges, parents need to visit schools, without good relationship no progress, parents should pay school development fund,	Obstacles, recommendations,	Barriers
• Interview of parents			
Reasons for choosing the schools	Like the educate offered, nearest school, to be able to observe school activities, make sure that children are doing their school work,	Positive perceptions	Perceptions
How parents support schools	Share knowledge with learners and with what they can do, pay school development fund, buy stationery and books, attend meetings, give advice, teach stories, donate awards (floating trophy), serve in school boards,	Financial support, positive climate, decision-making	Practice
Importance of parental involvement	Discuss about education and school needs with teachers in meetings, focus on learners together, encourage teachers to work hard, need to take part in education, support new and in experienced teachers	Good relationship	Practice
What parents would like to be allowed to do	To contribute to the provision of teaching to learn through lesson observation, materials in order to be able to support children's learning at home, be visited by teachers' at home, known by teachers, motivates and excites them, be welcomed and treated as partners, contribute to teaching, advise teachers,	Technical support, positive climate	Attitude, Practice
Experiences of teachers' attitude	Well behaviours, respect, play major roles in meetings, teachers' satisfaction with parents' participation, good relationship, understand each other, let each other know about their mistakes	Positive attitude	Perceptions, Practice
What school should do to enhance relationship with parents	Allow them to sit in lesson presentations, visit them at home, feel valued, teach, continue meetings, respected, buy computers, build school libraries, buy more reading books, increase chances of book inspection, 2x per month	Technical support, positive climate, attitude, relationship	Practice
Effect of parental support	Good performance, good behaviours, hard working, respect, children know how to count and read	importance	

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How parent support is limited	Estrangement, alienation, low self esteem, teacher do not give us enough freedom to contribute to actual teaching in classrooms, limited chances of looking at children's work, monitor teachers' sufficient marking,	Parents are willing to get involved, positive attitude, are able, motivated	Barriers
Why parents find it difficult to contribute and support	Lack of understanding, preference of drinking, habit of not going to meetings, lack of school policy on involvement, lack of ownership of policies at school, disrespect, belief that parents do not understand education, limited freedom to participate in education of their children, illiterate, unemployment, nothing to eat in the house, no money to buy school uniform	Difficulties experienced by parents	Barriers
Additional comments	Emphasis of involvement by the government, children to be encouraged to work hard, parents to be encouraged to support education of their children		
Intermediate parental involvement schools			
• Interview of professional educators			
Description of community	Small but fine, better understanding, visit school, old, responsible, send children to school, will be no uneducated child, supportive, build classrooms (sheds) donate money although poor	Demographic information, how community support	
Parental involvement (description)	Visit school, ensure learners' punctuality and attendance, monitor teaching, observe lessons, invited or not, children to school on time, attend meetings, interaction, encourage children to study hard, give children food and clothes, participate in school organization and development	Opportunities for knowledge development, technical support, power sharing, help with school activities at home, positive climate,	Practice
Academic education (description)	Teach vowels, letters, language, computation, writing, physical education, religious and moral education, how to read, write, count and talk properly, work with fellow learners, love each other, help each other, life skills, basic skills, care of environment, health safety and nutrition	Development of basic skills, positive climate,	Practice
Potential stake holders	Parents, they live with children, help us in teaching, responsible for teaching talking, safety, give food, know childhood, background, ministry, provide syllabi	Use of community resources, positive climate, technical support	Practice
Schools' responsibilities	Prepare daily lessons, teaching, monitor work, assess, grade learners' work, promote learners, inform parents, provide teaching and learning facilities and materials, make sure teaching according to syllabi,		Practice
Parents' responsibilities	Provide teaching and learning materials, provide clothes, feed children, will not sleep in class learners' wellbeing, send children to school on daily basis, come to school to motivate teachers, give moral support	Technical support, good relationship, positive climate	Practice
How schools work with stake holders	Invite them to school, observe teaching, teach stories, how to make pots, ask the to assist children with home work, involve then when experience problems with learners, inspect children's books, share ideas how to help poor performers, encourage them to give enough time for school work at home, special committees, policy formulation processes, discuss behaviours, get syllabi and scheme of work from the ministry	Involvement in policy formulation, classroom support/ technical support, educational opportunities for parents	Practice
Development opportunities	Tours excites learners and pleases parents, meetings,	Educational opportunities	Perceptions;

for parents	give advise how to be with children, guests from community to talk to parents on how to be with children, lesson observations, children act out, share information on HIV and AIDS	for knowledge development, use of community resources	Practice
Mechanisms to sustain involvement	Contact becomes daily practice,	Communication, positive climate	
Communication mechanisms	Meetings, letters, learners, neighbours, radios, churches, cellphones	Communication options	
Obstacles	Children refuse to go to school, parents undermine their authority, scares materials and resources, lack of buildings, lack of water, no building for libraries, lack of vision, regard invitation to schools a waste of time, learners represented by fellow children at meetings, sheds too cold during winter, children look after cattle, work in the field, unable to pay school development fund, overcrowded classrooms, no difficulties	Difficulties, low self-esteem, insufficient infrastructures, priority of other issues than education	Barriers
Strategies to address obstacles	Invite parents for discussions about children's weak nesses due to absenteeism, how this could be prevented, importance of attendance, parents bring children to school, parents give reports about children, parents donate whatever they have, baskets, pottery, millet, use principal's office as library, discourage children representation, ask parents to share the importance responding to invitations	Solutions: how schools deal with barriers	Barriers/How to deal with; Practice
Incompatible activities	Donation of money, cannot think of any, asking community members to teach because they lack understanding, overcrowded classrooms,	How they deal with, Barriers	Practice
Additional comments	Thanks for choosing our school for 1st and 2nd round, parents must feel free to share with schools, good if parents and teachers work together to produce leaders for tomorrow, respect my visit, visit emphasized the idea of making parents comrades in children's education	Relationship	Perception; Practice
• Interview of parents			
Reasons for choosing the school	Closeness, likes the education offered,	Attitude	Perception
How parents support the school	Always visit, donate for building infrastructure, pay school development fund, remind learners of homework, send the to school on time, ask the what they have done at school daily, assist children when doing homework	Good relationship, assist with school related activities,	Practice
Importance of parent support	Parents loose if they do not support children, education is important, do not want to be blamed, want children to be educated, development and civilization, create good relationship between parents and teachers, protect children from cold weather	Positive climate, high aspirations	Perception
What parents would like to be allowed to do more	Sustainable relationship, visit , observe, assist teaching, look into children's books, encourages them to motivate learners to work at home,	Technical support	Practice
Experience of teachers' attitude	Respect, mutual discussion, welcome, permitted to visit, good relationship, teachers inform them what happens at school, problematic learners, parents attend to them	Positive climate, good relationship	Perception
What school should do to enhance relationship	Proclaim rules, principals with same rules, provide information to enable parents to assist, create good relationship, school board to monitor attendance starting and closing time, parents to observe, monitor lesson planning and preparations	Opportunities for knowledge development, good relationship,	Perception; Practice
Effect of parental support	Children do well, become committed, well performance, always do homework	Importance of parental involvement	Perception
How parent support is limited	No limitation, no idea, not really		

Parents' difficulties to contribute and support	Absenteeism, late-coming, defensive parents, lack of understanding, insufficient teaching aids, insufficient classrooms, lack of water, too much drinking, work at home, habit of sending children to school and not bother they learn or not	Illiteracy, poverty	Barriers
Additional comments	More information, educational opportunities	Parents desire opportunities for knowledge development, indicate understanding and have high aspirations for their children	Perceptions
Low parental involvement schools			
• Interview of professional educators			
Description of a community	Good relationship between community members and school, most parents not educated, do not motivate learners to love learning, do not know the value of education, some understand, respond to invitations, children do not perform beyond grade 10, guardians do not use financial support for orphans' education, children live and grow in poverty, do not go anywhere in life, uncommitted, weak in sending children to school	Difficulties experienced in the process of parental involvement	Perceptions; experience; Practice
Parental involvement (description))	Visit school, relationship with teachers, monitor teachers' work, assist children at home with schoolwork, pay school fund, do activities at school, ask children what they learn at school, do observation, participate in teaching, provide labour, suggestion on school problems, monitor quality of teachers' work, provide children with food before they come to school, send children to school on time, reduce hose chores,	Parental involvement is when parents are contributing to financial and material support, good relationship, positive climate, creation of educational opportunities for parents	Practice
Academic learning (description)	Education that shapes the child's future, makes the child becomes somebody and help the nation, child respect norms and values, teach reading, writing counting and talking correctly – form better foundation, life development acceptable behaviours, welcoming visitors	Professional educators have high aspirations and expectations for their learners, regard academic education as teaching basic skills, teachers create positive climate for involvement,	Perceptions
Potential stakeholders	Ministry of education – provides teaching and learning materials, policies, syllabi, teachers – teach, parents – take care of children, send children to school, know the child's background, teach culture-related content, pay school development fund, teachers cannot educate children alone, teachers discuss learners' problems with, Community – first to be approached for school needs, contribute to the erection of buildings, children belong to the , nurses – explain to learners and parents how to prevent and take care of HIV and AIDS infected and affected people, business people provide transport and money	Potential stakeholders schools with whom schools share responsibility of learners'education, positive climate, financial support, use of community resources	Practice
Schools' responsibilities	Formulate school rules, keep order at school, distribute work, provide needed materials, teach children how to read and write	Usual responsibilites	Practice
Parents' responsibilities	Make parents the focus of relationship, assist parents to learn reading letters, paying school fund otherwise negotiate, provide clothes, food, send children to school on time, ask children what they learn at school, prepare children for social interaction, teach them to obey school rules, discuss learners' school	Creation of knowledge development opportunities, positive climate, involve parents in teaching (technical support) in teaching, have good	Practice

	related problems with teachers,	relationship	
How school work with stakeholders	Discuss school problems, learners late-coming to school, need for classroom observation, roles of parents, freedom to visit school, participation in lesson presentations, take decisions together, inform community members that school belongs to them, ask for parents' advice, work with parents as friends, make parents work on school fence, involve them in money generating projects	Opportunities for knowledge development, provision of classroom technical support by parents, creation of positive climate, financial support	Practice
Development opportunities for parents	All parents' meetings – discuss how parents can help children, importance of visiting schools, look at their children's work, classroom observations, special discussions for parents to poor performers, discuss importance of monitoring school progress	Creation of knowledge development opportunities for parents and positive climate to parental involvement, maintain of good relationship	Practice
Mechanisms to sustain involvement	Show and discuss children's performance with parents, award hard working learners, give parents certificates of appreciation, parent-teacher meetings every term, record discussions for next meetings referrals, provide agenda before every meeting	Communication options used by the schools, creation of knowledge development opportunities for parents	Practice
Communication mechanisms	Letters, meetings, individual and direct messages through learners, neighbours, churches, radios, morning assembly village headmen	Communication options used by the schools	Practice
Obstacles experienced	Absenteeism due to HIV and AIDS, death, funerals, other related diseases, learners who live with elderly people, lack of understanding, long distances, late-coming to meetings, teachers are unable to visit parents at home, children live alone, children are represented by fellow children at meetings, parents work far from home, parents misuse orphans' money poverty, parents do not make time to come to school, too much excuses	Problems experienced in the process of parental involvement	Barriers
Strategies for addressing obstacles	Headmen talk to their people, regional councilors explain, suspension, involve parents in school development discussions, teachers alternate, teachers visit parents at home	Use of community resources, community options, creation of positive climate	How to deal with barriers
Additional comments	Just thanks, ministry of education takes too long to deliver materials, no comment, nothing to say	Parents appreciate	
• Interview of parents			
Reasons for choosing the school	Nearest, children still small, education of children, liking, habit,	Just because they are the nearest schools	
How parents support schools	Being members of school boards, ask teachers to inform them when children do not arrive at school, tell children to learn, buy school uniform, pay school development fund, send children to school on a daily basis, accompany children until they arrive at school, give donations, provide teaching aids,	Parents are involved in decision-making bodies, they experienced good relationships with teachers, they contributed to the creation of positive climate, they provide financial support and classroom technical support, have high aspirations for their children	Practice
Importance of parent support	Children will not be like us, children are educated, education produces teachers, nurses, officers, for children to get jobs, children will help, children will develop the school further	Parents have high aspirations	Perceptions
What parents would like to be allowed to do	School board members to talk to parents, reprimand them to release children to go to school, contribute other things than money, teach stories and how to make traditional materials	Use of community resources, involvement of parents in classroom technical support	
Experience of teachers' attitude	Fine, discuss learners' problems together, good treatment, respect trust, confidentiality about	Positive attitude towards involvement	Perceptions

	problems, some parents do not cooperate with schools,		
What schools should do enhance relationship	Development, learners' progress discussion of problems a habit, contact parents when there is a problem, increase buildings	Communication options used by schools	Perceptions
Effects of parental support	Children change attitude towards learning and become serious, committed, progress well, become somebody educated in life, learners understand	Importance of parental involvement	Perceptions
How parent support is limited	Poverty and unemployment prevents parents from paying school development fund, lack of understanding of education, unable to identify needs and mistakes, teachers' weaknesses	Difficulties experienced by parents	Barriers
Difficulties experienced by parents to contribute and support	Lack of cooperation among parents, division, misunderstanding, lack of understanding, lack of communication from parents, lack of income,	Difficulties experienced by parents	Barriers
Additional comments	Parents can provide teaching aids, no comments	Parents provide technical and material support	

Appendix G: Objectives of the interview questions

Objectives of the interview questions for Professional educators

Interview question asked (for professional educators)	Reason for asking the question	What you wish to do with evidence
1. What is your name and where did you do your teacher education?	To establish a good rapport with the interviewee and learn the institutional provider of his/her professional training.	Introduction questions aimed at establishing professional background of and forming rapport with an interviewee.
2. What is your major?	To determine their professional educational background and to find out whether the interviewee had been appropriately placed.	To find out whether the interviewee was teaching the level and the subject he/she was trained to teach.
3. Do you live in this community?	To find out whether the interviewee was part of the community.	To establish the interviewee's relation to the community.
4. What is the community like?	To find out whether the interviewee knew the community he/she is expected to work with.	To learn about the community in which the school is situated.
5. How would you define parental involvement?	To establish the interviewee's knowledge and understanding of parental involvement.	To secure the interviewees' concept of involvement
6. How would you describe academic education?	To establish the interviewees' knowledge and understanding of academic learning.	To discover the interviewees' concept of academic learning.
7. Who are the potential stakeholders with who you share the responsibility for the academic growth of learners? Why do you regard them potential stakeholders?	To ascertain whether they are aware of partnership between themselves and learners' homes.	To determine their understanding of the importance of working with parents in children's education.
8. How do you work with the stakeholders to support the learners' academic learning?	To determine whether they involve parents in academic activities for educating learners.	To discover the strategies interviewees normally use to involve parents in academic activities.
9. What roles in children's education should be the sole responsibility of schools and why?	To determine their understanding of their roles and responsibilities in children's education.	To establish their comprehension of their (school's) roles and responsibility regarding children's education.
10. What roles in children's education do you think should be the sole responsibility of families and why?	To determine their understanding of the roles and responsibilities of families in children's education.	To uncover their perception regarding the roles and responsibilities of families in children's education.
11. What development opportunities does your school organise for involving parents in learners' academic education?	To determine whether schools organize developmental opportunities for parents as part of the processes of involving parents.	To discover developmental opportunities schools provide to parents as a means of empowering them for active involvement.
12. What support mechanisms and strategies does your school have in place to sustain	To establish how schools maintain their processes of actively involving parents in education of learners.	To discover sustainable methods and procedures for active parental involvement in education of

		learners.
13. Do you think these mechanisms are good and feasible for parents of this community?	To determine their rationality behind using those mechanisms.	To establish justifications for specific methods of involving rural parents in learners' education.
14. What mechanisms and options do you use to communicate with parents for the benefit of learners' learning?	To determine whether schools communicate with parents and if so, how.	To establish the communication options schools use to get in touch with parents.
15. What obstacles do you experience in promoting parental involvement in supporting learners' academic learning?	To determine the stumbling blocks to parental involvement.	To establish the main stumbling blocks and area of needs.
16. What do you think are the causes of those obstacles?	To determine the sources and grounds of obstacles to involvement.	
17. How do you overcome those obstacles?	To determine whether schools do something to address the obstacles.	To establish strategies for improvement.
18. What involvement activities and strategies are not compatible with this community's living condition and why?	To determine their knowledge of appropriate activities as determined by the living conditions of the community.	To expose the compatible involvement activities and strategies with the rural condition.
19. Are there any other comments that you would like to share with me in relation to parental involvement in children's academic education either at your school or in general?	To accentuate any other issue of concern to respondents.	To establish any ideas vital to respondents but not covered by questions.

Objectives of interview questions for parents

Interview question asked (for parents)	Reason for asking the question	What you wish to do with evidence
1. What is your name?	To establish a good rapport with the interviewee.	Introductory question like that aimed at forming rapport with an interviewee.
2. How many children do you have at this school?	To determine the number of children the interviewee had at the school.	
3. What makes you to choose this specific school for your child(ren)?	To determine the interviewee's rationale for choosing the specific school for his/her child.	To establish the interviewee's perception of the school.
4. How do you support the school to make sure that your wishes will be fulfilled?	To determine whether an interviewee contributes to the fulfillment of his/her wishes.	To establish specific support parents give to schools for the sake of their children's education.
5. Why do you think it is important for you to support the school?	To determine whether an interviewee is aware of his responsibility of supporting schools in education of his/her child.	To establish parents' understandings of the importance of parental involvement.
6. What exactly would you like the school to allow parents do as part of their support to contribute to the academic learning of their children in school?	To determine whether an interviewee receives freedom of supporting his/her child in any form.	To establish things parents would like to do freely as part of their contribution for their children's learning.

7. Describe the attitude you as a parent normally experience from the teachers and the principal of this school?	To determine an interviewee's experience of teachers and principals' attitude towards them (parents).	To establish the relationship that exists between parents, teachers and principals.
8. What would you like to see the school doing for parents to enhance the relationship between the school and parents?	To determine whether parents are satisfied with the existing relationship between themselves and teachers and principals.	To establish suggestions for improving the relationship between parents, teachers and principals.
9. What effect made by the parents' support for school in terms of academic education of children, have you noticed?	To determine whether an interviewee monitors his/her child(ren)'s learning to find out whether their contributions make any difference in learners' academic education.	To establish the effect of parental involvement in learners' academic education.
10. Where do you think the parents' support for children's academic growth is limited and why?	To determine the extent to which an interviewee appreciate the opportunity for supporting his/her child(ren)'s academic education.	To establish limitations for parental involvement.
11. What makes it difficult for you and other parents to contribute to and support the children's academic education?	To determine whether an interviewee experiences difficulties in his/her endeavor to support his/her child(ren)'s academic education.	To establish the stumbling blocks for parental involvement.
12. What else would you like to tell me about parental involvement?	To accentuate any other issue of concern to an interviewee.	To establish any ideas vital to parents but not covered by questions.