

THE IMPACT OF PARENTAL INVOLVEMENT ON THE
FUTURE PERSPECTIVE OF THE ADOLESCENT LEARNER
IN SIYABUSWA: A SITUATION ANALYSIS

by

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Submitted in fulfillment of the requirements for the
degree of

MASTER OF EDUCATION

In the subject

EDUCATIONAL PSYCHOLOGY

at the

UNIVERSITY OF PRETORIA

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APRIL 2002

ACKNOWLEDGEMENTS

This study is dedicated to my parents, MOKGAETSI MONICA, and in particular, my late father, ISAAC MATALELA TSWAI, who acknowledged and treasured the value of education, even for his daughters.

I would like to express my gratitude to:

- Dr AC Swanepoel, for becoming everything to me.
- My husband, Isaac for giving me love and support throughout my studies.
- My three sons, TSHEPO, THABANG, THORISO and my late daughter KGOMOTSO who inspired me to face life with courage and faith.
- Me Volschenk, D. For her good sense of humour and the wonderful typework she has done for me.

I declare that: "The impact of parental involvement on the future perspective of black adolescent learners in the Siyabuswa area", is my own work and that all the sources that I have used have been indicated and acknowledged by means of complete references.



BOSHIELO N.E. (me)

SUMMARY

The central problem guiding this research focuses on the nature of Siyabuswa adolescent learners' future perspective. An in-depth literature study pertaining research methodology was undertaken. Qualitative research methodology was applied to gather information.

A situation analysis was conducted in order to scrutinize the orientation of learners towards education and to determine the nature and impact of parental involvement, on the future perspective of their adolescent learners.

A pilot study was executed and data gathered for this study were analysed and interpreted. The results served as indicators for the compiling of questionnaires for the unstructured interviews with parents and adolescents.

The empirical study indicated various factors that impact negatively on the future perspective of the Siyabuswa adolescent learners. Learners were negatively affected by the following:

- Surrogate parenting.
- Educational level of parents.
- Learning culture.
- Personal circumstances of parents.
- Teachers' attitude in the Siyabuswa area.
- The impact of the country's state of affairs.

Two main questions of the study were answered as follows:

The nature of the future perspective of the adolescent learners in the Siyabuswa area reflected:

- a negative attitude towards school tasks,
- a negative attitude towards authority,
- a negative attitude towards the "self",
- failure to comply to academic demands,
- poor school attendance,
- non participation in school-related co-curriculum activities, and
- lack of self-responsibility.

The nature and extent of parental involvement in the development of the adolescent learners' future perspective indicated that:

- parents do not set examples by reading for pleasure,
- limited provision of extra learning material is made available at home,
- limited goal setting for the year is done with the child,
- parents lack interest in their children's school work and school related activities,

- limited motivation and encouragement is provided, and
- limited authoritative guidance and control is offered.

OPSOMMING

Die sentraal probleem wat hierdie navorsing voorlig, fokusseer op die aard van die Siyabuswa adolessent leerlinge se toekomspektief. 'n Dieptestudie van die literatuur met betrekking tot metodologie is onderneem. Die kwalitatiewe navorsing metodologie is gebruik om inligting te versamel.

Die situasie ontleding is aangevoer om die oriëntering van leerlinge teenoor die opvoeding noukeurig te ondersoek, en om die aard en indryf van ouerbetrokkenheid op die toekomspektief van hulle adolessent leerlinge vas te stel.

'n Proefstudie is aangevoer, en die inligting wat versamel is, is geanaliseer en geïnterpreteer. Die daaropvolgende bevindinge het as aantoner gedien om vraelyste vir ongestrukterde onderhoudvoering met ouers en leerling saam te stel.

Die empiriese studie het verskeie faktore, wat negatief op die toekomspektief van die Siyabuswa adolessent leerlinge indryf. Die volgende, het negatiewe inwerking op die leerlinge gehad:

Surrogaat ouers.

Opvoedkundige peil van die ouers.

Leerkultuur.

Persoonlike omstandighede van die ouers.

Die gesindheid van die onderwysers in die Siyabuswa omgewing.

Die indryf van die land se voorwaardes.

Die studie se hoof vrae is soos volg, beantwoord :

Die aard van die Siyabuswa adolessent leerlinge se toekomspektief, het die volgende aangedui:

- negatiewe gesindheid teenoor die skoolwerk,
- negatiewe gesindheid teenoor owerheid,
- negatiewe gesindheid teenoor "self",
- die versuim om aan akademiese vereistes toe te gee,
- swak skool bywoning,
- geen deelname aan sport aktiwiteite, en
- die gebrek aan self-verantwoordelikheid.

Die aard en mate van ouerbetrokkenheid in die ontwikkeling van die adolessent leerlinge se toekomspektief het aangedui dat:

- ouers is nie voorbeeldig ten opsigte van pret lees,
- beperkte leerstof is beskikbaar by die huis,
- geen doelstelling vir die jaar word saam beplan,
- ouers stel nie belang in hulle kinders se skoolwerk en aktiwiteite,

- ouers verskaf beperkte motivering en aanmoediging, en
- beperkte gesaghebbende leiding en beheer word verteenwoordig

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LIST OF KEY WORDS

- ▶ Future perspective
- ▶ Adolescent
- ▶ Self-concept
- ▶ Identity
- ▶ Self-actualisation
- ▶ Involvement
- ▶ Motivation
- ▶ Attributes
- ▶ Attitude
- ▶ Impact
- ▶ Goals
- ▶ Objectives
- ▶ Surrogate parenting

CHAPTER ONE

PROBLEM STATEMENT, AIM OF STUDY, RESEARCH METHOD AND EXPLANATION OF TERMS

1 INTRODUCTION

A learner in his/her adolescent years experiences certain changes, which impact on the meaning that he/she attaches to the future and the importance and significance thereof. Adolescence presents an important developmental transition period of the life and marks a great deal of change both within the individual, and within the social environment - a critical period of biological and psychological changes. Feldman and Elliott (1990:3) define adolescence as a stage of life distinct from either childhood or adulthood. They, (Feldman *et al*, 1990: 3) describe it to be a time during which certain tasks need to be completed, e.g. becoming physically and sexually mature, acquiring skills needed to carry out adult roles and gaining increased autonomy from parents.

Meeus, de Goede, Kox and Hurrelmann (1992:121) define adolescence as a period in which youngsters experience identity crises, which they solve by making choices in a number of life domains, regarding their future. During adolescence, developmental changes occur in all domains of becoming, i.e. the physical, cognitive, affective, normative, and moral domains. Each aspect of development is related to others and to the total development of the individual. At this stage, adolescents are faced with a task of adapting to these changes and others' perception of them, which can be extremely difficult. These changes have an impact on the way adolescent learners view themselves as well as their future.

During the adolescence stage, the individual's orientation towards the future intensifies. Researchers suggest that the future-time perspective ability is related to the adolescent's emerging formal reasoning abilities (Cummings, 1995:275). Silbereisen and Todt (1994:245) endorse this statement by stating that for young people, adolescence is a period of orientation, a time for deciding directions and goals, a period of learning about coming to terms with the various opportunities and restrictions that their lives are likely to offer. They, (Silbereisen *et al.* 1994:245) state that as adolescents approach adulthood, their capacity to think about the future leaves them increasingly susceptible to less immediate influences.

A future perspective can be described as an individual's vision, aspirations and anticipation about the future. It presupposes a clearly defined goal, which is planned and prepared in the present. Adolescents have to define and decide on their aspirations for the future and at the same time develop stable behavioural responses to developmental tasks.

As an educator, the researcher noted that most grade ten adolescent learners in the Siyabuswa area, had a very poor and negative future perspective. These learners attribute failure to external reasons, reflecting a tendency towards an external locus of control. The concern with Siyabuswa learners' disregardance of the responsibility on the shaping and planning of their own future, led to an investigation on the parental involvement on the adolescent learners' future perspective.

Pre-scientific investigation indicated that school-related involvement of the parents of these adolescents was limited to the enrolment of their learners in school. There is no commitment towards the establishment or maintenance of a learning culture in most of these families. Parents view the education of their children as solely the responsibility of the

teacher and even experience the school grounds as a haven to keep their children off the streets. In a situation whereby parents relinquish educational obligations entirely to the school, questions pertaining the culture at home that supports the development of intrinsic responsibility for one's own future, may be raised.

The unfavourable and severely limited future perspective of the Siyabuswa adolescent learners suggests serious developmental, environmental and educational problems concerning these children. It is a backlog and problem which impacts intensely on these learners' development and acquisition of a positive future perspective, which is suppose to motivate and support them towards significant actions, and towards participating in the establishment of a positive future for themselves.

2. THE BEHAVIOR OF ADOLESCENT LEARNERS IN THE SIYABUSWA AREA

The behaviour of the Siyabuswa adolescent learner (SAL) reflects a limited ability towards projection into the future. Learners seem to focus on the present only and lack clearly defined future-related goals. Indicators of an insufficient future perspective can be deduced from the SAL's (Siyabuswa adolescent learner's) school-related behaviour such as:

- # failure to attend school classes;
- # the disruption of lessons they find boring;
- # a critical attitude towards teachers; and
- # conforming to negative influences by peers, e.g. not completing homework and school tasks, non- participation in future-related discussions and aggravating younger learners.

The behaviour of the SAL (Siyabuswa adolescent learner) displays disbelief that current efforts and co-operation will enable the individual towards a more desirable future. These learners exhibit limited interest in their school activities, which again implies limited ambition, hence an unrealistic low level of commitment and motivation in school-related activities. Challenging school tasks which require effort and active participation are approached with reluctance and a negative attitude. Learners attribute their failure to external factors and apply negative self-talk such as, "*I have low abilities,*" which results in demotivation.

In the light of the above-mentioned indicators, it may be suggested that most of the SALs (Siyabuswa adolescent learners) maintain unfavourable attitudes towards schoolwork. According to Louw & Edwards (1997:746), a *negative attitude* refers to irreverent or even resistant behaviour. A large number of the SALs (Siyabuswa adolescent learners) reflect socially unacceptable behaviour by deliberately resisting authority, which is discernible in the tendency of

- absence during school classes
- loitering around the school premises during school periods and
- participating in unfavourable activities such as smoking behind toilets during school periods.

Fishbein and Ajzen (Louw & Edwards, 1997:748) define the concept *attitude* as the general feeling (ranging from positive to negative) or evaluation (good/bad) a person maintains towards the self, and other people or events. They, (Louw & Edwards, 1997:753) refer to research findings indicating that attitudes develop at a young age and are shaped by the group/s with which the individual identifies.

According to Cummings (1995:340), a locus of control is the tendency to assume or not to assume responsibility for one's negative and

positive behaviours. The SAL reflects the tendency towards an external locus of control where he/she attributes any school-related failure to other people and/or external circumstances

- inefficient teachers;
- insufficient financial resources and;
- unfavourable educational settings.

During the period of pre-scientific investigation, focus was placed on two aspects, namely

- to identify and investigate those factors (specifically external issues) that might cause, contribute to or even endorse the SAL's negative attitude towards the school and
- to determine parents' involvement in the SAL's school-related activities.

Parental involvement in school-related activities forms an integral part of a learner's motivational system.

3 PARENTAL INVOLVEMENT

3.1 INTRODUCTION

Parents have an important role to play in shaping the future perspective of their adolescents. Takanishi (1993:111) emphasises this statement by referring to the impact, parental involvement has on learners' academic achievements as well as their socio-economical development. She, (Takanishi: 1993:111) reflects on evidence, which suggests that active parental involvement in the school, forms a critical factor in a learner's educational success in all the school grades. Potgieter, Visser, Van der Bank, Mothata & Squelch (1997:6) state that democratisation of education includes the idea that stakeholders such as parents, teachers, learners and other people (members

of the community) must participate in the activities of the school.

The involvement of parents with the education of learners and their participation in school activities, therefore serve as motivation on the part of the learners. Rosa (1994:14) describes motivation as a desire within the individual to achieve a goal, which the individual has set himself. Motivational support and encouragement provided by parents of adolescent learners, enable learners to become diligent in their schoolwork and strive for a better future. Conversely, if parents reflect limited or no interest in their children's schoolwork, the learners become discouraged and de-motivated.

It is vital therefore, that parents convey to the learners, a clear positive evaluation of the school and the value of education and study.

3.2 PARENTS OF ADOLESCENT LEARNERS IN THE SIYABUSWA AREA

Parents in the Siyabuswa area represent a specific culture in which the belief is reflected, that they should not involve themselves in formal educational activities. During the pre-scientific investigation, it became clear that the SAL parent seems to distance him/herself from the school and regard it as the territory of qualified professionals. These parents assume their roles as that of mere spectators rather than participants in school activities. The lack of establishment and maintenance of a learning culture in most of these families, may be ascribed to parents perceiving the teachers as authority figures who are the

sole appointees and best able to handle the education of their children.

The following indicators reflect the Siyabuswa parents' relinquishment of educational responsibility entirely to the school:

- non-involvement in taking steps against vandalism and theft of school properties (No efforts are made to repair damaged furniture and school buildings);
- poor attendance of parent meetings, in which issues that affect the future of the learners are discussed; and
- failure to respond positively or to respond at all to information bullets and/or letters from the school (learners are expected to solve their academic and behavioural problems with their teachers only).

The researcher reflects comprehension of the fact that an adolescent's future perspective is moulded and influenced by many other factors as well. For the limited extent of this research, only specific aspects (as discussed in the previous paragraphs) will be investigated.

4. PROBLEM STATEMENT

The central problem guiding this research, focuses on the nature of the SAL's (Siyabuswa adolescent learner's) future perspective. In order to investigate this phenomenon, a situation analysis has to be executed to describe the relevant problems to the deepest roots. Mouton (1996:161) points out that the term "analysis", refers to the resolution of a complex whole into the parts. It involves reducing to manageable proportions, the wealth of data that one has collected or has available.

Adhering to this strategy, the underlying dynamics regarding the future perspective of the SAL is analysed within the context of this study. The problem statement is posed in the form of a question and it is based on the background and information of the problem discussed.

MAIN PROBLEM

The main problem can be formulated in the following question:

What is the impact of parental involvement on the future perspective of adolescent learners in the Siyabuswa area?

The sub-questions, which constitute the main problem, are as follows:

- ❖ Which components constitute a future perspective and how does a future perspective develop in an adolescent learner?
- ❖ What is the impact of parental involvement in the adolescent learners' school-related activities?
 - What are the views and opinions of parents of Siyabuswa adolescent learners on their involvement and responsibilities regarding school-related activities?
 - What is the role and impact of external factors such as financial resources, occupational circumstances and own historical background on parents' current involvement in their adolescent learners' school-related activities?

5. AIM OF THE STUDY

This study serves as a situation analysis on parental involvement regarding school-related activities of the adolescent learners. The identification and description of aspects that impact negatively on parental involvement will hereafter constitute the basis for a following

research study, which is the development of an Effective Parental Involvement Program (EPIP).

6. RESEARCH METHODS

The research will be directed in terms of the aims of research as distinguished by (Mouton & Marais, 1990:43).

6.1 EXPLORATORY APPROACH

One of the aims of an exploratory study is to undertake a preliminary investigation before a more structured study of the phenomenon (Mouton & Marais, 1990). These researchers (Mouton & Marais, 1990:43) further state that exploratory studies usually lead to insight and comprehension rather than the collection of accurate and replicable data. Studies of this nature frequently involve the use of in-dept-interviews, the analysis of case studies and the use of informants.

This research is exploratory by nature because it is aimed at exploring the future perspective of the SAL and the nature and extent of parental involvement in the school-related activities of these learners. A pilot study will be conducted in order to test the viability of the research. The most important research design considerations, which apply here, are the need to follow open and flexible research strategies.

- i) A relevant and recent literature study will be executed regarding those essences that constitute the future perspective of an adolescent learner. Focus will be placed on the following aspects:

- What constitutes a future perspective?
 - How does a future perspective develop in an adolescent learner?
 - What constitutes values and norms in families within the Siyabuswa area regarding the future of their children?
- ii) The situation analysis consists of the following activities:
- Open-ended semi-structured questionnaires with ten families from the Siyabuswa area (both parents where possible)
 - Open-ended semi-structured questionnaires with ten adolescent learners in the Siyabuswa area from the same families as mentioned above.

In order to enhance the validity and reliability of the research findings, questionnaires will be drafted and translated to Southern Ndebele, after which triangulation will also be implemented.

6.2 DESCRIPTIVE APPROACH

Mouton & Marais (1990:43) state that the descriptive studies include the in-depth description of a specific individual, situation, group, organization etc. A descriptive study intends to recount the basis of a phenomenon factually within its context, whilst placing the basis of fact on the collected data (Mouton & Marais, 1990:44). The description of the SAL's behaviour in the school context and the involvement of the parents in their education are distinctive in this study.

7 EXPLANATION OF CONCEPTS

7.1 ADOLESCENT

According to Gouws & Kruger (1995:3), the term adolescence is derived from a Latin verb meaning "*to grow up or to grow to adulthood.*" Adolescence is a process rather than a time period; a process of achieving attitudes and beliefs needed for effective participation in society (Scutcliffe, 1996:30). For the purpose of this study, this term refers to the secondary school learner in grade eight to twelve and between the ages twelve and eighteen years. The SAL (Siyabuswa adolescent learner) finds him/herself in a significant developmental process, which may be divided into three sub-stages:

- ❖ Early adolescents (ages 12 – 14)
- ❖ Middle adolescents (ages 15 – 16)
- ❖ Late adolescents (ages 17 – 18)

During adolescence, physical, emotional and mental changes intensify and support the adolescent towards a more formal operational level of reasoning. According to Piaget (Cummings, 1995:121) children's logical thinking abilities emerge increasingly during the ages of 11 and 12 years, enabling them towards solving a variety of abstract problems. During the stage of formal operations, the individual can think on a more abstract level and engage in a wide range of cognitive activities, including propositional thinking, future-time perspective, hypothesis testing and combinatoral thinking (Cummings, 1995: 121).

Self-identity has crystallised because the adolescent can now integrate concrete description of the self (for instance, good listeners, able to accommodate another's point of view) into a higher-order generalisation about the self (Feldman & Elliott, 1990:365). It is during this stage that the learners develop towards private attributes of the self. These attributes are a result of the ideas and attitudes of others figuring in learner's personal involvement in relationships. Learners therefore, need role models to identify with.

7.2 SELF-CONCEPT

Self-concept is the person's way of perceiving himself / herself, i.e. ideas and attributes that the individual has formed of himself / herself. Van den Aardweg & Van den Aardweg (1993:193) identify three mutually dependent components of self-concept, namely, identity, action and self-assessment of which *identity* forms the *umbrella concept*

According to Silbereisen & Todt (1994:287), the concept *identify* has been generally accepted as referring to:

- the accomplishment of a coherent and firm sense of self,
- a sense of being at home in one's own body,
- a sense of reasonably being comfortable with who one has become, and
- a sense of knowing where one is going.

Scutcliffe (1996:33) defines identity as the sure knowledge (positive or negative) people have gained of themselves mainly through others. This enables them to distinguish themselves as unique entities from others. Identity concerns different aspects of the self in different situations, but is basically recognisable as

the same over time. She, (Scutcliffe, 1996:33) defines the self-concept as an awareness of the self in action - a consciousness of the ideas, attitudes and values of the self.

Self-concept can thus be defined as a system of concepts whereby an individual evaluates himself / herself and gain a sure knowledge of himself and which can be changed by the quality of relationships in the life-world.

7.3 INVOLVEMENT

According to Gouws & Kruger (1995:5), involvement is the psychic vitality with which a person pursues and realises his/her meaningful goal. The intensity of involvement is observable in the intensity of the person's attention and interest, as well as the person's degree of perseverance and commitment and the amount of practice the person puts in. Involvement therefore refers to a person's inherent, inner drive or need to attain maturity (Gouws, *et al*, 1995:5).

The concept involvement will be defined separately with reference to parents and learners. In both cases, involvement *per se* cannot be passive. Therefore, parental involvement refers to participation in the learning activity of the learner with the intention to motivate and cause an input. To be actively involved, the parent ought to be cognizant of what is expected of him/her. On the other hand, a learner is involved in constituting his/her own life-world by attribution of meaning and move towards self-actualisation. Involvement is therefore distinguished as a pre-requisite for every intentional significant activity.

7.4 MOTIVATION

The concept *motivation* derives from the Latin word *movere* (to move), which refers to the energy or impetus behind movement (Gouws & Kruger, 1995:149). Du Toit & Kruger (1994:57) define motivation as the impetus driving force of the personality, which can be realised by means of a volitional act and concomitant behaviour. Van den Aardweg *et al.* (1993:138) state that motivation grows from the following needs:

- to be competent;
- for self-actualisation;
- to be functional;
- for personal adequacy;
- for some satisfactory level of self-realisation; and
- to be somebody.

Motivation concerns purposeful fulfilment of aspirations. For the learner to achieve a goal, which is of significance to him/her, motivated and purposeful actions are essential.

7.5 DISCIPLINE

Effective learning, teaching and socially acceptable behaviour is solely dependent on effective discipline. According to Kokot, Lessing, Prinsloo, Van den Aardweg, Voster and Oosthuizen (1991:218), discipline involves the subjection to authority, implying obedience to orders and instructions. Within this paradigm, learners should be instilled with concern for the rights of others, with respect for peace and order and with understanding that law enforcement officers are friends and not enemies (Kokot *et al.*, 1991:218). In the context of this study,

discipline should also be viewed as internalised discipline, i.e self-discipline that leads to self-activity.

7.6. FUTURE PERSPECTIVE

According to Webster (1985: 926), future means time that is to come. Future perspective is an expectation of advancement – the prospect for progressive development. On the other hand, *perspective* stems from the words, *per* which means through, *spicere*, which means to look, and *ivus* – *ive* that means in sense. The concept therefore refers to the capacity to view things in their true relations or relative importance, e.g. present performance; prospective career. It implies that things ought to be viewed with a proper pattern of relationship as to value, importance or other basic quality. Nuttin (1985:33), states that future time perspective consists of the goal objects and means-end structures that an individual virtually has in mind when behaving in a present situation.

According to Gouws & Kruger (1994:88), adolescents should form an increasingly realistic conception of their own abilities and interests, with the result that their career interests should also become gradually more realistic. The prospects for an adolescent learner should therefore be to develop towards a successful career.

7.6 PARENTS

In the Siyabuswa area, children are entrusted under the care of people other than their biological parents. Within the context of this study, the concept “parent” represents surrogate parents /

caretakers. They are regarded as substitute parents, who take care of children during the absence of biological parents.

8. THE RESEARCH PROGRAM

Chapter 1

This chapter introduces the research topic and contains the defining of the research problem, establishment of the study aim, and application of appropriate research strategies and explanation of terms.

Chapter 2

The chapter constitutes an in-depth study pertaining the constitution of a future perspective. Criteria for the development of a positive future perspective are discussed. The impact of parental involvement and factors that influence the constitution of a future perspective are reflected.

Chapter 3

This chapter concentrates on the research design and describes the pre-scientific observations, investigations and the pilot study. The procedures to be followed in this phase of research will be explained systematically and data gathered during the pilot study will be interpreted.

Chapter 4

In chapter four the constitution and execution of the main research is discussed. Research strategies such as the sampling procedures, questionnaires and interviews are describes. Data analysis are provided and interpreted.



Chapter 5

This chapter represents a summary of each chapter after which findings of the research data are provided. Recommendations are formulated and prospects for further research are provided.

CHAPTER 2

THE SIYABUSWA ADOLESCENT LEARNERS' CONSTITUTION OF A FUTURE PERSPECTIVE

1 INTRODUCTION

Various environmental factors as well as significant people they identify with, may influence the constitution of a future perspective by the adolescent learners. According to Louw & Edwards (1997:753), children are influenced mainly by their parents, immediate family members and the school environment. Adolescents, whose parents provide them with support and encouragement, develop positive expectations and take an interest in, and participate in school-related activities (Louw & Edwards, 1997:518).

Nuttin (1985:33) focuses on content aspects indicating that a future time perspective consists of goal objectives and means-end structures that an individual virtually considers when behaving in a present situation. Silbereisen & Todt (1994:287) endorse this statement by referring to the fact that during adolescence, the child decides on his/her own direction and goals and tends to think about the future increasingly. They, (Silbereisen *et al*, 1994:287) add that *self-definition* plays an integral role in the development of a future perspective and is reflected in different areas such as the individual's vocational plans, religious beliefs, political ideologies, and other.

Cummings (1995:275) adds a cognitive dimension by referring to the *formal operational thought* as a pre-requisite for the ability to project into the future. According to Piaget, (Louw & Edwards, 1997:511) research results indicate that during adolescence, children achieve the

capacity of formal operational thought and develop the ability towards *abstract thinking*. As a result, adolescents can think about their own current experiences as well as project specific thoughts about the future.

Peetsma (1994:275) states that, " ... toekomstperspectief is gedefinieerd als een attitude die iemand heeft ten aanzien van een object op een zekere termijn in die toekomst. Verondersteld is dat toekomstperspectief een motivationeel effect heeft. Ten behoeve van het motivationele karakter van het begrip toekomstperspectief zijn alle drie aspecten van een attitude (affectie, cognitie en intentie/gedrag) opgenomen in die omschrijving van het begrip".

Within the context of an adolescent learner, a future perspective then implies that the adolescent experiences a certain sense of vocation and is motivated to strive and actualise his/her latent potentials as well as to take responsibility for his/her own work. Goals and plans for the future activate and regulate behaviour and actions in the present.

Elements constituting a future perspective can be identified as the following:

- motivation,
- Attitudes,
- goal objectives and
- behaviour.

Pre-scientific investigations indicate that the elements constituting a future perspective are insufficient and even absent in the Siyabuswa adolescent learners (SALs). Certain behavioural patterns in the SALs indicate that the stage of formal operational thought has not yet been reached, e.g.

- behaviour reflects minimal goal-orientation;
- limited interest is projected towards schoolwork and the motivational level in school-related activities appears to be low;
- school achievements are not compatible to learners on the same level from other schools; and
- the overall attitude towards life is negative and authority figures such as teachers and parents are mainly rejected.

In order to adhere to the scientific aims of this research, it is necessary to pause at those elements constituting a future perspective after which the development thereof within the adolescent will be discussed.

2 FUTURE PERSPECTIVE

Numri (1989:13) describes the concept *future orientation* in terms of three processes, i.e. motivation, planning and evaluation.

A. Motivation

According to Numri (1989:14) motivation refers to:

- the *interest* people have in the future;
- future orientated *motives and goals*; and
- *underlying knowledge* on which a future perspective is based.

He, (Numri, 1989:14) adds the dimension of the *self-concept* in the process of goal setting. In this regard, Marsh (1999:46) states that individuals construct their self-concept in part by evaluating their self-perceived strengths and weaknesses in relation to certain standards or frame of reference. A future self is consistently more correlated with the actual ideal self. Self-concept refers to the total evaluation of the self whether

positive or negative. Therefore, *actual self-perception* is how an individual views him/herself, while the *ideal self* refers to how an individual would ideally like to be. The attainment of a realistic self-concept implies self-knowledge, which again is a prerequisite for the assessment of future possibilities.

The pre-scientific observations within this study raised the question whether the SAL has a different ideal self. The behavioural indicators reflect that the SAL does not have a clear consolidated ideal self, which proves to be realistic. These learners seem to be uncertain concerning their self-perceived strengths and weaknesses and their self-concept seem to be distorted and unrealistic and may therefore inhibit the continuous search for a meaningful future identity.

Observational indicators also reflect that the SAL is de-motivated and find it difficult to identify with schoolwork and the process of discovering how schoolwork can be applied in practice.

Sufficient comprehension and internalising of the schoolwork should result in enthusiasm; interest and motivation, which in turn may elicit a keen sense of the importance of success at school and future employment.

The above mentioned elements seem to lack in the SAL and instead of evaluating the self in relation to actual potentials and accomplishments, the SAL exhibits behaviour indicating that each individual would rather acquire a specific group's identity than relying on his/her own characteristic traits. Such actions result in an unrealistic self-concept consisting of elements representing the group's actions and group cohesion and not that of the individual SAL. A group identity can therefore serve

as motivation towards certain (positive and/or negative) actions and thoughts.

B. Planning

Planning forms an integral part of people's future perspective and concerns how they plan the realization of their aims, interests and goals. Numri (1989:15) identifies the following three stages in the process of planning:

- i. the construction of a representation of the goal and the future context in which the goal is to be realised;
- ii. the construction of a plan, project or strategy for achieving the goal; and
- iii. the execution of the plans and strategies constructed.

In order to execute planning efficiently, the individual has to construct a representation of both the *goal* and the *future context* in which the goal is expected to be realized. This implies that by the time the adolescent enters the secondary school level, he/she should at least have identified some desired careers. A pre-requisite to reach this developmental level, is a certain level of knowledge of the *context of future activities*. The adolescent also has to *plan* how to achieve a set goal within a chosen context. In addition to this, constructed plans have to be *actualised* in order to determine their feasibility.

The above-mentioned abstract cognitive actions demand *emotional commitment and dedication*. During the pre-scientific observational analysis of the SALs' self-analysis, the question evolved as to whether these learners can realistically identify and relate to their own capabilities in order to construct and actualise future plans.

C Evaluation

Within the context of a future perspective, the process of evaluation plays an important role. According to Numri (1989:17), individuals continuously evaluate their chances of realizing their goals and plans based on their present view of own capabilities.

During the period of adolescence, the child has already formed a specific and unique self-concept and has become aware of his/her own abilities and limitations (Feldman *et al.* 1990:354). Evaluation in this developmental stage, entails an *internal and continuous action of assessment* resulting in the knowledge of one's own strong and weak points. Motivational issues depend on the individual's *self-evaluation* and the consequent results thereof. If the individual's self-evaluation results in a favourable self-concept, he/she will intrinsically possess sufficient inner motivation towards external action to achieve future-orientated goals. The contrary is also evident - if an adolescent suffers a negative self-concept, he/she will lack the necessary motivational incentives to develop a positive future perspective.

Within the context of this study, it has become evident that the SAL might not have reached a sufficient level of self-knowledge. Pre-scientific investigation indicated the following factors indicating a lack of self-knowledge:

- learners failing to indicate possible future fields of study and
- unrealistic choices of future careers.

A further interpretation of the above-mentioned may also be that the SAL lacks the necessary *frame of reference* in order to evaluate future possibilities.

The overall current orientation towards school-related activities is characterised by the following:

- the lack of sufficient motivation to achieve academically and a low intention to actualise latent potentials;
- limited interest and motivation in schoolwork *per se*;
- unfavourable and insufficient attribution of meaning to schoolwork which results in poor academic performances;
- a negative approach to schoolwork; and
- boredom with life in general and with school in particular, where schoolwork is regarded as a waste of time.

In order to adhere to the scientific demands of validity and reliability, it is necessary to formulate criteria describing a *positive future perspective*, before a situation analysis can be performed within this research study.

3. CRITERIA FOR THE DEVELOPMENT OF A POSITIVE FUTURE PERSPECTIVE

Rosa (1994:39) identifies attributes of an individual with a positive future perspective as the following:

(i) A positive self-concept

A positive self-concept is characterised by the positive evaluation of the self. Gouws & Kruger (1994:93) state that key factors in determining whether or not parents have a positive effect in helping their adolescents build a healthy ego identity are the

warmth, concern and interest they display towards their adolescent children. A positive ego-identity impacts on the adolescent's social relationships, progress at school, performance in all areas, and career expectations and success.

It can therefore be stated that an adolescent who maintains a negative evaluation of the self, lacks sufficient *motivational incentives* to visualize a favourable future perspective.

(ii) *Self-confidence*

Self-confidence, according to Van den Aardweg & Van den Aardweg (1993:206) is the belief in oneself that one has reasonable chance of accomplishing goals. The accomplishment of goals calls for increasing interest and involvement in the relevant tasks. According to Gouws & Kruger (1994:5), involvement implies the following:

- ❖ the psychic vitality with which a person pursues and realises a meaningful goal and
- ❖ the intensity of the person's attention and interest, as well as the person's degree of perseverance and commitment.

It is within the context of the family that the child is exposed to the adult world as the parents interpret it and teach about the difficult-to-comprehend aspects of adult life. The child consequently develops a sense of security and self-confidence and the courage to explore the world. Knowledge regarding values, norms and customs is acquired, which will accumulatively influence his/her decision-making (Rosa, 1994:43).

The adolescent, who lacks sufficient self-confidence, does not experience *intrinsic motivation* to “enter” a dream about the future because of the unknown nature thereof. This adolescent will rather cling to the current scenario due to an inner fear of the future and the consequent uncertainty and insecurity experienced.

(iii) Motivation

Motivated children, (Rosa, 1994:64) are those who reflect achievement motivation, “*forward-looking*” time perspective, and positive yet realistic expectations of success. These learners display a unique pattern of causal ascriptions for success and failure. Feldman *et al*, (1990:309) define motivation as more than simply the desire to do well; motivation represents a variety of psychological processes that determine which achievement goals will be pursued and how effectively they are pursued.

Motivated learners are capable of actualising latent potentials without a dependence on external support and incentives.

(iv) Discipline

Rosa (1994:71) defines a disciplined child as someone who has learned to behave socially in appropriate ways and who evidences proper patterns of responses to his work. Adolescents with a positive future perspective are disciplined and display internalised self-discipline. Disciplined adolescent learners are not dependent on full time supervision and authority figures hovering over their heads, but submit themselves voluntarily to authority and obey rules even in the absence of authority figures.

Within the context of this study, self-discipline also implies the following:

- the ability to adhere to future orientated dreams (occupational decisions),
- the tendency to implement the necessary strategies towards goal achievement, and
- the ability to manage incidental obstacles to the extent that set goals are still achieved.

If a learner (in this context, the SAL) does not exhibit the necessary self-discipline towards goal achievement, a vague and unrealistic future perspective can be the result.

(v) *Self-actualisation*

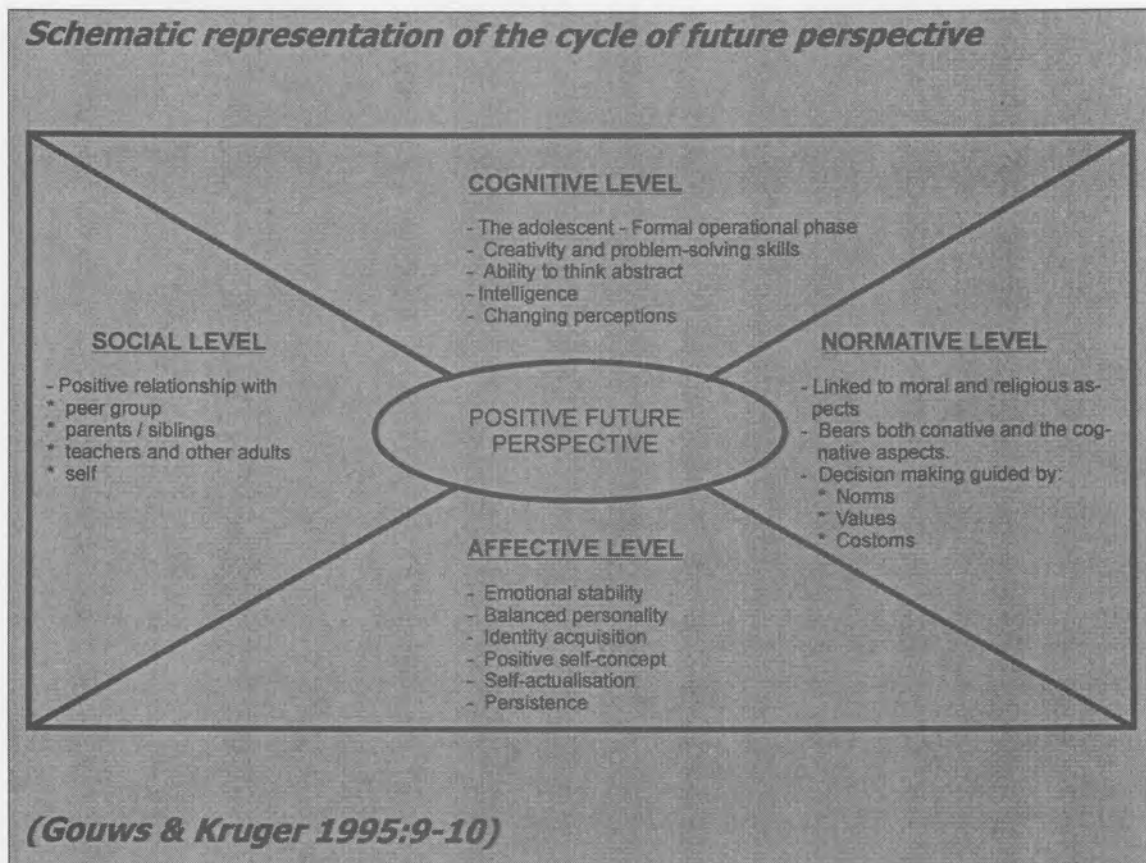
Mager (1984:351) defines self-actualisation, as the desire to become everything that one is capable of becoming. Van den Aardweg *et al* (1993:83) state that successful self-actualisation is largely determined by the intensity and quality of involvement, which again is dependent upon educational help in activation and direction. Adolescent learners with a positive future perspective reflect a sense of responsibility by constructing long-term goals, which place a great deal of meaning on hard work and education. They reflect a *positive self-concept*, which is a prerequisite of *self-confidence*.

Self-actualisation therefore, coincides with factors such as:

- the ability to identify one's strong attributes and capitalise on these;

- an active involvement with one's own future regarding the shaping thereof and the achievement of set goals; and
- a motivational thrust towards optimal development and actualisation of one's own abilities and potentials.

Attributes of an adolescent learner with a positive future perspective can be depicted schematically within the context of the components or domains of becoming.



According to Du Toit & Kruger (1994:6), becoming *per se*, refers to a purposeful, deliberate and progressive transition, which requires great effort in order to move from one condition to the next.

Van den Aardweg *et al* (1993:28) state that *becoming* towards adulthood and emotional maturity include qualities such as:

- acceptance of responsibility;
- self-actualisation;
- the realisation of aspirations; and
- initiative.

Social exposure of the adolescent occurs on a micro and macro level. On a micro level, the adolescent finds him/herself within a family context where parental attitudes, personalities and multi-factorial feedback, play an important role in the adolescent's development of a future perspective. It is the researcher's opinion that parental influences impact significantly on all the other levels of the learner's development to such an extent that the adolescent will reflect the modelled attitudes and tendencies of the parent, irrespective the nature thereof. In circumstances where parents reflect negative future orientations, similar behaviour can be expected from the adolescents.

It has been stated that an adolescent's future perspective may be influenced by multiple other inputs such as environmental factors, socio-economic aspects, and the adolescent's emotional orientations. According to Du Toit & Kruger (1994:8), orientation is the action whereby the child acquaints him/herself with the current situation through the attribution of meaning. This process results in knowledge and comprehension of a specific situation and enables the individual to apply certain coping mechanisms. Orientation therefore, represents related social attitudes and has cognitive, affective, normative and behavioural components.

In order to adhere to the theme of the study, it is necessary now to reflect on the nature of the future perspective of the SAL.

4. THE FUTURE PERSPECTIVE OF THE SAL

Informal interviews with teachers shed some light on the behaviour of these learners. The SAL reflected to a greater extent negative attributes to the self and school work. There are also indications that the SAL projects an insufficient future perspective.

Pre-scientific analysis of the SAL's behaviour can be summarized as follows:

BEHAVIOUR	INTREPRETATION
<p>A. Attitude towards school tasks</p> <ul style="list-style-type: none"> * No interest & enthusiasm in school * Refrain from completing homework * Work uncompleted * Refrain from submitting homework * Ignore instructions. 	<ul style="list-style-type: none"> * Negative toward education as a whole * Not interested and de-motivated * Reject the value of schoolwork * Non-commitment towards own responsibility.
<p>B. Attitude towards authority</p> <ul style="list-style-type: none"> * Rebellious and resist discipline. * Resort to distracting behaviour in classes * Negative remarks during class lesson presentations 	<ul style="list-style-type: none"> * Rejection of authority * Group pressure * Lack of self-discipline
<p>C. Academic performances</p> <ul style="list-style-type: none"> * Lack of perseverance & endurance * Reluctant to work hard * No preparation or procrastinating preparations for tests & exams 	<ul style="list-style-type: none"> * Lack self-confidence & motivation * Lack of interest & fear for failure * Experiencing scholastic problems & lack intrinsic incentives



BEHAVIOUR	INTREPRETATION
<p>D. School attendance</p> <ul style="list-style-type: none"> * Poor school attendance (play truant) * Absence during class periods 	<ul style="list-style-type: none"> * Insufficient supervision within primary educational systems (i.e. parents) * Disciplinary problems
<p>E. Participation in school-related activities</p> <ul style="list-style-type: none"> * Not willing to participate in school-related co-curriculum activities 	<ul style="list-style-type: none"> * Limited motivation & low intentional directives towards education <i>per se</i>
<p>F. Attitude towards the self</p> <ul style="list-style-type: none"> * Lack ambition & lowers aspirations * Attribute failure to lack of ability * Inability to discover and evaluate personal strengths & weaknesses 	<ul style="list-style-type: none"> * Lack of achievement motivation & self-actualisation * Negative self-concept * Deficient self-evaluation & development of a negative self
<p>G. Self-responsibility</p> <ul style="list-style-type: none"> * Failure attributed to poor tuition * Disbelief that current efforts may bring desirable future * Inability to identify possible future career 	<ul style="list-style-type: none"> * External locus of control * Inability to establish long-term goals * Poor future prospects * Insufficient norms & values

The SAL's behaviour patterns thus suggest the possibility of a negative future perspective endorsed by the fact that these learners' parents exhibit limited involvement in school-related activities, motivation and support.

5. PARENTAL INVOLVEMENT IN THE SIYABUSWA AREA

According to Kruger (1993:4), the general impression of the community within the Northern Kwa-Ndebele sub-region, is that a very low quality

of life exists and that no immediate improvement thereof is indicated in the near future. The social-economic profile of the local community can be summarised as follows:

- low income levels;
- low educational levels;
- large and extended families;
- lack of skilled labour;
- low economic ratios; and
- limited employment opportunities.

The majority parent within the Siyabuswa area are located far from their occupational environments. To practice any kind of occupation, employees from the Siyabuswa area are forced to travel to industrial areas, of which distances vary, leaving travellers on the road for up to even six hours daily. During the absence of the parents (Kruger 1993:4), grandparents offer support to the children in the form of surrogate parenting. Grandparents do not exclusively provide surrogate care. In families where grandparents are not present or available, adolescent learners are forced to take care of siblings. Attention should therefore be drawn to the effects of surrogating by grandparents and adolescents.

6. SURROGATE PARENTING

According to The Universal Dictionary (1987:1524) a surrogate parent may be defined as a person that functions as a *substitute* for another individual, such as a parent, in the life of a younger person, such as a child. Within the context of this study, surrogating results in dramatic changes within the SAL's primary educational environment.

6.1 Adolescents as surrogate parents

In order to reflect on the nature and extent of the impact surrogating has on the SAL, the following impact chart was compiled:

<i>Surrogating by the SAL</i>	<i>Influence on SAL's school activities</i>
* <i>Preparing breakfast & lunch for siblings</i>	* <i>Late for school</i> * <i>Absence during class periods.</i>
* <i>Attending to younger siblings' general needs</i> * <i>Performing household chores</i>	* <i>Limited time for homework, tests & exams preparation</i> * <i>Poor academic performance</i> * <i>Too tired & occupied to perform schoolwork</i> * <i>Becomes de-motivation</i>
* <i>Nursing sick siblings & taking them to doctor/ clinic.</i>	* <i>Absenteeism.</i> * <i>Subject information missed</i>

Adolescents who act as surrogate parents are expected to act in the capacity as parents and perform tasks usually expected from adults such as:

- emotional support;
- problem solving;
- discipline; and
- adult decision-making.

These adolescents often experience insufficient competence in the establishment of a supportive learning culture and merely provide limited security and safety, the satisfaction of physical needs and discipline based on own opinion (which might not necessarily be successful or effective).

In addition to the surrogating tasks of some of these adolescents, many lack the presence of a parent acting as a role model and to discuss their personal and educational problems with. These adolescents receive limited attention and interest regarding their emotional life and academic progress.

It therefore implies that surrogating by the SAL has a serious and mainly unfavourable impact on school related activities. Surrogate parenting may also lead to disorientation and inaccurate formation of identity because the adolescent assumes responsibility for parental activities at a very young and inappropriate age.

6.2 Grand parents as surrogate parents

Surrogate parenting by grandparents may result in:

- oppositional adolescents rejecting the authority of the grandparents and gaining an upper hand;
- the lack of proper discipline in the educational process of the adolescents;
- the grandparents' inability to establish routine and provide emotional security;
- the inability to establish and maintain a healthy learning culture;
- limited interest in the adolescent learners' school experiences and school progress;
- the inability to attend meetings resulting in non-involvement in school issues; and
- failure to monitor regular school attendance.

In a situation where adolescents are referred solely to themselves in decision-making processes, due to the absence of responsible adults, adolescents may experience a feeling of inadequacy, which may impact negatively on the nature of their own future perspective.

Surrogate parenting by grandparents symbolise inadequate parenting whereby the primary surroundings offers limited discipline, mutual understanding, interest and guidance. Children are left to find their own way and are thus vulnerable to outside influence (Kokot *et al* 1991:129).

In order to establish and support positive future perspective in learners, parents' own educational level, learning culture and preoccupation with own problems will be scrutinized.

7. EDUCATIONAL LEVEL OF PARENTS

The educational level of parents impact on the nature and extent of involvement in an adolescent learner's school-related activities. According to Du Toit (1997:51), parents who are themselves illiterate do not always realise the value of education for their children. Essen & Wedge (1982:27) refer to the fact that if a family adapts its norms of behaviour and expectations to its experienced difficulties, this will culminate in apathy towards school.

Parents in the Siyabuswa area are characterised by a low educational level, which may be discerned in the following:

- limited knowledge of how to help and support the learner academically;
- the assumption that parental assistance with school-related tasks is not needed; and

- limited, if any, consultation with educators concerning the learner's progress.

Parents regard their children as more educated than themselves and should therefore take responsibility for their own academic decisions.

8. LEARNING CULTURE

A learning culture may be determined by the way parents consciously create a motivating climate of learning at home. According to Dekker & Lemmer (1993:169) parents should enrich the environment culturally by, for example, providing reading material which are suitable to the developmental stage of the particular child. Within the Siyabuswa community, a supporting and efficient learning culture seems to be lacking due the factors such as the following:

- parents do not set examples by reading for pleasure;
- limited provision of extra learning material is made available at home;
- parents lack of interest in their children's school work;
- limited motivation and encouragement is provided; and
- limited goal setting for the year is done in co-operation with the child.

Parents seem not to realise the value of education and therefore, rather encourage children to seek employment, in order to assist in the financial support system.

9. PERSONAL CIRCUMSTANCES OF PARENTS

Parents' preoccupations with unemployment and financial insecurities have negative consequences such as:

- minimal parental involvement in the learners' school-related activities;
- lack of authoritative guidance and control;
- limited insight into the life-world of the child; and
- irritation with any school-related problematic aspects.

It is the opinion of the researcher that the adolescent who experiences negative and/or limited parental attention (especially with regard to school-related issues), is predisposed to negative attitudes towards school and consequently develops a negative future perspective. As primary educators, parents mirror their internalised experiences concerning the value and importance of education. Communication, verbal as well as non-verbal, will reflect specific school-related attitudes and motivations to which the adolescent will be exposed, irrespective the nature thereof.

Parents are not the only educators who impact on the future perspective of the adolescent learner. Teachers are important partners in the teaching-learning situation.

10. ATTITUDES OF EDUCATORS IN THE SIYABUSWA AREA

Teachers as secondary educators reflect certain perceptions of the future. During their involvement with the adolescents, the teachers' internalised experiences regarding the value of education, impact significantly on the learners' emerging future orientation.

During the observational phase of this research, specific characteristics concerning the attitude and concerns of teachers about school-related activities were recorded.

- ❖ A negative attitude is reflected towards athletics and other sport activities.
- ❖ The high failure rate of learners is ascribed to time wasted on cultural and sport activities without considering the quality of their own teaching strategies.
- ❖ Certain cultural activities are regarded as a violation of personal morals and the diverse values of the teachers and learners.
- ❖ Negative remarks are conveyed to the learners about colleagues who encourage participation in particular activities.
- ❖ Teachers are reluctant to organise and attend parent meetings.
- ❖ Teachers only seek parental involvement if they experience serious behavioural problems with learners.

According to Sharp & Cowie (1998:133), the teacher's role is "... establishing a strong pastoral system within the school, one which involves all staff in the development of student social and emotional welfare and enables every student to feel overtly valued, unfortunately, this value can only be actualised when teachers themselves experience the educational process in which they participate, as positive."

In the Siyabuswa area educators experience specific frustrations within their occupational environments, such as:

- the lack of additional sources in subjects they offer;
- learners are not actively involved in their learning;
- the lack of resources such as libraries and laboratories;
- the frequent absence of learners from school, with or without the knowledge of parents; and
- poor classroom conditions.

Teachers also seem to be on the spotlight in spite of their unfavourable working conditions. "THE TEACHER," volume 5 (2), SADTU newspaper, states that a strategy common to most provinces, and

which is also putting pressure on educators to perform, is for top officials to “drop in” unannounced on targeted schools. Teachers therefore develop a negative attitude towards both parents and learners, applying projective devices such as:

- learners do not want to learn;
- learners do not take their studies seriously;
- parents do not play their role in the education of their children; and
- parents do not care.

A successful teacher should adopt, besides others, an attitude, which learners can benefit from. The teacher who adopts the attitude of attraction enables the learner to be more attached to the teacher with the result that the chance of success is much more likely (Xitlabana, 1999:98).

Unfortunately, the inception of *The resolution act of 1996 on Teacher's redeployment and rationalisation*, “...left teachers uncertain about their future in the teaching profession.” The act of redeployment intended to rationalise teachers declared in excess and relocate them in areas where their services may be needed. This situation lowers the morale of teachers leaving them de-motivated, discouraged and with limited motivational courage to perform duties to the best of their ability. These negative experiences are now reflected within classrooms and adolescents' negative attitudes towards education.

Education should also be viewed within a larger context. It is therefore important to scrutinize the stability of the country's state of affairs and determine the impact thereof.

11. THE COUNTRY'S STATE OF AFFAIRS

South Africa's poor economic growth may have a negative impact on the future perspective of an adolescent learner. According to COSATU newsletter, "***A message from the COSATU CEC to workers and families***", 1999 manifesto, it is stated that on employment security and employment creation, the ANC manifesto undertakes to introduce legislation to make retrenchments more difficult, and to implement the agreements of the Presidential Jobs Summit at creating new jobs.

The Siyabuswa area is a disadvantaged area characterised by low socio-economic status where, in spite of the above-mentioned principles, people still experience:

- limited employment opportunities;
- limited creation of new employment;
- the lack of relevant skills within the labour market;
- retrenchments without benefits; and frustration caused by unmarketable professions.

This current situation impact negatively on learners who seem hardly to care about achieving anything more than just enough to pass their school grades. Adolescents assume that whether educated or not, negative future prospects may be possible.

12. SUMMARY

It has been stated in this chapter that the development of a future perspective involves many internal as well as external factors. In order to develop a positive orientation towards the future, the adolescent needs to experience certain positive feelings regarding him/her self, significant others and the contextual world representing a future. Further, it is a prerequisite that primary and secondary educators

model favourable attitudes towards the value and significance of education. If any of these factors actualise as a negative phenomenon, the adolescent is exposed to an unfavourable representation of the future and finds it difficult to replace such a negative concept.

The following chapter represents the research program as manifested in the pilot study and main research actions.

RESEARCH DESIGN AND PILOT STUDY

"A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure" (Mouton and Marais, 1993:32).

1. AIM OF THE CHAPTER

This study serves as a situation analysis on the correlation between parental involvement and the future perspective of the adolescents within the Siyabuswa area. The central theoretical statement endorses the question as to whether limited parental involvement regarding school-related activities have a negative impact on the development of a positive future perspective within adolescent children. Louw & Edwards (1997:36) state that in order to "... study human experiences in a great deal of depth, (the researcher should) stay close to the experience of the participants and researchers so that people who read the research report, can obtain a deeper and more human understanding of what has been discovered." In order to adhere to this statement, this chapter will be compiled to focus on the *research design* of this study.

2. RESEARCH PARADIGM

Guy, Edgle, Arafat & Allen (1987:452) define a paradigm as "... a pattern of beliefs, values, techniques and theories shared by members of a specific community as a fundamental image of subject matter within a science." Siyabuswa adolescents, as all other children within a universal context, grow up in a particular culture and are presented with specific problems, which differ from culture to culture, and indeed, "... which change in culturally imposed ways as the child gets older"

(Meadows, 1993:324). Understanding the adolescent's future perspective involves :

- an depth studying of behaviour and interaction between significant other people and
- imposing our own goals that are locally valued, without imposing our goals or our assumptions about what goals are worthwhile.

The strategies chosen for this study represent the *qualitative research method*. Qualitative research is concerned with understanding a *social phenomenon* from the participant's perspective.

3. QUALITATIVE RESEARCH METHOD

The unfavourable future perspective of the SAL (Siyabuswa adolescent learner) constitutes part of a specific social phenomenon and should be explored, analysed and understood within a specific cultural context. Understanding is acquired by analysing the many contexts of the participants and by narrating participants' meanings attributed to those situations and events (Mc Millan & Schumacher, 1993:373).

In the qualitative research method, the researcher describes who will participate in the research. Qualitative in-depth studies often use only a small number of participants who are specially selected because of their ability to describe a particular experience clearly and in detail (Louw *et al*, 1997:37). Qualitative research also paves the way for further investigations involving a larger research group (McMillan *et al*, 1993:378). The directive of this study is not limited solely to a situation analysis, but also to collect and prepare the necessary information in order to constitute a follow-up research. The ultimate aim is the development of support programs for parents of SALs (Siyabuswa adolescent learners) which will enhance their school-related involvement.

Within the context of qualitative research, the integration of the qualitative methods such as interviews, observations, written documents etc. will optimise the gathering of information on the future perspective of parents and learners. This integration enhances the credibility of a qualitative study. It is thus necessary to elucidate the research design pursued to collect data in order to answer the research questions.

4. RESEARCH DESIGN

“The aim of a research design is to plan and structure a given research project in such a manner that the eventual validity of the research findings is maximized” (Mouton *et al*, 1993:33). According to McMillan (1992:214 – 223), *observation* is a valuable means in qualitative research because it seeks to gauge how selected subjects relate to others, their work and themselves. Pre-scientific observation of the SAL indicated a negative future perspective. The informal discussion with various teachers concerning learners’ behaviour reflected adolescent learners’ insufficient and at times very low academic achievement.

4.1 Pre-scientific observations

According to Van Niekerk (1992:217), the value of the specialist’s pre-scientific observations can be enhanced and supported by the fact that a specialist firstly has expertise knowledge on the specific field at stake. According to Mouton *et al*, (1993:159), scientific observation can be preceded by pre-tested questionnaires to determine the expectations of the researcher regarding the attitude of the respondents of a specific described population (in this regard, the SAL).

The researcher as well as the participating teachers of the Siyabuswa area, not only have knowledge on different subject matters, but also, due to their training in educational studies, are cognizant of human development. This means that the observers have specialized knowledge on the developmental stage of adolescent learners as well as the unique culture represented within the Siyabuswa area. Specialized knowledge then, serve as norms and can be transformed into criteria against which any deviation can be evaluated.

In the didactic situation, the following behaviour patterns were reported concerning the Siyabuswa adolescent learners:

- ❖ Learners tend to leave tasks uncompleted and refuse to do their homework.
- ❖ They complain about the workload.
- ❖ Their attention span and retention capacity of educational material appear to be inappropriately limited.
- ❖ They lack sufficient concentration abilities.
- ❖ They have a tendency of behaving dishonest during examination sessions.
- ❖ They are absent during most of the class lessons and/or arrive late for school periods.

These pre-scientific observations necessitated a more structured investigation in order to determine the nature and extent of a formal research on the future perspective of the SAL.

4.2 *Pre-scientific Investigation*

The technique of observation in qualitative research, extends beyond observation *per se*. The researcher almost lives within the chosen subjects; enters into their life-worlds in which he/she can share and understand the meanings that subjects attribute to their surroundings and experiences. This is known as *participant observation* (Mc Millan and Schumacher, 1993:412). Leedy (1992:142) emphasizes the importance of observation by adding that *in vivo* observation enables the qualitative researcher to focus on the *perspective* of the respondent.

Pre-scientific observation in this study was conducted by focusing on two main aspects.

A. *The observation of the SAL*

The focus group (SAL) was observed regarding the following aspects:

- their orientation to school work;
- their level of commitment towards school-related activities;
- their general behaviour during formal education;
- the extent to which they assume responsibility for their work; and
- their involvement in co-curriculum school activities.

Due to the fact that a child, irrespective his/her culture, can never be seen in isolation, the primary educational context of the SAL was also investigated.

B. *The observation of the parental involvement*

It has already been stated that parental involvement in a school-related context plays an integral role in the

motivational life of any adolescent. With regard to this study the parents/caretakers of the SAL were observed with specific focus on the following:

- their presence during parent meetings arranged by school officials;
- their involvement in the maintenance of school buildings and grounds;
- their responses regarding school-related letters and notices;
- their involvement with their adolescent learners' progress and academic performances; and
- their involvement and participation during sport days arranged by the school.

5. GENERAL HYPOTHESIS

The analysis of a complex whole such as the future perspective of the SAL can not serve a significant purpose if executed in isolation. The interpretation of the analysed parts as a consecutive research action, results in a meaningful synthesis and insight regarding the relationship between the variables as well as the causal factors associated with the events or factors being studied (Mouton and Marais, 1993:103).

The future perspective of the SAL can not be viewed as a single construct but rather the result of a complex process where many variables are interwoven. In this *inductive strategy*, it was necessary for the researcher to embark upon the project using a *general hypothesis*. A general hypothesis enables the researcher to execute a less structured research in order to rather focus on relationships and patterns by means of close scrutiny of the data (Mouton and Marais, 1993:103).

Part of the research process entailed that the responses of the adolescents and their parents or caretakers be carefully scrutinized with the aim of gaining more insight into the world of the SAL. This research is therefore moulded in a *qualitative structure*, which allows the researcher to formulate the following hypothesis:

Insufficient and limited parental involvement in the educational context of the SAL, results in a negative future perspective of these adolescents.

In order to allow the above- mentioned hypothesis to guide this qualitative study, the researcher's approach reflected the:

- careful interpretation of the SAL within his/her context and
- the maximized comparison of the SAL's responses to the attitudes and responses of their parents/ caretakers.

6. SITUATION ANALYSIS

The meaning of *analysis* in the Universal Dictionary, Readers Digest (1987:64) reflects the breaking down of the intellectual or substantial whole into its constituent elements in order to examine its nature, significance and interrelationship.

Situation analysis in this research serves to determine the nature and impact of parental involvement on the future perspective of their adolescent learners. According to McMillan and Schumacher (1993:40) "... by a thorough and detailed description and analysis, the researcher interprets the facts to provide explanations of the past and clarifies the collective educational meaning that may be underlying current practices and issues."

Situation analysis in the Siyabuswa area was designed in such a way that:

- the orientation of learners towards education be scrutinized;
- important factors that influence the orientation of the learners be investigated;
- the role played by parents in the education of their children be analysed; and
- the effect on and the degree of parental involvement in school-related activities be determined.

After the pre-scientific observations have been subjected to an in-depth analysis, the following research step was the execution of the pilot study.

7. PILOT STUDY

7.1 Introduction

Hopkins and Antes (1990:461) define a pilot study as "... a miniature study conducted on a group of subjects that is not to be used as a part of major study. It is used to try out the procedures". According to Le Compt and Preissle (1993:13), the purpose of the pilot study is:

- to refine the research problem;
- to test the viability of the research; and
- to familiarise the researcher with the field.

A questionnaire (Appendix A) was compiled with the aim to execute a pilot study to determine if the sub-questions as formulated in the first chapter are valid. The questionnaire reflected questions which focused on the following themes:



THEME	INFORMATION GAINED
1. Responsibility Question 20	* To determine the extent to which the SAL assumes responsibility for his/her future.
2. Future perspective Questions 1, 2, 3, 4, 5, 6, 8, 9, 10 & 17.	* The future orientation of the SAL * Parent's opinion on the future perspective of SAL * Other aspects that impact on the future perspective of the SAL.
3. Parent's views on learner's future Question 7	* Parent's ideals & visions about SAL's future
4. School-related issues Questions 11, 12, 13, 14, 15, 16, 18 and 19	* Classroom conditions * Learners' experience of teachers * SAL's experiences of school-related activities * Parental involvement etc.

In order to answer the main research questions, *descriptive statistics* were used to summarise the research results of the pilot study (Healey, 1990:3).

7.2 Descriptive Studies

Question 1 My future is..	28% unfavourable	29% Indicated specific occupation	29% unrealistic choice of occupation	14% not answered
Question 2 My main objectives for the future is..	43% specific goal objectives mentioned	43% uncertain about objectives	14% not answered	
Question 3 I would like to be good at..	29% mentioned a chosen career	57% answer concerns improving behaviour	14% not answered	
Question 4 The only obstacle for my future is..	28% financial problems	29% admit own truancy	29% answer concerns bad behaviour	14% Indicating influence of friends
Question 5 I am looking forward to...	57% better academic achievement	14% unrealistic expectations	29% No specific achievement	
Question 6 When I leave school I..	57% hope to further the studies	14% stay at home	29% seek employment	

Question 7 My parents feel my future..	43% is not bright	43% is promising	14% It is up to the child to strive for better future		
Question 8 I am sure I will..	14% Unrealistic dreams about the future occupation	14% Hope to follow a role model	29% Hope to improve current behaviour and performance	43% Optimistic about achieving some unidentified goal	
Question 9 The only thing I fear about my future is..	29% No fears	14% Death	29% Not completing the studies	14% to be drawn into gangstarism	
Question 10 I wish I had..	43% finance to cover all personal needs	15% financial assistance	14% good manners and good education	14% a good career	14% not answered
Question 11 What I like most about attending school is..	14% It is a haven	14% Sport	29% Nothing	43% Learning	

Question 12 Attending school seems useless to me because..		43% Teachers do not attend their periods regularly		14% Desire more leisure time with friends from same and opposite sex		29% Do not like some of the subjects		14% Neutral							
Question 13 I do not attend periods in certain subjects because..		14% I arrive late at school		14% No reason		14% Teachers are not prepared to help		14% Classes are sometimes cold		14% Do not understand the subjects		15% If I did not write homework or notes		15% I dislike some of the subjects	
Question 14 I dodge during breaks and absent myself from school regularly because..		29% No pocket money		14% When I see my friend dodging		14% Teachers do not attend their periods		29% To prepare food for my younger brother		14% I am lazy, sometimes I do not write my homework					

<p>Question 15 I dislike the work I do at school because..</p>	<p>14% The work have no value for my future</p>	<p>14% Do not understand what teachers are talking about</p>	<p>15% Writing notes everyday is boring</p>	<p>43% Dislike attending school</p>	<p>14% It is a waste of time. Peers already have everyting</p>
<p>Question 16 I do not take my work seriously because..</p>	<p>14% failing repeatedly</p>	<p>14% Do not see any need to be at school</p>	<p>15% Do not understand some of it</p>	<p>57% Do not have time for school work, I visit friends</p>	
<p>Question 17 I am worried about my future because..</p>	<p>14% Personal needs are not satisfied</p>	<p>29% I do things that interfere with my studies</p>	<p>14% I am not progressing academically</p>	<p>43% I wanted to do better than my parents, but, there seems to be no hope</p>	

Question 18 Things that encourage me to attend school are..	43% To achieve all the desired goals	43% When I see my friends go to school	14% Playing soccer		
Question 19 Things that discourage me to attend school are..	28% Bad performance	29% Friends who no longer attend school	29% Looking after my younger brother	14% Staying far from school	
Question 20 I take full responsibility for my work because ..	57% I want to succeed in life	43% I would like to earn some respect			

7.3 Interpretation of Data from Pilot Study

7.3.1 Future perspective of adolescent learners and parents'/ caretakers' views on the learners' future.

Questions on future perspective received various reactions. Subjects expressed negative thoughts and uncertainties about their future. Twenty eight percent (28%) anticipated an unfavourable future which, according to the subjects, confirmed by their parents/caretakers. Fourteen percent (14%) did not answer the question and 29% indicated choices of occupations that were unrealistic. Forty three percent (43%) indicated a positive outlook on life but also admitted their engagement in unacceptable behaviour, which may have negative effect on the current and future performance.

It may be deduced that subjects do treasure certain ambitions (although limited and mostly unrealistic of nature), but lack the motivation, knowledge and skills in order to pursue their goals. These results indicate that although subjects are presumably in their formal operational stage of thinking, they have not yet established and internalised their personal values and firm convictions.

The SAL also seem to be adversely influenced by peer pressure. Forty three percent (43%) attend school because peers attend. Fourteen percent (14%) dodge lessons when they see their friends dodging. Forty three percent (43%) dislike attending school and regard it as

worthless and a waste of time because their peers already enjoy their freedom. According to Gerald and Gerald (1999:35), the influence of peer pressure and a need for acceptance by peers, are consistent with the adolescent's search for individuation and identity. Individuation, Gerald and Gerald (1999:8) indicate that an adolescent can only construct concepts of self within the context of relation with others, yet is also seeking to establish separateness through specific boundaries . Within the context of this study, the SAL seems to seek extreme connectedness with peers, which leaves him/her prone to difficulties in adapting to new circumstances where he/she needs to deal with situations individually.

7.3.2 School-related issues

Subjects attribute various negative factors to their unacceptable behaviour. Forty three percent (43%) ascribe their actions on teachers who fail to honour periods. Fourteen percent (14%) indicate that teachers are not eager to assist when they experience problems with subject matters and they consequently develop an inability to understand the subject matter sufficiently. Fifteen percent (15%) dodge periods due to uncompleted homework. Arriving late at school was the reason provided by fourteen percent (14%) of the subjects. The same percentage (14%) subjects regarded cold classrooms as the main cause for not attending classes. Twenty nine percent (29%) of the subjects indicated that their responsibility to take care of younger siblings, impedes their regular school attendance. Twenty nine

percent (29%) absent themselves from school if they have no pocket money to buy food.

The fact that a high percentage of learners (43%) attribute their unacceptable behaviour to external factors such as incompetent or unprepared teachers can be interpreted in various ways:

- the subject's inability to understand the subject matter may be due to acquired learning difficulties caused by environmental factors and socio-economic levels and
- the possible incapacity of some educators in respect of teaching skills .

These responses also indicate the nature of attitudes reflected by certain adolescents, such as:

- the tendency towards an external locus of control;
- the inability to take responsibility for own actions;
- the inability to identify the importance of own participation in school activities and studying towards the future;
- a negative attitude towards authoritative figures; and
- the tendency to show disrespect towards adult educators.

Unacceptable behaviour such as late school arrivals and uncompleted homework, reflect the SAL's tendency towards an irresponsible attitude regarding schoolwork and the inability to realise and acknowledge his/her own participation in the construction of a future perspective by active involvement in the training process.

External factors over which the SAL does not have control such as cold classrooms, taking care of younger siblings and food-related issues can be ascribed to the following possible causes:

- insufficient provision of a conducive learning situation at school;
- the lack of parental care and supervision; and
- insufficient provision of basic needs at home.

7.3.3 Responsibility of an adolescent

Although the majority of learners reflected a tendency towards an external locus of control by attributing their own failure to inefficiency of teachers and other external factors, 57% of the subjects acknowledged that they consciously disregard their obligation towards learning and rather participate in worthless activities. It may be deduced that these learners have developed defensive and antagonistic behaviour patterns whereby they choose not to be receptive to learning inputs. Subjects seem to lack efficient guidance in the establishment of a learning culture in order to reinforce the value of formal learning.

7.4 Conclusion

In concluding the results and interpretation of the pilot study, it indicates that the learners' problems lend themselves to empirical investigation. The need emerged to involve the parents/caretakers in the project in order to determine the nature and extent of their involvement in the education of their children.

7.5 *Synthesis*

In this chapter a situation analysis has been executed in which parents/caretakers and learners were observed regarding their orientation towards education. Analysis of pre-scientific data led to the execution of a pilot study. Results on the pilot study were analysed and indicated the necessity to conduct a main research.

CHAPTER 4

EMPIRICAL RESEARCH

1. INTRODUCTION

According to Manheim (Mouton & Marais, 1993: 77), sources of data within social sciences are divided into two main categories, *verbal behaviour and observable behaviour characteristics*. In this research, both categories were investigated in order to gather information. The means of accessibility to this data were:

- indirect observation (questionnaires and interviews) and
- Direct observation (participant observation in non-structured situations, i.e. teachers and researcher observing the adolescent learners).

Data gathered from the *pilot study* were analysed and interpreted in order to serve as indicators in the development of questionnaires for the unstructured interviews with parents and adolescents. Consequently, two questionnaires were compiled (Appendix B) focusing on specific themes. These questionnaires were implemented in an informal manner and questions were not necessarily posed in a chronological order.

2. DATA COLLECTION

According to Fraenkel & Wallen (1990: 89), the word *data* refers to the kinds of information researchers obtain on the subjects of the research. The data in this research are collected by means of *interviews, observations and document analysis*.

2.1 Triangulation

In order to investigate a certain phenomenon, Kimchi, Polivik and Stevenson (1991:364) define *triangulation* as a combination of the following components:

- two or more theories;
- data sources;
- methods; and
- results of relevant and recent researches.

Miles & Huberman (1994:226) add to the above statement by describing triangulation as a way to get to the findings by seeing or hearing multiple instances of it from different methods. For the purpose of this study, the combination of the following methods of data collection were applied:

- semi-structured questionnaires for learners and parents;
- unstructured interviews with learners and parents; and
- document analysis.

The application of various methods of data collection will enhance the reliability and validity of the study. According to Schumacher (1993:498), researchers also apply triangulation by means of *cross-validation* among data source, data collection strategies, time periods and theoretical schemes. To find regularities in data, the researcher compares different sources, situations and methods to see if the same pattern keeps recurring.

2.2 Questionnaires

The questions formulated for all the questionnaires aimed at correlating with the aim of the study. By applying qualitative

techniques such as open-ended questions, the researcher attempts to "... qualify through the eyes of insiders, rather than quantify through the eyes of an observer (Hitchcock & Hughes, 1989:38). Validity and reliability of the research findings will be ensured by cross-validation of questions.

2.3 *Unstructured Interviews with Teachers*

Unstructured interviews were conducted with those teachers who present various subjects to the identified SALs (Siyabuswa Adolescent learners) focussing on the following themes:

- learners' participation in class;
- school attendance;
- homework and test preparation; and
- parental involvement.

2.4 *Document Analysis*

Documentary analysis was conducted on written reports such as:

- school schedules;
- attendance registers; and
- log books.

Analysis aimed at determining the following:

- the general scholastic performance of learners;
- the number of attempts in a specific standard by learners;
- the general school attendance of learners; and
- the recurring misbehaviour of learners.

3. PARTICIPANTS

According to Healey (1990:5) social scientists almost never have the resources or time to test every case in a population. Therefore information from samples carefully chosen from the population may be used to make inferences about populations.

Two subject groups were identified for this research.

Group A

Ten grade 10 adolescent learners randomly selected at Mabusabesala Senior Secondary School

Group B

The parents and/or caretakers of the group A-learners.

3.1 Sampling

According to McMillan & Schumacher (1993:159) a sample consists of individuals selected from a larger group of persons called the *population*. Therefore, the aim of sampling is to produce a representative of population elements (Mouton, 1996:132). For the purpose of this study, a sample of ten grade 10 learners was selected from the learners' population. The parents and/or caretakers of the selected adolescent learners were requested to participate in the research programme so that their impact may be illuminated.

The aim of involving the teachers in the study was to establish the existence of correlation of data gathered from the learners. According to McMillan & Schumacher (1993:35), this form of correlation is concerned with assessing relationship between two or more phenomena.

3.2 Permission

3.2.1 The Principal of the school

Before the commencement of the research, consent was gained from the principal of Mabusabesala Senior Secondary. The research project was executed at the school, therefore the principal was informed on the content and purpose of the project. No inconvenience was caused because a small sample was used. The school-based part of the investigation was conducted in the researcher's office.

3.2.2 Consent by the adolescent participants

Prior sampling, the purpose of this research was explained to the identified participant learners and anonymity was assured to all participants.

3.2.3 Consent by parents.

Letters of requests for consent towards participation in the research programme were sent to the parents/caretakers of the ten adolescent learners who had been randomly selected. Parents/caretakers who agreed towards participation signed and returned the letters.

4. RESEARCH ENVIROMENTS

4.1 School Environment

The researcher re-arranged the office for interviewing purposes. Given the proper environment, participants were less on their guard against personal disclosure because the atmosphere was created to be tolerant, friendly and permissive (Kingry, Tiedje & Friedman, 1990:124).

Rapport, trust and reciprocal relations were established with each adolescent learner. In order to put the learners at ease, confidentiality and anonymity were assured regarding information they shared with the researcher. The adolescent learners were supported towards understanding the aim and importance of the research in order to establish sufficient grounds for their co-operation and commitment. By continuously promoting the reflection of the participants' honesty and open gestures, the validity and reliability of this study were enhanced. Participants were also prompted to express their feelings and concerns freely.

Interviews with the parents took place within the home setting of the selected adolescents.

4.2 Home Environments

According to Scutcliffe (1996:178) special care needs to be taken to facilitate openness and honesty during interviewing sessions. The researcher took the necessary precautions to ensure that parents/caretakers were at ease and did not experience an inquisition. The questions asked should

seemingly flow from the "*getting to know you- chat*", so as not to alienate or intimidate the interviewees. The important aim is to establish a friendly and easy rapport with the parents/caretakers as a basis for scrupulously honest revelation (Hitchcock & Hughes, 1989:85).

5. INTERVIEWS

5.1 Interview Questions

One of the main purposes of interviewing as a research strategy is to generate specific individual responses (McMillan & Schumacher, 1993:244). Therefore, the interview questions in this study meet the following requirements:

- ❖ they are related to the research problem and the research objective;
- ❖ the questions are appropriate to the problem of the study;
- ❖ they are clear and unambiguous;
- ❖ they are not leading the respondent;
- ❖ they do not demand the information that the respondents do not have; and
- ❖ they do not demand personal or delicate material (Kerlinger, 1986:444).

5.2 Informal Interviews with Teachers

Interviews with the learners were preceded by informal interviews with five teachers involved with the grade ten learners. The questions of the research required information regarding the experiences with learners in the classroom such as:

- learners' approach to schoolwork;
- school-related behaviour;
- school attendance; and
- homework and test preparation.

According to Denzin & Lincoln (1994:228) a good informant is one who:

- has the knowledge and experience the researcher requires;
- has the ability to reflect;
- is articulate;
- has the time to be interviewed; and
- is willing to participate in the study.

During the informal interviews, the questions emerge from the immediate context and are asked in the natural course of events (McMillan & Schumacher, 1993:426).

5.3 Interviews with Learners and Parents/caretakers

The interviews with the SALs and their parents/caretakers were semi-structured and involved the ten selected grade 10 adolescent learners and their parents or caretakers. Learners were interviewed individually and answered the questionnaires verbally. Within qualitative research, semi-structured interviews have the following values:

- ◆ it allows greater scope to ask questions out of sequence;
- ◆ it allows a better and freer flow of information between interviewer interviewee;

- ◆ the researcher can move backwards and forwards, clarifying points, going over earlier points and raising new questions, which arise spontaneously; and
- ◆ it allows for a warm, empathetic safe atmosphere for subjective and often very personal information to be related (Hitchcock & Hughes, 1989:86 & 87).

Open-ended questions were administered in order to avoid subjectivity and leading questions. According to Vulliamy (1990:129) questions should be posed in such manner that they facilitate the interviewee in doing the majority of the talking.

5.3.1 Questionnaire for the SAL

Biographical information was requested from learners in order to establish the following:

(i) Pre-school attendance

It is important to establish whether the subject has attended a preparatory school, which might have facilitated a trouble-free and smooth transition from home to school environment. Data on the subjects' pre-school attendance will also highlight the following issues:

- the nature of the learning culture within the primary learning situation;
- cognitive stimulation the learner was exposed to; and
- the financial ability of the respondents' parents/caretakers.

(ii) *The position of the child within the family*

The position of the child within the family impacts on the specific role expected from that child, e.g. if the child appears to be the oldest of six children, within the culture of that specific community, it is expected that this child should take care of the younger children in terms of:

- preparing food;
- taking care of the siblings if the parents/caretakers are absent;
- providing security and safety;
- cleaning up in the house; and
- taking care of the discipline of the younger siblings (which also includes physical discipline).

(iii) *Academic profile of the SAL*

The academic profile of the subjects was drafted in order to determine the academic achievement of the subjects. In this particular study, the academic profile of the respondents correlated with information provided on the impact of pre-school attendance as well as the position of the respondent within his/her family. Drafting an academic profile of the respondents also aimed at highlighting the following information regarding the SAL:

- school orientation;
- attitude towards teachers;
- attitude towards the future; and
- general attitude towards education *per se*.

6. BIOGRAPHICAL INFORMATION

6.1 Summarised Results

The biographical information on the adolescent subjects were summarised as follows:

SUBJECT	AGE	BIRTH ORDER	SEX	PRE-SCHOOL ATTENDANCE	CARE TAKER	DURATION
S1	16,2	2 children no 1	Female	Mabopane pre-school	Day mother	Two years
S2	17,3	7 children no 1	Female	None		
S3	18,1	7 children no 1	Female	None		
S4	18,7	Only child	Male	None		
S5	17,2	Only child	Female	None		
S6	19,5	9 children no 1	Female	Simuyembiwa Pre-school	Teacher	One year
S7	17,7	3 children no 1	Male	None		
S8	18,7	5 children no 3	Male	None		
S9	19,7	5 children no 5	Female	None		
S10	19,2	6 children no 1	Female	None		

6.2 Interpretation

6.2.1 Male-female population

The population of the grade 10 adolescent learners consisted of a large number of females. *Systematic random sampling* was applied to draw a sample from the population. According to McMillan & Schumacher (1993:165) systematic sampling is similar to random sampling. The researcher randomly picks a number and then systematically selects subjects from a list of names beginning with the subject assigned to the chosen number, irrespective the sex of the selected subject.

6.2.2 Pre-school attendance

The table indicates that only two subjects attended **pre-schools**. They were entrusted under the care of a day mother and a teacher, respectively. Eight subjects never had pre-school experiences. It therefore implies that these subjects entered school with limited or no preparatory exposure to formal education. According to Kokot *et al* (1991:27), school-readiness is something that the young child must be educated towards it. Pre-primary activities are planned in order to actualise the modes of learning (*sensing, attending, perceiving, imagining and fantasising, thinking and memorising*) and the modes of becoming (*exploring, emancipation, distancing, differentiation and objectification*) at a higher level than would have been achieved in the home.

6.2.3 Birth order

The *birth order* reflects that six subjects are the eldest. It implies that these adolescents (if not the only child) have been appointed *surrogate parents* to the younger siblings. In the case where the adolescent (S8) falls in the middle of the birth order, the older children have left school prematurely leaving the adolescent (S8) as the “eldest” at home.

7. PARTICIPATION IN SCHOOL-RELATED ACTIVITIES

7.1 Summarised results

Subject	Current Achievements	Recent Achievements	Verbal Teacher Reports	Number of years in grade
S1	24,5%	30%	Less participation, poor attendance, school tasks not up to date, no parent involvement.	2
S2	30,5%	32,3%	Less participation, poor attendance, school tasks not up to date, no parent involvement.	2
S3	48%	47%	Fair participation, regular attendance, school tasks up to date, no parent involvement.	1
S4	44,3%	33,7%	Poor participation, regular attendance, partial completed tasks, no parent involvement.	2
S5	40,8%	34,3%	Experiencing health problems, poor attendance, struggles to perform school tasks, no parent involvement.	4
S6	48,5%	46%	Participates fully, poor attendances (circumstantial), incomplete tasks, no parent involvement.	1

S7	47%	31%	Fair participation, poor attendance (circumstantial), school tasks not up to date, no parent involvement.	2
S8	48,1%	47,2%	Participates fully, regular attendance, complete tasks, no parent involvement.	1
S9	35,1%	36%	No participation, poor attendance, incomplete school tasks, no parent involvement.	2
S10	30,6%	32%	No participation, regular attendance, incomplete school tasks, no parent involvement.	2

7.2 Interpretation

The verification from teachers on the orientation of learners towards schoolwork and parental involvement indicated the following regarding the academic progress of the adolescents:

- ❖ All subjects experienced no parental involvement in their education.
- ❖ Participation during lessons, school attendance and execution of school tasks in the majority of subjects, appeared to be limited and/or unsatisfactory.
- ❖ Learners did not attend school regularly.

Insufficient parental involvement results in *lack of support and limited motivation* on the part of learners. Without parental support, children do not attribute significance or positive meaning to school-related activities. Learners therefore project insufficient orientation and negative attitude towards education *per se*.

8. INTERVIEWS WITH PARENTS/ CARETAKERS.

8.1 Recording the Interviews

Parents and/or caretakers of the interviewed learners participated in the research programme. Biographical information was requested from the parents/caretakers in order to establish significant information. Interviews were recorded literally and in a scientific manner during the interview sessions. Due to the fact that audio recordings were viewed with suspicion and negative attitudes, the researcher depended solely on these written reports.

8.2 Summarised Results

Results on the biographical details of parents were summarised as follows:

BIOGRAPHICAL DETAILS OF PARENTS / CARE TAKERS

Parents / Care takers of the selected adolescent subjects

Subjects	Sex	Age	Marital status	Academic Qualifications	Occupation	Dependants	Relationship
S1	M	75	Widowed	No formal school training	Pensioner	6	Grand father
S2	F	69	Married	No formal school training	Pensioner	11	Grand mother
S3	F	44	Widowed	Std 7	Unemployed	7	Mother
S4	F	75	Widowed	No formal school training	Pensioner	8	Grand mother
S5	PARENTS / CARE TAKERS WERE NOT AVAILABLE						
S6	F	43	Married	No formal school training	Unemployed	9	Mother
S7	PARENTS / CARE TAKERS WERE NOT AVAILABLE						
S8	PARENTS / CARE TAKERS WERE NOT AVAILABLE						
S9	F	65	Widowed	No formal school training	Pensioner	5	Mother
S10	F	43	Married	Std 1	Unemployed	7	Mother

8.3 Interpretation

(i) Marital status

It is important to establish marital status of the parents in order to determine if the adolescent has been exposed to unfavourable circumstances such as divorce and the possibility of single parenthood.

(ii) *Academic level of the parents/caretakers*

In order to establish the nature and extent of academic support that parents/caretakers might be able to render their adolescent learner/s, it is also necessary to establish the parent's own academic level or qualification.

(iii) *Occupations of parents/caretakers*

Occupational nature and income level constitutes the socio-economic status of the family. It is necessary to establish the source of income in order to determine the parents'/caretakers' ability to cater for basic needs such as food. Inability to cater sufficiently for these needs may result in a deficiency in some nutrients, which may impact negatively on memory and concentration. Unfortunately, within the limited boundaries of this research, an in-depth literature study in this regard can not be executed.

(iv) *Number of dependants*

Household density (number of persons staying in the house) is an important aspect, which should be investigated thoroughly in order to determine its impact on the provision for basic needs:

- ❖ the possibility of over-crowdedness in a restricted space (in some cases more than five persons stay in one room) and
- ❖ to which extent the SAL is granted privacy and sufficient opportunity to concentrate on school-related tasks and activities.

(v) *Surrogate Parents*

The situation in the Siyabuswa area reflects the presence of different kinds of caretakers under which the SALs (Siyabuswa adolescent learners) are entrusted. Many of the SALs consequently experience the absence of one or both parents for a long period of time (usually at least the whole month) which forces grandparents and adolescents to be the ***surrogate caretakers***. The table indicates that 30% of parents or caretakers were not available for interviews, which implies that these adolescents are both learners and caretakers of their siblings. It is for this reason that the questionnaire was presented to the available senior member of the family (who acts as surrogate parent/s in that specific home).

9. DATA ANALYSIS

According to Mouton (1996:161), the concept *analysis* basically means the resolution of the complex whole into parts. It involves reducing to manageable proportions, the wealth of data one has collected or has available.

9.1 Independent Coder

In order to ensure objectivity and enhance the validity of the process of data analysis, interpretation was subjected to another professional who:

- specialises in data analysis and
- is a professional psychologist and educator?

9.2 Analysis of the Interviews

Data analysis was done in the following manner:

- Written recordings of the interviews were scrutinised and content categories were developed.
- Concepts derived from the interviews were grouped into categories, which reflect certain themes "... based on their similarities in the content or motive tone " (Morgan, 1993:103).
- Interviews were read several times in order to compile a reliable grasp of the themes as a whole. (The aim of this step was also to distinguish between relevant and irrelevant information. It occurred several times during the execution of the interviews with all the subjects, that personal and family problems were discussed although the questions posed to the subjects did not elicit this content, hence the necessity to indicate clearly, which information proves to impact significantly on the research topic and question).
- Questionnaires were analysed thematically.

9.3 Data Interpretation

According to Mouton & Marais (1990:104), the eventual interpretation presents an indication of the manner in which the events may be understood.

Identification of Categories

After deriving certain concepts from interviews, they were grouped into categories. These categories have been organised according to main problems that impact negatively on an

adolescent's future perspective and parental involvement in school related issues.

Strategies for the interpretation of the data were two-fold:

- Due to the fact that the interviews were informal and consisted of open-ended questions, the subjects' answers were subjected to interpretation by the researcher as well another professional psychological counsellor. During this stage of analysis, themes were identified according to the content of the answers.
- After the identification of the main themes as they manifested within the subjects' answers to each question, they were statistically recorded in order to compile a concrete profile of these subjects' responses.

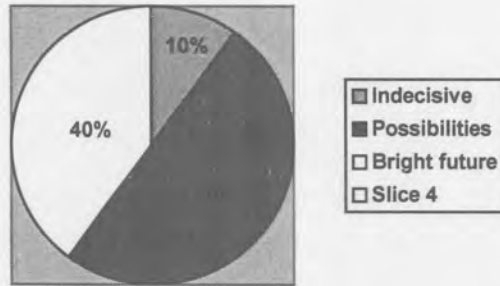
10 INTERPRETATION OF QUESTIONNAIRES FOR THE SALs

Question 1

What is your vision on the future?

Results

1. Not decided yet	10%
2. Discussed possibilities only during the interview for the first time	50%
3. Anticipating a bright future but have not decided on which career	40%



According to the statistical analysis, only 10% of the subjects indicated that they had not yet decided on or thought of their future at the time of the research project. It became clear that in the case of 40% of the subjects, there was excitement about the future and that, although a specific career has not yet been decided on, their future perspective was positive. During the execution of the project, 50% of the subjects, when asked this first question actually used the situation to discuss a future with the interviewer.

Interpretation

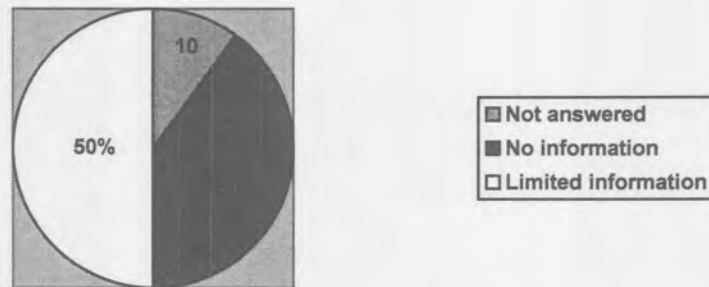
The aim of this question was to determine whether these subjects harvest any thoughts on their future and if so, what the nature of these thoughts are. Fifty percent of the subjects reacted to this question by discussing possibilities on their own future with the interviewer. This reaction indicated that the future of these subjects is not being discussed by the parents or teachers in general and that the interest exhibited by the interviewer predisposed the opportunity to discuss future occupational possibilities.

Question 2

What information have you already gathered about your desired career?

Results

1. No answer	10%
2. No information gathered	40%
3. Limited information on any possible career	50%



Statistical analysis indicates that 10 % of the subjects refrained from answering this question whereas 40% reflected that they had not gathered any information on a future career. In the case of 50% of the subjects, information, although limited, was gathered on possible future careers.

Interpretation

This question was included into the questionnaire to determine if the subjects representing the adolescent population of this area, have any intrinsic motivation towards the gathering of information on their own futures - an action reflecting the nature and extent of a person's future perspective.

Although the subjects of this research project are all enrolled at the secondary school and consequently exposed (even in a covert manner) to subjects reflecting certain occupations and future values, the analysis of this question indicates that the extent as well as the nature of occupational knowledge seems to be drastically limited. Ten percent

of the subjects reflected a serious limited if any future perspective by not answering this question.

Although there were 40% subjects who did answer the question, these indicated that they have never gathered any information on a future occupation - an indication that endorses the previous statement. It is clear that, even though the rest of the subjects (50%) indicated that they have gathered some, although limited, information of future occupations, the adolescents from this area have, had limited, if any, exposure to information on future occupations. It can also be gathered that the future of each adolescent has not been discussed by the educators, (parents and/or teachers), resulting in the fact that these children are not interested in their own future and reflect a limited (again if any) need for external support in this regard.

Question 3

What do you like most about your chosen career?

Results

1. People/community can benefit from the service I render	40%
2. Maybe I might be able to find a job one day	50%
3. Not answered	10%



An analysis of the data indicate that 40% of the subjects believe that their service will be a positive attribute within the society while 50% of

the subjects indicated that they hoped their choice of career might result in an occupation in the future. No answers were given in 10% of the cases.

Interpretation

Although it was anticipated that this question might be difficult to answer by those subjects who have not yet rendered any thoughts towards a future career, it was included to determine if there are any specific careers the learners might even favour without necessarily having discussed it with anyone.

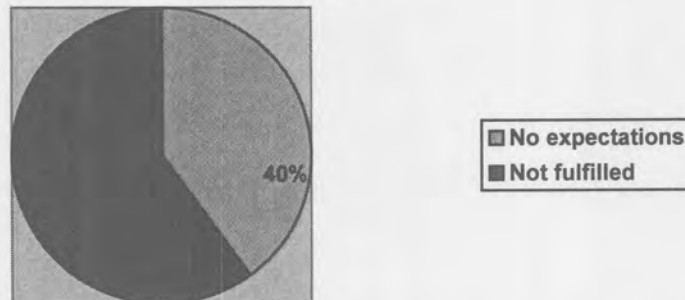
Ten percent of the subjects refrained from answering this question indicating their indifference towards the future and their role in the economic market. It is significant that, although the results from the previous question indicates that there is limited if any information on occupational possibilities, in 50% of the cases, subjects were concerned that they might "*find a job some day*". Although adolescence as a developmental phase facilitates some degree of egoism as well as altruism, it is significant that 40% of the subjects indicated that they hoped to contribute to the community's welfare by their choice of careers. This indication can be interpreted as a typical *collectivists view* where the welfare of the community is being placed above that of the individual. (Mwamwenda, 1995:413).

Question 4

The first day you started school, you had expectations. To what extent were they fulfilled?

Results

1. No expectations at all	40%
2. Expectations were present but were not fulfilled	60%



Sixty percent of the subjects indicated that they had certain expectations after entering the formal educational arena although these expectations have not been met. These subjects also indicated that they prefer to be like their teachers but do not believe this would be possible. In 40% of the cases the subjects entered school without harvesting any expectations.

Interpretation

According to the data analysis, 40% of the subjects indicated that they harvested no expectations regarding school and only entered the formal educational arena because it was compulsory. This reflects their ignorance regarding the underlying benefits and values of education *per se*.

It can also be deduced that these subjects entered school without being prepared within the informal educational setting as to what to expect. This might also be an indication of a serious lack of a learning culture with which the child is facilitated towards school readiness. According to the biographical information only 20% of the subjects attended a pre-school, which might have equipped them sufficiently

with the necessary emotional as well as cognitive abilities to answer to the demands of the formal educational setting.

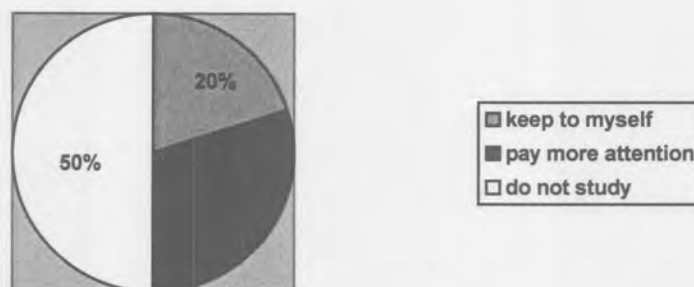
The subjects, who indicated that they did have certain ideals (60%), also reflected that their expectations regarding school were not met. Content analysis of these subjects' answers resulted in the deduction that the teachers serve as main role models and that most of the adolescents rather identified with their formal educators than any of the parents.

Question 5

What role do you play in your own education to ensure that you reach the desired goal?

Results

1. I study but prefer to keep to myself when I experience any problems with the school work	20%
2. I pay more attention to the subjects I do not understand	30%
3. I do not study regularly / I don't study at all	50%



According to the statistical data analysis, 20% of the subjects indicated that they try to study on their own and prefer not to ask for any assistance when experiencing problems. In contrast to this, 50% of the subjects indicated that they study very little or not at all while 30% of the subjects try to concentrate more intensely during class periods

when experiencing any problems with certain subject content. It is clear that the subjects interpreted this question as indicative that the only contribution they have to make regarding their own education, is to perform well at school and to ask for assistance when experiencing any problems.

Interpretation

The aim of this question was the following:

- to determine the extent to which these adolescents displayed the inclination to own their problems, that is, to determine if they had the ability to identify certain unfavourable conduct within themselves which might result in lower school performances and consequent problems and
- to determine the extent to which these subjects had the ability to identify and accept the responsibility for their own future.

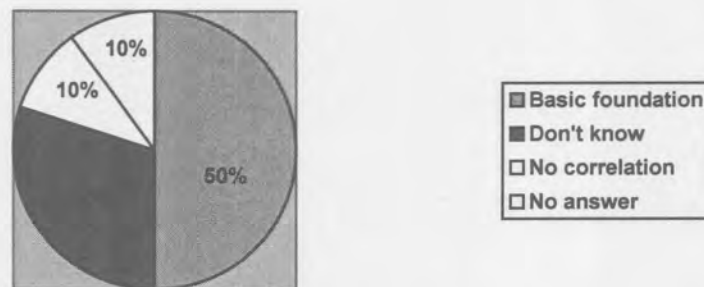
An interpretation of the results indicates that 50% of the subjects actually do accept that their contribution towards goal achievement is insufficient and leaves them with lower performances. The strategies applied by 30% of the subjects, that is, to pay more attention to the specific subjects, indicate their insufficient and unsuccessful attempts to solve their scholastic problems. Twenty percent (20%) of the subjects reflected a passive reaction when experiencing scholastic problems, that is, not to discuss their problems with anyone although they reflect that they do study. In this regard it seems as if their attempts towards academic progress, are insufficient and might also leave them discontented and unmotivated.

Question 6

How do the subjects you have selected prepare you for the future?

Results

1. The subjects only offer the basic foundation	50%
2. I don't know	30%
3. No correlation between a future career & my current school subjects	10%
4. No answer	10%



In 50% of the cases, subjects indicated that they believe school subjects to prepare them for future careers. Informal discussions revealed that the subjects, correlated the school subject *Home Economics* with the career of a waitress. Only 10% reflected that they did not experience any correlation between their schoolwork and future careers while 30% could not answer the question due to ignorance. In 10% of the cases there were no answers to this question.

Interpretation

According to the above mentioned statistics, it is clear that 50% of the subjects are fully aware of the fact that the formal education as instruction at school, offer the basic foundation for a future career. This entails that indifference towards a career choice and an unfavourable future perspective can not fully be ascribed to limited information or insufficient guidance at school in this regard. Only 10% of the subjects experienced that they experience no correlation

between their school subjects and future careers. This indicates that they have already evaluated their subjects at school and drew the conclusion that it has no value for their future, hence their indifference towards schooling.

The 30% subjects reflecting that they don't know what the significance of their subjects have for future careers, reflect a high percentage of children in need of serious guidance as to the underlying value of education within a formal context. This also means that these children have not yet rendered any consideration or thought to this question, hence their indifference to schooling as well.

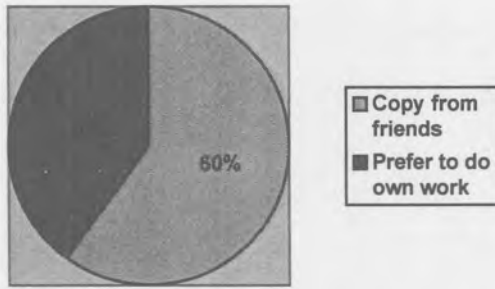
Ten percent (10%) of the subjects did not answer this question, indicating two possible interpretations. Firstly these children might not have understood the question and merely refused to complete it. The second possibility is that these subjects did not experience the question significant and left it unanswered.

Question 7

When you are absent, what do you do about your missed lessons?

Results

1. I copy the work from friends in the morning	60%
2. I copy notes from my friend but prefer to do tasks on my own	40%



It is evident that 60% of the subjects do copy the works from their friends while 40% prefer not to copy from friends and rather try to catch up on their own. None of the subjects gave any indication that they would approach the teacher and/or the parent/s for assistance.

Interpretation

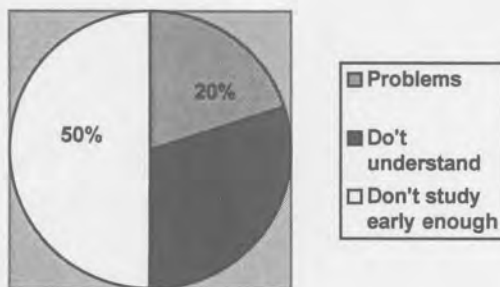
The aim of this question was to determine the extent to which the adolescent is prepared to approach an educator (formal and/or informal) for assistance regarding schoolwork. Although both groups (60% & 40%) indicated that they would apply certain strategies to acquire the lost information, none reflected any tendency to approach a teacher or a parent in this regard. This means that these subjects have already accepted the norm that no assistance is available from adults within their life world, whether this is a true or false notion. It should be noted that these classes consist of many children (40 - 50 learners) who might limit the possibility for individual assistance. Another aspect to be regarded in the interpretation of these statistics, is that the classes consist of children from different age groups which might result in an adolescent being too embarrassed to approach the teacher in front of the other learners.

Question 8

What could be the main reason for your lower performances in your school subjects?

Results

1. I cannot concentrate because of family and personal problems	20%
2. I study but do not always understand the subject matter	30%
3. I do not study long before test dates and then find it difficult to acquire a lot of knowledge within a short period of time	50%



In 20% of the cases, subjects indicated that personal and family problems withhold them from performing sufficiently at school. They reflect in their answers that their abilities to concentrate are affected negatively due to thoughts of problematic situations at home, which are not resolved. Thirty percent (30%) of the subjects answered that, although they study, they do not understand the work with the result that much of their input proved to be worthless. In 50% of the cases, it was stated that the children refrain from studying ahead of time and consequently finds it tremendously difficult to memorise a lot of information within a short period of time.

Interpretation

It is clear that these adolescents have not yet acquired the skills to manage time efficiently, hence 50% of the subjects indicating their

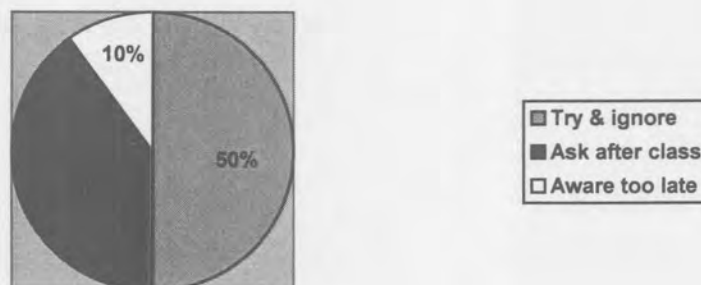
inability to study ahead of time for tests and examinations. During interviews it became evident that a lot of time is allocated to leisure and *worthless activities* (as referred to by the subjects themselves). The fact that 20% of the subjects ascribe their low performance to familial and personal problems can be interpreted in two ways. In the first instance, informal discussions indicated that most of these children represent families where there are in fact definite familial problems such as alcoholism, serious financial problems, aggression, and so forth. The deduction can also be made that these children exhibit the tendency to implement an external locus of control in order to justify their own failures. This means that responsibility is not taken for own choices and behaviour.

Question 9

What steps do you take when you do not understand the subject matter?

Results

1. I try to memorise, and if I forget, I just leave it	50%
2. I consult the teacher at the end of the period because the children make fun of me if I ask questions	40%
3. I only become aware of problems when I am about to write exams	10%



This question was included in the unstructured interview with the aim of determining the extent to which the subject applies internal motivational strategies in order to solve an external problem such as problematic and/or difficult subject content. Ten percent (10%) of the subjects indicate that they only become aware of the complexity of the subject content whilst preparing for an examination or test. During this period they then become unmotivated and do not attempt to rectify the situation. In 40% of the cases, the subjects prefer to approach the teacher after the class period in fear of being belittled or embarrassed in class. The rest of the subjects (50%) reflect that they attempt to memorise difficult content with the inclination to ignore work they don't understand.

Interpretation

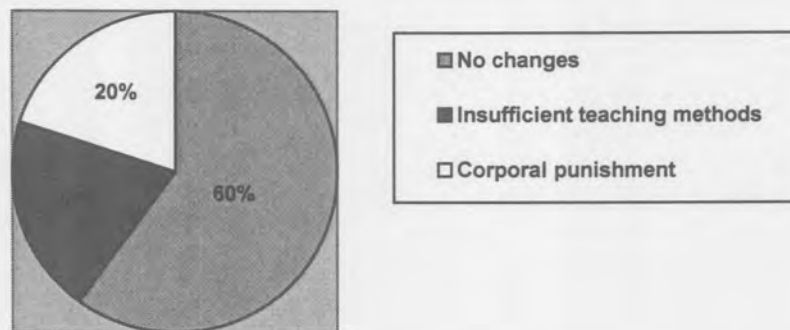
The above-mentioned statistics indicate that only a small percentage (10%) of the subjects are not aware of problematic issues regarding subject content before assessment periods. This results in the deduction that most of the children (90%), when experiencing difficulties with certain subjects are aware of the fact that these problems exist. It is clear that the problem solving strategies that these children implement, such as to memorise certain content and ignore the more complex matters, are insufficient and leave them with low performances and even a lower scholastic self-image. The fact that 40% of the subjects reflect that they procrastinate their questions until the class is terminated, indicates that participation within the class context (questions) is limited due to the fear of being embarrassed and/or belittled. This might also be the result of an insufficient learning culture within some of the classes, which means that children are not efficiently supported towards full acquisition of new knowledge.

Question 10 & 11

What is it that does not satisfy you about the way you are instructed at school?

Results

1. I am satisfied and no changes must be made	60%
2. Teacher's instructional methods are insufficient	20%
3. Corporal punishment demotivates the children	20%



The statistical analysis indicates that 60% of the subjects seem at ease with instructional methods at school and have no need for any change. Twenty percent (20%) of the subjects reflected their discontent with specific references to aspects such as:

- ❖ the instructional language is not always understandable;
- ❖ teachers do not apply sufficient strategies to ensure that learners acquire the new knowledge; and/or
- ❖ teachers exhibit behaviour which indicates that a lot of work has to be completed in a short period of time which leaves children with a degree of anxiousness and uncertainty.

An equivalent percentage (20%) of the subjects expressed their dissatisfaction with corporal punishment applied at school and ascribed their lower performances to various disciplinary methods implemented by certain educators.

Interpretation

Any form of corporal punishment has been excluded from instructional and disciplinary strategies applied in schools (Potgieter et al 1997:60). The fact that 20% of the subjects refer to the existence of this manifestation of authoritative behaviour indicates that certain educators might still experience the inability to establish and maintain efficient discipline within their educational environment. The dissatisfaction experienced by these subjects (20%) should also be viewed in the context of their rebelliousness and resistance against any authoritative figures resulting in a mini-war between learners and teachers.

It is evident that, irrespective of their low scholastic performances, 60% of the subjects maintain the opinion that the instructional methods applied at their schools, are sufficient and should not be changed. This indicates that these subjects do have the ability to evaluate a certain phenomenon in a critical manner and draw a conclusion even though their conclusions might appear detrimental towards themselves. It also indicates that there is a large portion of subjects (60%) who are fully aware of the fact that their lower performances can not be exclusively ascribed to the educational setting and/or teachers but rather to their own conduct (misconduct) in this regard.

Twenty percent (20%) of the subjects ascribe their lower performances to insufficient instructional methods applied by the teachers. This might reflect the possibility that certain teachers do not differentiate sufficiently when exposed to the diverse personalities and cognitive abilities of their learners. It should also be noted that a learner might choose not to be affected (positively or negatively) by the instructional method of the teacher resulting in lower performances and scholastic failure.

Question 12

How do your parents motivate you in your studies?

Results

1. Verbal motivation	40%
2. My father wants me to leave school	10%
3. They never encourage me because I don't stay with them	50%



According to these statistics, 40% of the subjects report that they receive verbal motivation from their parents. During the informal discussions, it became clear that the parents' underlying motive was to ensure that they would be granted shelter and support when they are old and unable to support themselves financially and otherwise. In 10% of the cases, the subjects indicated that their fathers prefer them to leave the educational setting and rather contribute to the family income. It became evident that some fathers view school as an unnecessary time-consuming activity as the children do not perform sufficiently in any case. Fifty percent (50%) of the students indicated that they stayed with surrogate parents and had limited exposure to their parents, hence the fact that they did not receive any motivation from the parents. These children stayed with family members such as aunts, grand parents or were cared for by the older sisters and brothers.

Interpretation

The aim of this question was to determine the following:

- do the adolescent learners receive any motivation or encouragement from their parents, and
- what is the extent and the nature of support received by the adolescents from their parents.

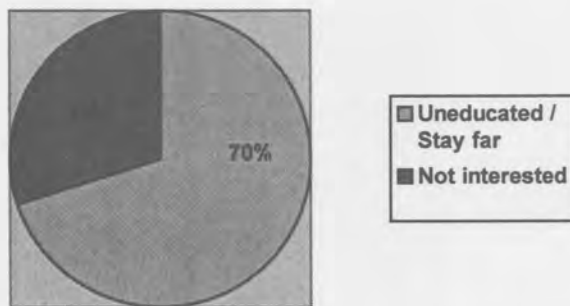
The statistical analysis indicates that 50% of these subjects experience limited exposure to their biological parents. Informal discussions in this regard indicate that the reason for the absence of the parents is mainly the fact that parents stay in the urban areas where they practice their different occupations. The parents only return home once a month during which no time is spent discussing schoolwork or related issues. The result is that these children experience serious limited exposure to the support from and motivation by the parents. Due to this fact, limited school-related communication occurs between parent and child, and the child does not approach the parent in this regard due to fear that the latter will react negatively to the lower school performances of the child.

Question 13

How do you involve your parents in your study?

Results

1. I can not involve my parents because they are uneducated / they do not stay with us	70%
2. My parents are not interested, they only ask about my exam results	30%



In 70% of the cases, the parents of the respondents were either uneducated or stayed in urban areas where they worked and were not in the position to support formal educational activities. Some of the respondents indicated that their parents had limited or no exposure to formal education, which resulted in the lack of knowledge and/or skills to help the learners in their schoolwork. Within this percentage group (70%), some of the parents practised their occupations in urban areas which implied that they were absent for long periods (three weeks up to two months) leaving the learners without any educational support within the primary educational situation.

Thirty percent (30%) of the respondents reflected that they did not receive any interest from their parents/caretakers regarding their schoolwork. These respondents indicated that the parents held the school officials (teachers and principal) fully responsible for the sufficient progress of their children and would not interfere except asking for results at the end of each year. These parents/caretakers also never became involved in any school activities such as parent meetings or sporting events.

Interpretation

It is important that parents/caretakers facilitate a positive and supportive learning culture at home. The aim of this question was:

- to determine if the SALs have the necessary frankness to approach their parents/caretakers for support with schoolwork and

- if the SALs experience authentic interest in their schoolwork by the parents/caretakers.

These results indicate that 70% of the respondents experience their parents/caretakers not to be sufficiently knowledgeable and understanding in order to support them in their schoolwork. It can further be deduced that these parents might experience a lower academic self-image resulting in an inhibited approach towards their learners' schoolwork.

Thirty percent (30%) of the respondents experienced that they do not even bother approaching their parents/caretakers with their schoolwork or school-related problems due to the latter's disinterest. Some of the respondents also indicated that their parents' school-related interest was solely limited to the possibility of financial aid, which may be rendered after the learner has graduated.

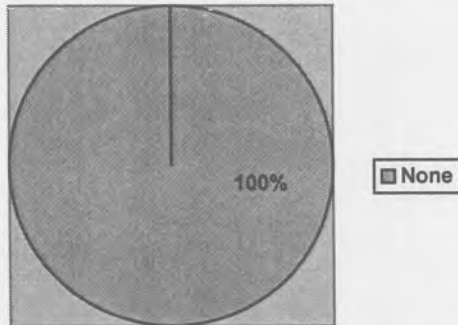
These results indicate that the SALs do not experience their home environments as supportive regarding their formal education. Limited interest in their schoolwork results in the decrease of their own motivation and lower intentional directions regarding education as a whole. These learners start questioning the value of education and develop resistance in school-related tasks.

Question 14

Are there additional learning material at home?

Results

1. None	100%
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All the respondents indicated that they have no additional reading and/or educational material at home. Additional answers to this question indicated that the financial resources at home were very limited and merely provided for food and the most important services such as clothing and electricity (in some cases). Additional reading material was viewed as luxury items only afforded by wealthy families as well as families where the parents could read.

Interpretation

The aim of this question focused on determining if educational material exists in the homes of the respondents. Results indicate that the value of reading has not yet been established in these learners' home environments. Consequently, adolescents do not experience their parents/caretakers being involved in activities that enhances general knowledge, such as reading. The underlying reason for limited available reading material can be ascribed to the fact that many of the parents:

- are illiterate and do not attach any value to reading material because they cannot read and
- do not have the financial resources to buy reading material.

Learners are not exposed to adults reading significant material and the value of reading is consequently not modelled by the adults. Many adolescents in the Siyabuswa area also act as surrogate parents and do

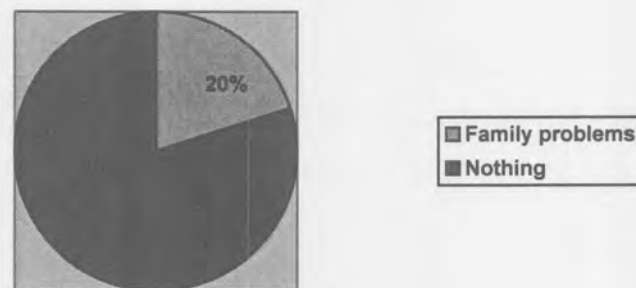
not necessarily have the financial resources to obtain reading material, neither do they have the time to read additional material due to their responsibilities towards the siblings.

Question 15

What demotivates you about attending school regularly?

Results

1. Family problems	20%
2. I don't want to lag behind but at times just stay away without reason	80%



According to the results, 80% of the respondents indicated that they sometimes stay away from school without any specific reason. In 20% of the cases, respondents attributed their absence from school to problems they experience at their family homes, such as illness of other siblings, family violence and financial problems. Some of the respondents indicate that sometimes parents/caretakers need their assistance at home during certain schooldays. During the interviews it became apparent though, that some of the respondents were not completely honest in their reasons for playing truancy, hence the large percentage (80%) indicating that they did not really have a specific reason for their behaviour.

Interpretation

This question was included in the questionnaire in order to determine if the respondents have sufficient insight in the following aspects:

- their own responsibility towards attending school regularly and
- aspects which might contribute to their tendency towards truancy.

Familial problems identified by the respondents can be categorised into two main themes. In the first instance, financial problems seem to haunt many Siyabuswa families. Uneducated parents fall into lower income groups resulting in poverty and insufficient living conditions for the learners as well. These parents are mainly concerned with their own personal and financial problems and lack the emotional energy and insight to consider the educational progress of their adolescent learners.

The second category indicated by the respondents, is family violence to a lesser and greater extent. Some of the families are poverty stricken and develop additional and secondary problems such as substance abuse, physical violence and extended families over-crowding in small living space. Learners are exposed to unfavourable conditions limiting the possibility of educational progress.

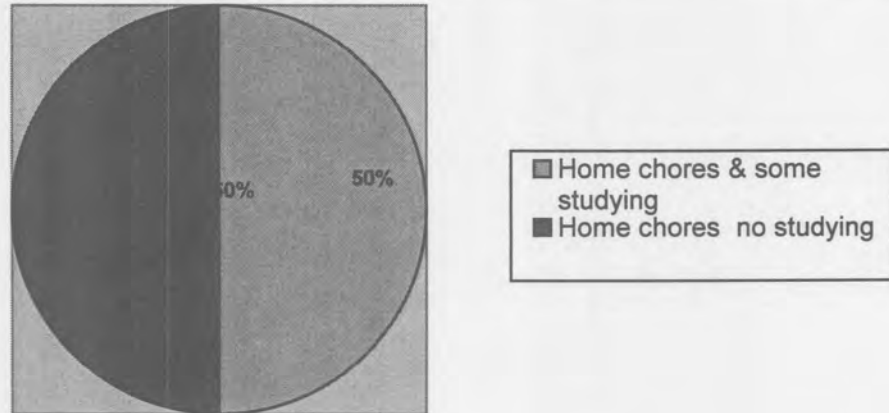
The fact that 80% of the respondents could not identify any specific reason for truancy indicates the nature of the educational culture currently maintained in this area. Learners are not interested in schoolwork and play truant to be with their peers, to stay at home and/or to participate in gangster-activities. This also results in a limited future-related orientation where the adolescent focuses solely on the present and the satisfaction of present-day needs.

Question 16

What do you normally do when you arrive at home after school until bedtime?

Results

1. Household chores, TV viewing and sometimes study before bedtime	50%
2. Household chores and no studying before bedtime	50%



All the respondents indicate that they execute certain home chores after school such as preparing food, cleaning up the house, tend to the younger siblings and wash clothing. Only fifty percent (50%) do some schoolwork before bedtime while the rest do not engage in any schoolwork at all.

Interpretation

These results indicate that the respondents do not function according to a specific *school-related homework routine* after they have left the school grounds. Time is mainly spent on insignificant activities and/or gang-related activities. Analysis of this data also reflects that the respondents are not exposed to a learning culture facilitating the motivation and orientation towards education. These respondents, concerning their own contribution towards educating themselves, do not own responsibility. Irrelevant activities in the afternoon can result

in boredom and the engagement in less favourable activities such as vandalism and the bullying of younger children.

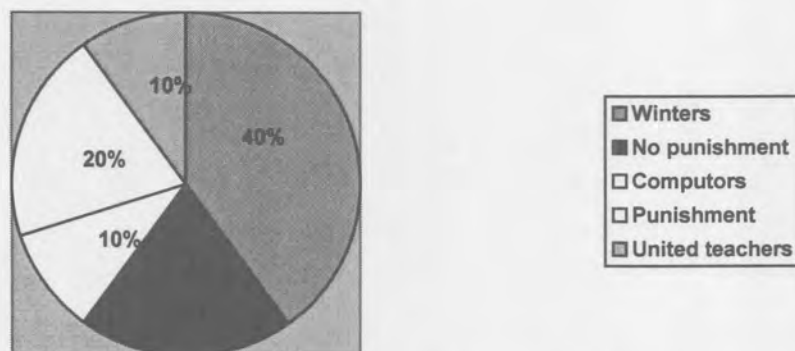
The fact that most of the respondents' parents are not available due to their difficult working conditions, result in inefficient discipline patterns. Parents are mostly not aware of their learners' after school hours activities, and do not create the necessary routine and/or a support learning culture.

Question 17

Which changes would you like to see at school?

Results

1. The school should be renovated to keep learners warm in the winters	40%
2. No corporal punishment for latecomers & gates must be kept unlocked	20%
3. Computer courses should also be presented	10%
4. Corporal punishment for latecomers instead of locking gates	20%
5. Teachers must have a common front, be united and work together.	10%



Various suggestions regarding changes that should be implemented at school emerged. It seems as if 40% of the respondents reflected cold winters and badly equipped classrooms (no heaters) to be problematic.

Two contrasting opinions emerged concerning corporal punishment. In twenty percent (20%) of the cases, corporal punishment was viewed as unnecessary and should not be allowed at school while another twenty percent (20%) pleaded for corporal punishment to be implemented on a more frequent basis in order to restore the discipline at school. Both these opinions were coupled with gates being locked for latecomers.

Ten percent (10%) of the respondents pleaded for computers to be installed and additional courses to be presented while another 10% reflected that co-operation between teachers should be established in order to create a favourable atmosphere at school.

Interpretation

The aim of this question was to determine the following:

- which of possible problems were identified by the adolescents as being the most important and
- if the SALs have insight in the underlying dynamics, which cause problems within the educational situation as a whole.

The fact that 40% of the answers focused on external conditions at the school (cold winters) indicate that limited financial resources, as currently provided by the government, impact negatively on the motivation and attitude of the learners. Learners reflect that these conditions impact on their concentration abilities and working speed during school hours.

Respondents provided opinions about corporal punishment although this kind of disciplinary structure has been abolished from school activities by the government for many years. It can therefore be deduced that teaching personnel experience problems with discipline and still induce corporal punishment. Another deduction to be made is

that the school also experiences the phenomenon of frequent latecomers and tries to rectify this problem by using corporal punishment.

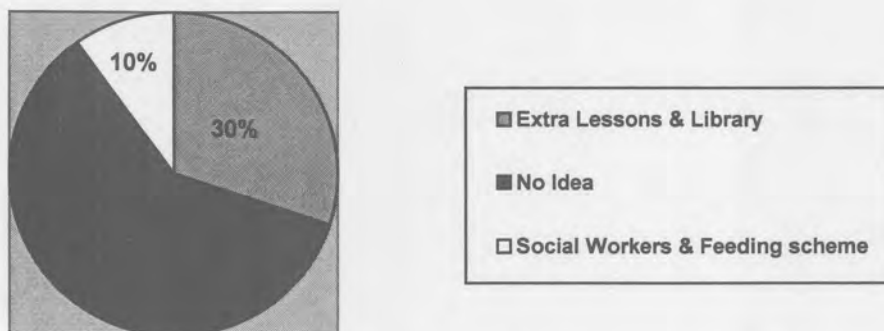
Respondents indicated that the teaching corps does not form a united whole, implying that there is not sufficient co-operation between teachers. This implies that teachers in this area might also be experiencing their own and unique frustrations which impact negatively on the whole learning culture at the school. Learners might therefore be exposed to negative attitudes of some of the teachers resulting in contagious effects regarding the learners' attitudes towards school.

Question 18

How should the community encourage and support you in your education?

Results

1. Extra lessons should be organised and there must be a library.	30%
2. No idea of what may be required from the community	60%
3. More social workers in the community to monitor life conditions at home and the extension of feeding schemes to high schools.	10%



Thirty percent (30%) of the respondents expressed the necessity of extra lessons and the erection of a library within the community. Sixty percent (60%) of the interviewees had no knowledge about the kind of support, which can be expected from the community while 10%

suggested that there should be more social workers in the community to monitor life conditions at home. They also suggested that feeding schemes be extended to high schools.

Interpretation

A majority of the respondents seem to be ignorant about community based resources and facilities that may be required in order to sustain the continuity of learning at school and at home. This means that they have no experience of support provided by the community in the past. The low socio-economic status of the communities in these rural areas therefore contributes to a negative orientation of learners towards school. The lack of a library results in :

- learners being unable to do research for the different subjects and
- learners being exposed to only limited general knowledge resources.

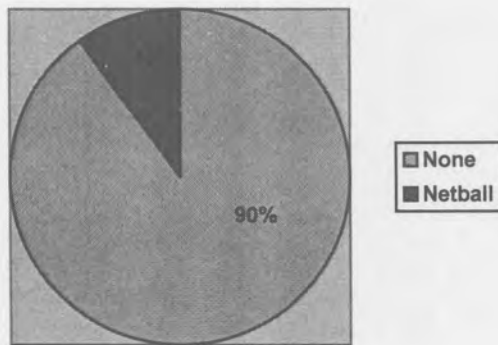
The respondents endorsed the significance of the work of the social workers, and it can be deduced that there is still a need for even more involvement by the social welfare department with specific reference to feeding schemes. This also means that learners experience that they are dependent on external support and should be aided with nutrients and additional food at school because it is not provided at home. Data in this regard confirms previous data, that parents in the Siyabuswa area experience financial problems and even serious poverty conditions.

Question 19

In which community activity do you participate?

Results

1. None	90%
2. Netball	10%



Indicators are that ninety percent (90%) do not participate in any community activity while only ten percent (10%) participate in netball activities organised by a community organisation.

Interpretation

The aim with this question was to :

- ◆ determine if the community creates the opportunities to engage younger people in more healthy activities and
- ◆ identify the extent to which learners are prepared to participate in activities arranged by the community.

The data gathered from this question indicates that limited facilities are made available to involve adolescents in community activities. It seems as if adults do not initiate the establishment of clubs or groups where learners can participate in activities after school hours or over weekends. This means that the younger people in this area (learners) are not supported in any way to participate in healthy activities and are solely dependent on themselves to organise social activities with their peers. This might result in unfavourable activities due to learners' experiences that adults do not have an authentic interest in their behaviour.

Question 20

How are your parents involved in school?

Results

1. Parents sometimes attend meetings at school	10%
2. Parents are not involved at all	90%



Ninety percent (90%) of the participants indicated that their parents are not involved at all with their schoolwork or school-related activities such as meetings and sporting events. Only in 10% of the cases, parents attended meetings although not on a frequent basis.

Interpretation

Indicators are that parents/caretakers are mostly uninvolved in any school activities. The underlying reasons for this profile can be the following:

- (i) parents do not stay at home and are therefore not available for parent meetings;
- (ii) parents maintain the opinion that the school is the sole responsible body for the educational progress of their learners and they should not interfere;
- (iii) some parents are afraid that additional financial aid might be asked during these meetings and consequently avoid attending the meetings or events; and/or

- (iv) the fact that many of the parents are illiterate might contribute to their shortcomings regarding involvement in school activities

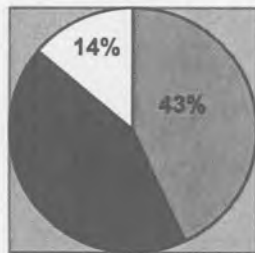
11. INTERPRETATION OF QUESTIONNAIRES FOR PARENTS/CARETAKERS

Question 1

What do you expect from your child by the end of his/her school career?

Results

1. It is up to the child to decide	43%
2. The child does not care	43%
3. This is something, which has not yet been discussed	14%



■ Up to child to decide
■ Child does not care
□ Not been discussed yet

Forty three percent (43%) of the parents and/or adult caretakers who participated in the research interviews, indicated that they do not have control over the future of their children. Therefore, the responsibility is left to the child to decide on a career he/she desires to pursue. Another forty three percent (43%) indicated that discussions regarding the future careers of their adolescent learners is insignificant due to the fact that these children seem to be careless and disinterested about their studies. Fourteen percent (14%) of the respondents could not answer this question because they had not yet discussed career issues with their children.

Interpretation

This question was included in the questionnaire to determine which future aspirations parents/caretakers cherish for their adolescent learners. Analysis of the data indicates that some parents/caretakers (43%) lack the necessary skills and knowledge on how to support their children to gain self-knowledge and assertiveness towards responsible career choices. It is also evident that these adults relieve themselves from the responsibility to assist their children in career investigations.

This behaviour can be attributed to the following factors:

- (i) parents/caretakers lack knowledge on different careers and the academic route towards these careers;
- (ii) parents/caretakers might experience themselves inferior regarding the academic arena and refrain from involving themselves in any discussions in this regard; and
- (iii) parents/caretakers maintain the opinion that the educational development of their children as a whole, is the responsibility of the school officials and parental intrusion in this regard will be viewed as unnecessary intrusive behaviour.

The result is that these parents/caretakers relinquish their responsibilities to teachers and regard the school as the authority figure, best able to manage the education and future career development of their children.

Forty three percent of the respondents indicate that their adolescent learners are careless, irresponsible and their behaviour reflect no orientation towards a significant future career. It can be deduced that these parents/caretakers have experienced failure in their attempts to involve their children in career-related discussions. Adolescents' behaviour might also have contributed to the parents' view that these learners are not concerned about and interested in their own future careers.

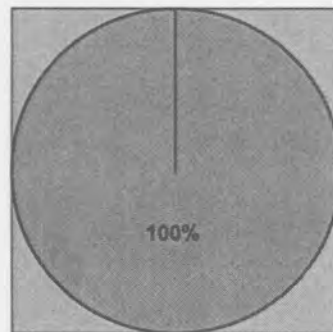
It has already been mentioned that parents, who are mainly concerned with their own financial problems, have limited emotional space for any additional obstacles which might stem from their adolescent learner's school-related factors. It can therefore be deduced that some parents/caretakers are not interested in or concerned about their adolescent learners' futures, hence no discussions in this regard.

Question 2

What are his/her qualities that make you believe that a specific career choice might be the correct choice?

Results

We are uneducated and cannot assess which career choice is the correct one	100%
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■ Cannot assess which career choice is the correct one

All the respondents indicated that they lack the skills and knowledge to determine if their adolescent learners have the necessary attributes to follow specific identified careers.

Interpretation

The aim of this question was to determine the extent to which parents have acquired knowledge regarding their children's attributes such as aptitude, intelligence and emotional stability. Results indicate that parents mainly feel unable to describe their learners' specific qualities. It can also be deduced that the parents/caretakers in the Siyabuswa

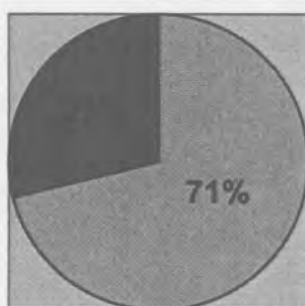
area have acquired a learned helplessness, believing that their involvement in future-related orientations will be worthless. This approach leaves them uninvolved and apparently disinterested in their children's future careers.

Question 3

How do you motivate him/her to strive for future goals?

Results

1. The child never talks about schoolwork - therefore I never motivate	71%
2. I instruct the child to work hard	29%



- Child never talks about schoolwork
- I instruct the child to work hard

According to the statistic results, 71% of the respondents ascribe their lack of involvement in their learners' schoolwork to the fact that the learners never present any information on any school activities. The result is that no motivation is provided these learners, while the rest of the respondents (29%) indicate that they merely *instruct* the learners to perform in their schoolwork.

Interpretation

It can be deduced from these statistics, that more than two thirds of the respondents (71%) do not take the initiative towards communicating with their learners concerning their future perspectives. A significant fact is also that these respondents tend to ascribe their lack of involvement to external factors such as learners' unwillingness

to discuss their school activities with the parents. Through this behaviour, responsibility is placed solely on the shoulders of the adolescent learners to approach the parents/caretakers about their future plans.

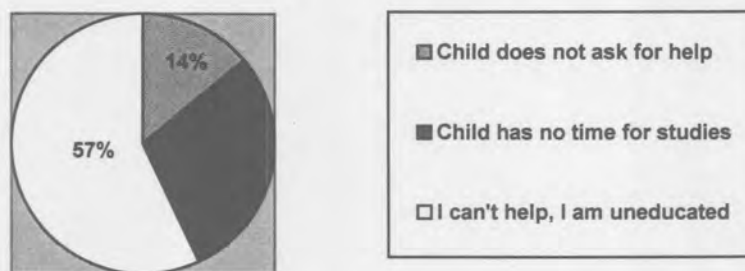
The fact that some of the respondents (29%) reported that they only instruct learners towards harder school work, indicates these parents' lack of understanding and knowledge regarding the process of motivation and emotional support. It can also be deduced that an authoritative disciplinary style is maintained at home where children are not necessarily provided reasons for certain disciplinary measures but merely forced to follow them.

Question 4

How do you monitor the child's schoolwork and assist with homework?

Results

1. The child does not ask for help	14%
2. The child has no time for studies	29%
3. I can't help because I am uneducated	57%



Fifty seven percent (57%) of the respondents report that they feel unable to render any assistance because they are uneducated and do not have the necessary skills to help their learners with any schoolwork. In 14% of the cases, it was reported that assistance is not rendered because the learners never approach the adults

(parents/caretakers) for help. The rest of the respondents (29%) indicated that their adolescent learners execute household tasks after school hours and do not have time left for schoolwork. This also means that these parents do not help them in any way because time is too limited. In all the cases it became apparent that parents/caretakers never monitor whether learners have completed their homework.

Interpretation

Data analysis indicates that the respondents are hesitant in acknowledging their own responsibilities regarding assisting their learners in schoolwork. External factors such as time limitations and uninterested learners are used to excuse non-involvement, while own illiteracy also inhibits some parents. It can also be deduced that these respondents lack the insight regarding the establishment of a learning culture irrespective their own illiteracy and/or socio-economic status.

The fact that 14% of the respondents report that the learners do not approach them with their work, is significant. The reasons for the apparent careless behaviour of the adolescent learners can be the following:

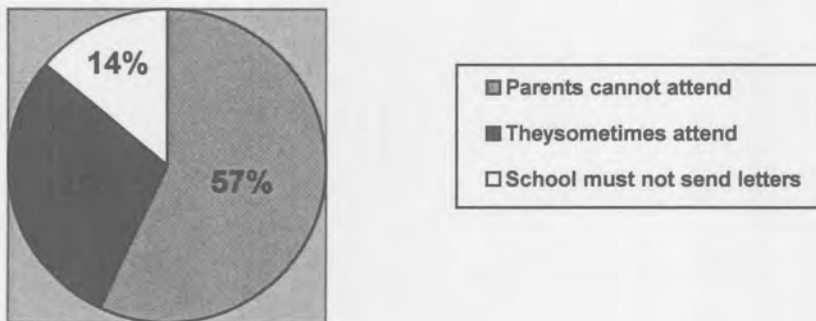
- (i) learners assume their parents/caretakers are not interested in their schoolwork;
- (ii) learners do not view their parents/caretakers academically capable of assisting them in their schoolwork; and/or
- (iii) the nature of the current learning cultures at home do not facilitate involvement from both parties.

Question 5

How are parents involved in school activities?

Results

1. Parents cannot attend due to - old age - their working conditions - personal and/or financial problems	57%
2. They sometimes attend	29%
3. School must not send letters but sort the pupils' problems out	14%



Data indicate that 57% of the participants do not attend school meetings due to external reasons such as ill health, old age and/or personal problems. During interviews, it became clear that grandparents who act as surrogate parents were not prepared to participate in school activities such as meetings and sporting events, due to their poor health and old age. Working parents find it difficult to attend meetings due to the fact that most of them work in urban areas and are not at home during weekdays.

Only 29% of the respondents acknowledged attending parent meetings while, 14% of the participants maintained the opinion that the school is the sole responsible body for education per se and should therefore not bother parents with letters or information pamphlets.

Interpretation

The above-mentioned data indicate that only 29% of the participating parents attend school meetings although not necessarily on a frequent basis. This means that the rest of the respondents are neither involved in school-related activities nor do they reflect insight into the importance of their involvement. The socio-economic status of many of the respondents (57%) force them to be absent from home, hence their inability to be involved in their children's school activities. This also implies that they are not fully aware of their children's academic progress due to their absence at home.

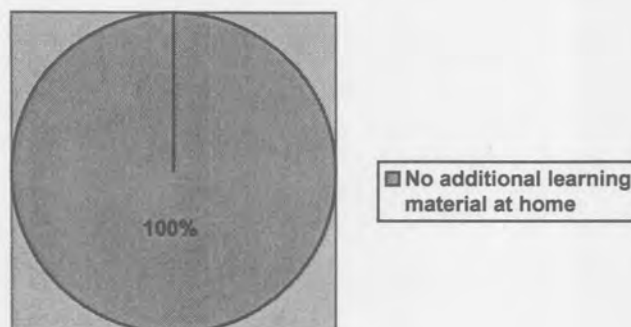
Respondents who view the school as sole responsible body regarding the education of their children, refuse to participate in any school-related activities such as sporting events, parent meetings, individual discussions concerning the learner's progress, etc. This means that learners are exposed to a distanced and disinterested attitude leaving them inhibited to approach parents/caretakers with their problems or for any assistance.

Question 6

To what extent you do provide additional learning material at home?

Results

No additional learning material at home.	100%
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All the respondents acknowledged that they did not provide their children with any additional learning material. They ascribe their hesitance in this regard to the fact to their belief that the schools provide the necessary textbooks and they do not see the reason for additional educational material.

Interpretation

It is evident that parents/caretakers in the Siyabuswa area lack insight into :

- the significance of continuity between schoolwork and homework and
- the importance of additional educational material at home that will establish a *healthy learning culture* as well as *support, and add to* knowledge acquired at school.

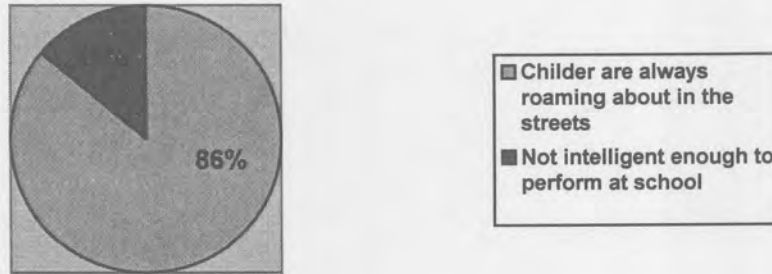
It can also be deduced that parents/caretakers might not have the financial resources to acquire additional educational material and prioritize on primary needs such as the provision of food and shelter.

Question 7

What is the main reason for your learner's unsatisfactory performance at school?

Results

1. Our children are always roaming about in the streets	86%
2. They are not intelligent enough to perform at school	14%



Data indicate that 86% of the respondents ascribe their learners' failure at school to undisciplined behaviour such as children roaming the streets, visiting friends and participating in unfavourable activities ranging from gangstarism to inappropriate sexual behaviour. Fourteen percent of the respondents maintained the perception that their children did not have the intellectual abilities to comply with the high academic demands of the school.

Interpretation

It is evident that most of the respondents (86%) acknowledge their inability to discipline their children towards responsible behaviour after school hours. They describe their children's behaviour as unacceptable and detrimental, but lack the skills and insight to guide them towards routine and more favourable leisure time spending. It can also be deduced that the parents reflect the tendency to ascribe their own parental failure to external factors instead of taking ownership of their inabilities and unsuccessful disciplinary structure. A permissive approach towards the adolescents behaviour, is apparent and can result in disobedience and rebellious behaviour.

Some respondents (14%) view their learners as less intelligent and incapable to address their school-related demands successfully. These parents seem to have explained and accepted their learners' failure

without even considering the possibility of different causes of academic failure such as:

- academic backlogs due to illness, perceptual dysfunctions, etc;
- insufficient instruction methods by teachers resulting in poor performance by learners;
- learning difficulties which can be addressed by supportive and/or therapy sessions;
- and others.

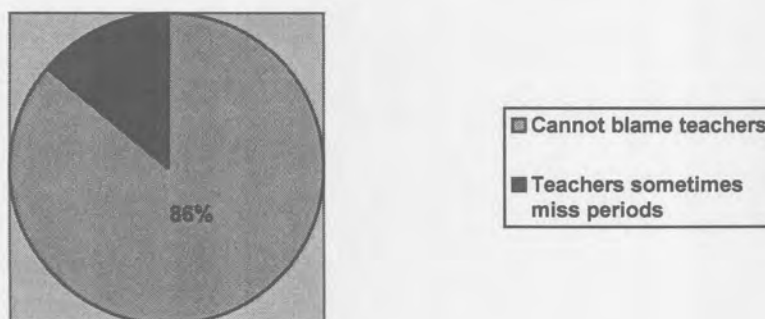
These parents might also have projected their specific beliefs about lower intellectual abilities towards their adolescent learners causing the latter to develop lower self-concepts and an acquired helplessness.

Question 8

What are dissatisfactions about how your child is taught?

Results

1. I cannot blame teachers - learners do not use their textbook thoroughly	86%
2. Teachers' sometimes miss periods or come to classes unprepared	14%



According to 86% of the respondents, learners are provided with textbooks, which they do not implement efficiently. Teachers can therefore not be blamed for the learners' failure. The remaining 14% of the participants ascribe their dissatisfaction with the school to their

children's reports that some teachers do not arrive in time for their classes or try to teach subjects unprepared.

Interpretation

Analysis of this data indicates that most of the parents/caretakers (86%) interpret their learners' failure as the result of unacceptable behaviour of and insufficient input by the learners themselves. This implies that these parents accept that the school officials are executing their duties efficiently but that adolescent learners themselves are responsible for their own failure. Parents/caretakers distance themselves from any responsibilities regarding involvement in school issues and they consequently refrain from co-operating in building the school's learning culture.

The fact that 14% of the respondents reflect on the possibility of inefficient teaching strategies and teachers being absent during classes, should not be ignored. A deduction, which can be made is that there is an over-all unfavourable learning culture in the school and that teachers themselves have become part of this culture. This means that they unconsciously enhance this culture by not attributing sufficient significance to their subjects and the most effective teaching strategies.

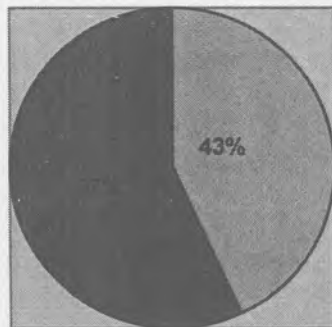
Question 9

How do you ensure the following in your absence:

- *that children's basic needs are catered for; and*
- *that they attend school regularly?*

Results

1. I stay at home but financial problems make it difficult to attend to everything	43%
2. I don't work and my pension money cannot cover everything	57%



■ Financial problems - difficult to attend
■ Don't work - pension cannot cover everything

Forty three percent (43%) of the participants indicated that they stay at home but lack sufficient financial resources to comply with all the household demands. These respondents reported that all their personal problems burden them to such an extent that they refrain from participating actively in their children's activities and show very little interest in their schoolwork. The rest of the participants (57%) were not parents, but surrogate caretakers (grandparents) and reflect that their limited pensions cannot cater for all the financial demands at home.

Interpretation

It is clear that factors such as illiteracy and consequent lower socio-economic status, cause parents to be burdened with poverty and related problems leaving them with little additional psychic space for their children's basic needs. The 43% of participants indicating that they stay at home with their children, but experience too many financial problems to attend to them, are mainly the mothers of the adolescents. Fathers work in urban areas and are even more absent during the weekdays. This means that mothers are left to:

- manage the consequences of poverty and
- cater for all the needs of their adolescent learners.

These parents/caretakers can therefore experience serious frustrations and anxiety relating to their circumstances at home.

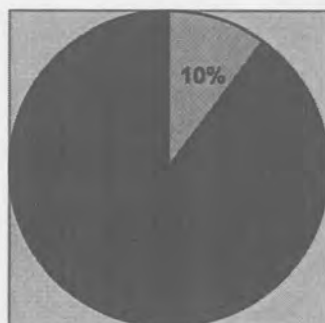
More than half of the participants (57%) are pensioners acting as surrogate parents while the parents work in urban areas. These caretakers indicate that their limited pensions cannot survive the full financial demands of the family leaving them with unmet basic needs and limited food supplies. They are also much older than the parents and cannot vouch for all the needs of the adolescent children.

Question 10

How do you cater for the children's educational needs?

Results

1. I only buy additional stationery for those in the primary levels	14%
2. At secondary school level, all the stationery is provided and I don't add additional educational material	86%



■ I only buy additional stationery for those in the primary levels
■ Secondary school level - all stationery is provided

Only fourteen percent of the participants add to the stationery provided by the schools and, also only in the primary school years of the children. Eighty six percent of the parents/caretakers indicate that they do not cater additionally for educational needs of their children because they believe the schools provide the necessary material.

Interpretation

The aim of this question was to determine the following:

- (i) parents' insight regarding the educational needs of their children and
- (ii) parents' ability and dedication towards catering for educational needs.

It is clear that parents'/caretakers' perception of the educational needs of their children is limited to merely the provision of necessary stationary and textbooks. They appear to have limited, if any, insight regarding the need for:

- additional educational material at home and
- supporting educational exposure such as information excursions, etc.

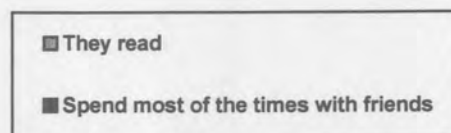
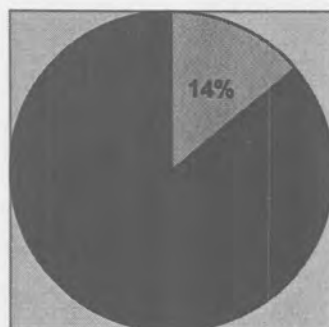
The implication is that these adolescent learners lack sufficient additional educational support at home and are left dependent on the school for their entire educational progress.

Question 11

What do the children do in their leisure time?

Results

1. They read	14%
2. They spend most of the times with friends roaming the streets	86%



Fourteen percent of the participants indicated that their children spend their leisure time reading books while the rest (86%) report that leisure time is spent by roaming streets with friends and gangs. Further questioning in this regard resulted in these parents/caretakers acknowledging that they don't have knowledge about their children's whereabouts after school.

Interpretation

These results contrast previous data indicating, that there are no additional educational material at the homes of the adolescent learners and that most of the learners are involved in domestic tasks after school hours. The deduction can be made that some of the 14% participants, who indicated that their children do reading, might experience embarrassment concerning their children's failure or unfavourable behaviour and are trying to maintain a more positive perception during the research period. This data was also not confirmed by the adolescents themselves during the interviewing process.

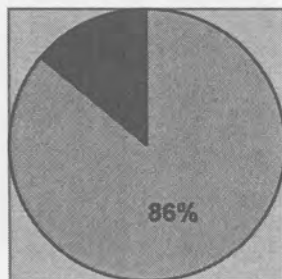
It is clear that most of the Siyabuswa parents/caretakers experience frustrations regarding an efficient disciplinary style with their adolescent learners. Eighty six percent (86%) of the participants acknowledge that their children do not return home after school but visit friends with whom parents/caretakers are mostly not acquainted. This implies inefficient supervision by the parents/caretakers and the possibility that the adolescent learners' after-school behaviour is mainly unmonitored by any adults, hence the phenomenon of uncompleted homework and general academic problems. It can also be deduced that the parents/caretakers might not maintain a sufficient relationship of mutual trust with their adolescent learners resulting in limited communication - neither of the parties have interest and understanding for each other's life worlds.

Question 12

To what extent are you acquainted with your children's friends?

Results

1. There are many - I don't know them very well	86%
2. I know that their friends are not learners	14%



■ There are many - I don't know them very well
■ I know that their friends are not learners

In eighty six percent (86%) of the cases, parents/caretakers ascribe their ignorance regarding the adolescents' friends to the fact that their children have too many friends visiting them. Some of the participants (14%) report that, although they don't know their children's friends, they believe that the latter are not efficient learners and prove to have a negative impact on their children.

Interpretation

Statistics indicate that parents/caretakers do value involvement with their adolescents' social life as significant. It is mainly believed by all the respondents, that they should not interfere with their children's social life even though some of them (14%) acknowledge that friends can have a negative influence on their children. It can be deduced that these parents'/caretakers' disinterest and non-involvement in their children's social life, result in even greater distance between themselves and their adolescents. They might not develop sufficient

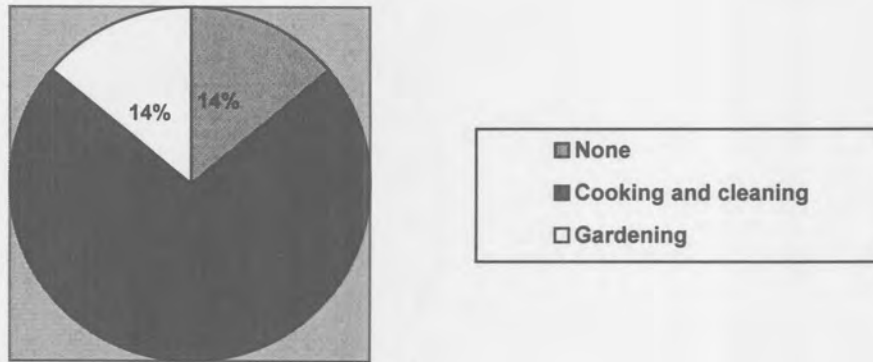
understanding of their children's needs and behaviour due to a rigid attitude towards children *per se* - adults do not involve themselves with children's activities and/or friends.

Question 13

Which household chores are performed by your child everyday?

Results

1. None	14%
2. Cooking and cleaning	72%
3. Gardening	14%



Seventy two percent (72%) of the participants reported that their children perform specific household chores such as cooking and cleaning on a regular basis but only after they have roamed the streets in the afternoons after school. In fourteen percent (14%) of the cases, although children are involved with responsibilities such as gardening or feeding the pets, although not on a regular basis. The rest of the participants (14%) report that their children are not involved with any household chores at all.

Interpretation

It can be deduced that most of the children (72%) are expected to perform certain tasks at home such as cooking and cleaning the house.

The underlying reasons for these responsibilities are two-fold:

- (i) some parents are absent and leave their adolescents to care for the younger siblings and/or
- (ii) grandparents who act as surrogate parents, are too old to perform certain strenuous tasks and expect the adolescent to take over these responsibilities.

The fact that certain adolescent learners are forced to act as caretakers for their younger brothers and sisters and even related family members (nieces, nephews), means that valuable time for homework and other educational activities is limited. These adolescents arrive home late in the afternoons after which their routine tasks are resumed, leaving no time for schoolwork in the evenings.

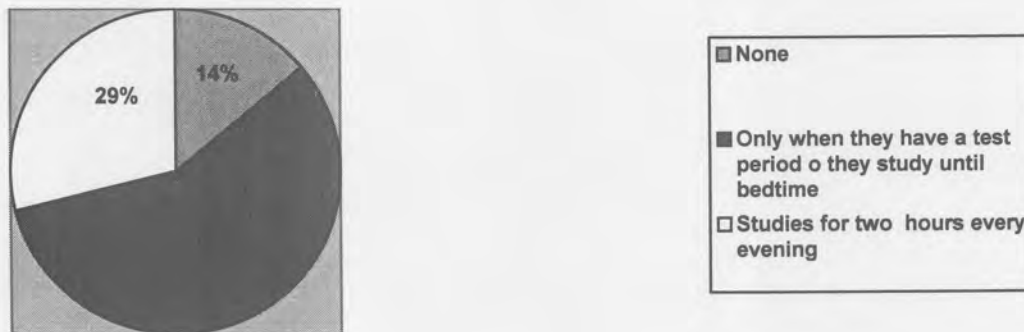
A minority of 14% of the participants indicated that their children are not involved in any activities at home. These children arrive home late in the afternoons without then assisting in any household chores. It can be deduced that the parents/caretakers of these children are frustrated with the fact that their adolescents have no intention of helping them, which can result in disrupted communication and loud arguments.

Question 14

How much time does your child spend performing school tasks?

Results

1. None	14%
2. Only when they have a test period, they study until bedtime	57%
3. Studies for two hours every evening	29%



According to 57% of the respondents, their adolescent learners are only willing to study for a brief sessions during test periods at school. After the test series, they do not study at all. Fourteen percent (14%) of the parents/caretakers indicated that their children do involve themselves with their schoolwork for brief periods every day, varying from twenty minutes up to a maximum of two hours, during which homework is done and they prepare for the test series. The rest of the respondents (29%) report that, after school hours, their learners do not involve themselves in any school-related activities (homework, studying) at all.

Interpretation

Analysis of the data indicates that more than half of the SALs (57%), only study during the test series and then only for brief sessions. This means that newly acquired subject content is never reinforced through activities such as homework, daily after-school studying and related activities. It can also be deduced that these learners have not internalised the value and significance of their subject content and consequently do not exhibit sufficient interest to reinforce and master the knowledge through homework and efficient studying.

It is evident that those children, who do not involve themselves in any after-school studying at all (29%), experience difficulties with

schoolwork and their reports reflect repeated failure. This impacts on their academic self images, leaving them despondent and even more disinterested in academic activities. A backlog in the mastering of subject content is the result, and ultimately standard failure follows at the end of the school year.

Only a small percentage of respondents (14%) indicated that their children do study for brief sessions every day. This means that these learners try to comply with the demands of homework, school tasks and related activities. Unfortunately, the larger percentage of learners (86%) cause teachers to involve in behaviour such as:

- scolding learners for refraining from completing homework;
- spending valuable time engaging in disciplinary actions;
- repeating work that has not been mastered yet; and
- trying to convince learners to acquire the new subject content by participating in class activities.

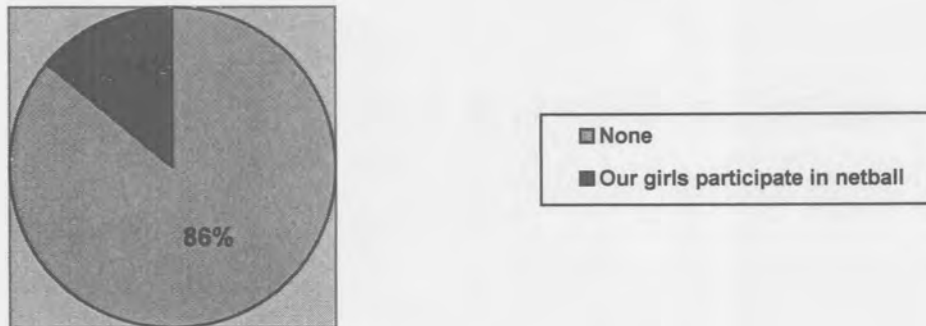
This means that those few learners, who are trying to perform academically, are exposed to unfavourable classroom circumstances, which impacts negatively on their progress.

Question 15

In which community activities do you and/or your children participate?

Results

1. None	86%
2. Our girls participate in netball	14%



Eighty six percent (86%) of the respondents indicated that neither they nor their children participate in any community activities and ascribe this fact to the following:

- there is no time for any community activities;
- there are no activities, which they are aware of; and
- they are too old to participate.

The rest of the respondents (14%) reported that their children participate in netball games organised by a community organisation.

Interpretation

The aim of this question was to determine if the community in the Siyabuswa area provides the inhabitants with any projects or leisure time activities in which community members can participate. The fact that respondents mainly provide negative answers to this question, indicates the possibility of a disadvantaged community. This means that community members are deprived the opportunities to participate in community activities, which will facilitate the following:

- the enhancement of group unity of the community;
- the tendency towards reciprocal community service; and
- the decrease in juvenile delinquent behaviour due to boredom.

Netball as a community activity, is mainly limited to female players, which implies that the 14% positive answers to this question refer to female learners excluding male parents/caretakers and male learners.

12. SUMMARY

The main aim of this research was to investigate the impact of parental involvement on the future perspective of the adolescent learners in the Siyabuswa area. The scientific analysis of data gathered from the two questionnaires as well as informal interviews conducted with educators, contributed to the following conclusions:

12.1 The Siyabuswa Adolescent Learner (SAL)

- The future orientation of the SALs prove to be undifferentiated and unclear. The learners and their parents/caretakers have gathered insufficient and limited information on future careers. Future financial gain is the sole attraction currently motivating their participation in the educational process. An unfavourable and uncondusive learning culture underlies the SAL's disinterest and unmotivated scholastic behaviour that results in repeated test failures and ultimate scholastic backlogs.
- Adolescent learners in the Siyabuswa area mainly ascribe their lower performances to external factors such as -
 - inefficient teachers;
 - insufficient financial resources;
 - emotional problems at home; and
 - surrogating younger siblings in the absence of the parents.
- The SALs report that parental involvement is very limited or even non-existent due to -

- illiteracy of some of the parents;
 - parents' financial problems; and
 - occupational circumstances of the parents.
- The SALs are mainly involved in non-academic behaviour after school such as - spending leisure time roaming the streets until sunset;
- procrastinating homework or studying until before the test series; and
 - attending to certain household chores at night and leaving limited time for completing school tasks.

12.2 *Parental involvement*

- Parents/caretakers maintain low future expectations regarding their adolescent learners, which they attribute to the following;
- the learners are themselves not interested in the future;
 - parents are not responsible for the shaping of future orientations, and teachers are failing in this task; and
 - parents are too uneducated/illiterate to involve themselves with their children in future-related discussions and consequently leave the latter for formal educators (teachers)
- The involvement of the SALs' parents/caretakers in school-related activities is very limited due to the following:
- some parents/caretakers maintain the opinion that teachers are the sole educators of their children;
 - some parents/caretakers assume that they are too illiterate to assist with their children's school work;
 - some surrogate parents (grandparents) assume they are too old and cannot participate in any school-related activities;

- some parents work in urban areas , which implies no school-involvement at all; and
- some parents experience intensive financial strain and feel they are not emotionally able to attend to their children's school-related needs.

13. LIMITATIONS OF THE STUDY

Mouton (1996:157) states that " ... subjects tend to be unusually reluctant or unwilling to participate, because they regard the investigation as an invasion of their privacy". The community knows their investigator as an educator and a parent. In order to manage this limitation, precautionary measures were taken to:

- avoid unnecessary personal discussions;
- establish a trusting relationship with the respondents; and
- Facilitate confidentiality between the investigator and the respondents.

14. SYNTHESIS

This chapter focused on the empirical study. Data results were provided and interpreted. The following chapter focuses on the chapter summaries, conclusions and recommendations.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

1. INTRODUCTION

The objective of this final chapter, is the formulation of recommendations and guidelines for further research. The findings of this research will be implemented to answer the research questions. Recommendations for further research will also be offered with specific focus on the development of different programs.

The impact of parental involvement in the informal as well as formal education of learners cannot be underestimated. It is from this perspective that learners attribute meaning to their education and establish personal goals and objectives. In the Siyabuswa area, where children experience constant absence of parents, lack of understanding occurs between parents and children. According to Swap (1993:1), one element that contributes to more successful children and schools across all populations, is parent involvement in children's education.

An orientation towards the future implies a specific attitude regarding the individual's role in the future. A future perspective therefore, reflects positive or negative nuances depending on the individuals personal experiences and unique meanings attributed to related issues and events. The aim of this study was to examine the impact parents have on their adolescent learners' future orientation with specific focus on educational aspects. The pilot study executed during the first phase of the research program, aimed at determining the validity of the formulated research questions. The situation analysis was directed at scrutinizing mainly two areas, which are:

- parents' involvement in their adolescents' school-related activities and
- the adolescents' perception of their role in the establishment of an acceptable and favourable future.

In order to answer the research questions and to determine their validity, the research programme started with a pilot study. Open-ended semi-structured questionnaires were compiled and issued to selected subjects from the population

of grade ten learners to complete. Analysis and interpretation of data gathered from the pilot study necessitated further inquiry. In the second phase of the research, two questionnaires were compiled and unstructured interviews with the parents and learners were conducted. The phase constituted the main research strategy.

1.1 CHAPTER 1

Chapter 1 highlighted an exposition of the research questions directing this study. The problem statement, aim of the study, research design and explanation of terms were presented. The objective of this chapter was to explain and describe the purpose of this research.

Problem statements culminated into the main two questions:

- , what is the nature of the future perspective of the adolescent learners in the Siyabuswa area, and
- , what is the nature and extent of the Siyabuswa adolescent learners.

The characteristics and the definition of an adolescent were verified through literature study. Developmental changes in all domains of and the intensifying of the adolescents' orientation to the future were considered. The information was intended to evaluate pre-scientific data of the Siyabuswa adolescent learner (SAL) on the basis of universally and scientifically verified data.

Different central terminologies were identified and explained. Definitions as formulated from different perspectives were provided with the aim of clarifying each central concept efficiently and within scientific rules.

An introduction to the titles and content of the following chapters was provided.

1.2 CHAPTER 2

In this chapter, a recent and relevant literature study related to the research problems was executed. The purpose was to gain as much knowledge possible regarding peripheral investigations germane to this research area. An in-depth literature study on the adolescent and the constitution of a future perspective was executed. Elements constituting a future perspective were identified as the following:

- , motivation,
- , attitudes,
- , goal objectives and
- , behaviour.

The criteria for the development of a positive future

perspective was formulated. The development of a future perspective was investigated in the context of the attributes of an adolescent learner with a positive future perspective. The attributes were identified as:

- , positive self-concept
- , self-confidence,
- , motivation,
- , discipline and
- , self-actualization.

Attributes of an adolescent learner with a positive future perspective were schematically depicted within the context of the domains of becoming. The investigation on the future perspective of the SAL indicated negative behaviour patterns and attributes in all the domains of becoming. Factors that influence an adolescent's future perspective were investigated and identified as:

- , the impact of parental involvement,
- , surrogate parenting,
- , educational level of parents,
- , learning culture,
- , personal circumstances of parents,
- , teachers' attitudes and
- , the impact of the country's state of affairs.

FINDINGS

Adolescent learners find themselves in a developmental stage that requires them to make choices in a number of life domains, regarding the future, decide directions and goals, and complete certain tasks.

Literature on the future perspective developed by considering concepts on adolescence. Adolescence focuses on the developmental changes which occur in all domains of becoming, ie physical, cognitive, affective, normative and moral domains. The developmental changes presuppose the formation of self-concept, self-actualisation, identify, attribution of meaning, etc. The formal reasoning abilities

which emerge during adolescence, are a prerequisite for future-time perspective ability.

1.3 CHAPTER 3

Chapter 3 constituted the pre-scientific part of the major study. The study serves as a situation analysis and therefore, research has been executed by means of qualitative research methods. The pre-scientific observation was conducted by focusing on the following aspects:

- a. *The observation of the SALs regarding the following:*
 - their orientation to schoolwork,
 - their level of commitment and hard work,
 - their general behaviour,
 - assuming responsibility for their work and
 - involvement in school-related activities.

- b. *The observation of the parental involvement with specific focus on the following:*
 - attending parent meetings,
 - maintaining school buildings and grounds,
 - their reactions to letters from school and
 - services they render during sport days.

The general hypothesis was also postulated.

Pre-scientific observations were subjected to an in-depth analysis and a questionnaire was compiled with the aim to execute a pilot study. Descriptive statistics were used to summarize the research results of the pilot study. Data were interpreted and then subjected to another professional in order to ensure objectivity. Concepts derived from the pilot study were grouped according to themes and analyzed.

FINDINGS

- The learners' problems lend themselves to further investigation by conducting the main research.
- The need emerged to involve parents / caretakers in the project in order to determine the nature and extent of their involvement in the education of their children.

1.4 CHAPTER 4

Chapter 4 constitutes an empirical study and an in-depth literature study on research methodology was undertaken. Different steps of data collection were indicated and defined. Triangulation by means of cross-validation among data collection strategies was applied. The following data collection strategies were considered:

- Semi-structured questionnaires for learners and parents,
- Unstructured interviews with learners and parents,
- Document analysis.

Participants

Participants consisted of grade ten learners who were randomly selected. The parents of these learners were approached for their participation in the research project.

Sampling

Systematic random sampling was applied to draw a sample from the population. According to this type of sampling, the researcher randomly picks a number and then systematically selects subjects from a list of names beginning with the subject assigned to the chosen number.

The commencement of the research presupposed gaining consent from:

- the Principal of the school,
- the adolescent participants and
- parents.

Interviews

Interviewing teachers

Informal interviews with teachers involved with grade ten learners were conducted. Within this context, the questions of the research required information regarding:

- learners' approach to school work,
- school-related behaviour,
- school attendance and
- home-work and test preparation.

A table pertaining teachers' reports on learners' academic orientation was compiled.

Interviewing learners

The following steps were pursued during the interviews with learners:

STEP 1: Biographical information of learners was furnished prior the interviews. Data was depicted schematically, explained and interpreted.

STEP 2: An academic profile of learners was compiled and interpreted.

Interviewing parents

Interviews with parents were also preceded by completing biographical details form. The information was summarized in a table. The value of the data was explained and interpreted.

The recording of the interviews, data-analysis and interpretation were elucidated. The limitations of the study were also indicated in this chapter.

FINDINGS

1. The SAL's biographical information and an academic profile

- The majority learners never had pre-school experiences.
- Learners who appear to be the oldest, are expected to take care of younger children and perform the household chores.
- All subjects experienced no parental involvement in their education.
- Participation during lessons, school attendance and execution of school tasks in the majority of subjects, appeared to be unsatisfactory.
- Only a limited number participated during lessons but neither attended regularly nor completed school tasks.
- In case of regular attendance, learners neither participated during lessons nor completed school tasks.
- The decline in current academic achievement of majority learners.
- The Siyabuswa area reflects the presence of different kinds of caretakers under which the Siyabuswa adolescent learners are entrusted.

2. The Siyabuswa adolescent learner

The future orientation of the SALs proves to be undifferentiated. The learners and their parents / caretakers have gathered limited information on future careers. Current and future financial gain is the sole attraction motivating their participation in the educational process. An unfavourable learning culture underlies the SALs' disinterest and unmotivated scholastic behaviour that results in repeated test failures and ultimate scholastic backlogs.

Adolescent learners in the Siyabuswa area mainly ascribe their lower performances to external factors such as –

- inefficient teachers;
- insufficient financial resources;
- emotional problems at home ; and
- surrogating younger siblings in the absence of the parents.

The SALs' report that parental involvement is very limited or even non-existent due to –

- Illiteracy of some of the parents;
- parents' financial problems; and
- occupational circumstances of the parents.

The SALs are mainly involved in non-academic behaviour after school such as –

- spending leisure time roaming the streets until sunset;
- procrastinating homework or studying until before the test series; and
- attending to certain household chores at night and leaving limited time for completing school tasks.

3. Parental involvement

Parents / caretakers maintain low future expectation regarding their adolescent learners, which they attribute to the following:

- the learners are themselves not interested in the future;
- parents are not responsible for the shaping of future orientations and teachers also fail in this task; and
- parents are uneducated to engage themselves in future related discussions with their children.

The involvement of the SALs' parents / caretakers in school-related activities is very limited due to the following:

- some parents / caretakers maintain the opinion that teachers are the sole educators of their children;
- some parents / caretakers assume that they are too illiterate to assist with their children's schoolwork;
- some surrogate parents (grand parents) assume they are too old and cannot participate in any school-related activities;
- some parents work in urban areas, which implies no school involvement at all; and
- some parents experience intensive financial strain and feel they are not emotionally able to attend to their children's school-related needs.

4. **Teachers in the Siyabuswa area**

Not all the teachers are involved in the development of student social and emotional welfare. The attitude can be deduced from the teachers':

- criticism of co-curriculum activities;
- non-attendance of parent meetings, and
- lack of co-operation in the educational process in which they participate, which endorses the negative future perspective of learners.

In teaching-learning situation, teachers experience specific frustrations because of the following:

- the lack of additional sources in subjects they offer;
- spending valuable time engaged in disciplinary actions;
- repeating work that has not been mastered yet; and
- trying to convince learners to acquire the new subject content by participating in class activities.

Learners do not acquire assistance from teachers due to factors such as:

- teachers offering subjects they are not competent or interested in;
- application of inappropriate teaching strategies that fail to stimulate interest in learners.

5. **Community background**

The Siyabuswa area indicates the possibility of a disadvantaged area. The culture of learning is not inculcated within the community in the form of:

- study groups or vacation lessons;
- volunteers tutors;
- community sport activities, etc.

The community members do not have the opportunity to participate in activities which will facilitate:

- the enhancement of the cohesion of the community;
- the reciprocal community service; and
- the decrease of juvenile delinquent behaviour of the adolescent.

1.5 **CHAPTER 5**

Chapter 5 was a concluding chapter of the research. The summary of the chapters and the findings were provided. Conclusion and recommendations for further research were highlighted.

1.5.1 **An overview of the study**

The study served as a situation analysis which established two problematic aspects, i.e.:

- SALs' negative future perspective as reflected in their behaviour and attitude towards school work.
- The nature and extent of parental involvement in school-related activities.

Findings were summarized as follows:

(a) **Learning culture**

The findings from the empirical data indicated that the adolescent learners from the Siyabuswa area, are exposed to unsupportive culture of learning that does not endorse formal education. The environment at home does not provide cognitive stimulation in learners. No provision of extra

learning material is made available at home. Parents do not set examples by reading for pleasure.

(b) Future perspective of the SAL

Learners have expectations for the future. However, the expectations are unrealistic because those expectations are not based on realistic individual inputs. The SALs are more concerned about financial benefits, which indicates that their physiological and psychological needs are not optimally satisfied. According to Maslow's hierarchy of needs cited by (Mwamwenda, 1995:345), if the organism lacks food, safety, love and esteem, the need for food will be the most dominant. However, once physiological needs have been satisfied, new and higher needs will emerge.

It is for this reason that the SALs are unable to transcend the current limitations and think about the future.

(c) Parental involvement

Parents do not own the responsibility of cultivating interest and desire of learning, but regard the education of their children as the responsibility of the teachers. Parents exhibit lack of interest in their children's schoolwork and limited motivation and encouragement is provided. There is minimal parental involvement in the learners' school-related activities.

(d) Perspective of educators

During the observational phase of this research, teachers reflected a negative attitude towards sporting activities. High failure rate of learners was ascribed to time wasted on these activities. Negative remarks were conveyed to the learners about colleagues who encourage participation in particular activities. Teachers were reluctant to attend parent meetings but sought parental involvement in dealing with the behavioural problems of learners.

1.6 RECOMMENDATIONS

Parents, according to (Berger, 1984:01) "... bear a responsibility to participate actively in the child's education. They should encourage more diligent study and discourage satisfaction with mediocrity and the attitude that say: "let it slide", monitor the child's study, encourage good study habits, encourage the child to take more demanding rather than less demanding courses, nurture the child's curiosity, creativity and confidence and be active participants in the work of the school."

This study has indicated that, to develop a positive future perspective, the learner has to be motivated towards active involvement. Intent and commitment presupposes the prerequisite for involvement. If a parent models authentic interest and active involvement in the learner's school work and school-related activities, it will ultimately lead to a positive future orientation within the learner. A more positive meaning will be attributed to the contribution school work has towards goals. With regard to this research, the impact of parental involvement can never be under estimated.

The nature and extent of parental involvement with the learner is of great importance and it exercises a direct effect, negatively or positively on the child's learning ability (Dekker & Lemmer, 1993: 169). Cullingford (1996: 136) states that , given the importance of the early years in the formation of attitude and character, it is clear that parents and other adults play a significant part, not only by example but in their relationship with children.

Munn (1993:1) asserts that parental involvement can mean many things, as summarized in the following:

- Attending parents evenings.
- Attending school open days in order to assist in the classroom.
- Helping in group activities.
- Attending and assisting during sport activities.
- Help to uphold school values.
- To ensure that children do their homework.
- To ensure that children come to school dressed appropriately.

Parental involvement within the educational context does not imply merely providing children with physical needs. Interpersonal relationships with children are of cardinal importance. Parental values are important in the sense that

parents ought to exercise control over their children's behaviour relating to school activities, monitor school work, leisure time etc.

Parental involvement implies the curbing of behavioural problems that could be experienced in the near future, by the teacher. Parents contribute towards the inculcation of positive habits and attitudes required in the teaching-learning situation. Schaefer (1991) & Ginsburg (1988) cited by Rosa (1994:39), indicated that those students who are successful at school, had parents who monitored their school work and always knew where their adolescent children were.

A positive future perspective can only develop in the presence of the following components:

- parental interest in the learner's school work and
- parental caring for the learner's emotional needs.

According to Clark (1989:116), parents are instrumental in shaping a personality by actively catering to the child's need for:

- emotional support,
- approval,
- reassurance and
- other psychological resources.

Dekker & Lemmer (1993:236), state that parents have a duty to support their children. Parental support requires parents to provide for the physical and emotional needs of their children, and to educate their children so that they can adjust to and participate in society.

1.7 RECOMMENDATIONS FOR FURTHER RESEARCH

The researcher recommends that further research be conducted on parental / caretaker involvement with the education of learners. The empirical study has indicated regression in the performance of learners and repeated failure. It is therefore necessary to develop programs and strategies that may minimize the identified problems. Programs should be developed in such a way that they demand commitment from stakeholders who have an interest in education, i.e. learners, parents / caretakers, community members and educators.

a. **Program – Involvement of Parents / Caretakers**

The program should be focused on intensifying parental / caretaker involvement in education. The school governing body representing parents, teachers and learners should facilitate the obligation of all parties involved.

Parental / caretaker responsibility should be stressed and their role culminate into the following main activities:

- physical and psychological needs should be provided for,
- learners should receive proper care and attention,
- regular school attendance should be ensured,
- school work should be regularly monitored, and
- the culture of learning should be established and maintained within the family

b. **Community focused programs**

The school serves the community in which it is situated. The community should become aware of the impact it has on the education of the child. Community members should establish a culture where every aspect pertaining the education of the learner be supported within the community. Parents / caretakers should maintain authority and apply disciplinary measures where necessary. The relationship of authority between parents / caretakers and adolescents is restrained in the Siyabuswa area, due to cultural pressure. According to the documentary titled, "The tears of the Ndebele," screened on SABC 3, August 2000, the authority of parents become redundant after an adolescent has undergone initiation rituals. Adolescents are regarded as adults and are granted maximum freedom.

It is under these circumstances that the community should strike a balance between cultural activities and formal education. Parents / caretakers should maintain their authoritative positions. As part of the community, parents / caretakers and teachers should encourage learners to establish study groups. Volunteers from the community should offer assistance to learners during school vacation. Timetables should be drafted and strictly adhered to. Attendance registers should also be kept.



c. **Teachers' strategies**

The high percentage (43%) of learners' responses that indicate inappropriate teacher behaviour should not be underestimated. These findings indicate problems teachers experience in the execution of duties.

According to Employment Act 75 of 1998, if the employer (principal of the school), is convinced that an educator, whether on probation or a permanent staff member, is not performing in accordance with the criteria that the educator has to comply with, the employer must –

- * supply a written document reflecting reasons to the educator why it is necessary to initiate the procedure in respect of poor performance.

It is necessary that the Department of Education ensure that regular in-service training by education specialists be offered to teachers to augment existing skills in order to uplift them to a higher level.

1.8 CONCLUSION

A future perspective is constituted by various internal as well as external factors. If these factors are positive, they may be beneficial to the development of a positive future perspective. If these components prove to be negative, they may be detrimental to the personality development of an adolescent learner. It is important that the adults involved with adolescent learners be given guidance and support. Regular communication between adults and adolescents should occur. Adults should project images that can mould an adolescent into a responsible adult-to-be.

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APPENDIX A

MY FUTURE



1. My future is

2. My main objective for the future is

3. I would like to be good at

4. The only obstacle for my future is

5. I am looking forward to

6. When I leave school I

7. My parents feel my future

8. I am sure I will



- 9. The only thing I fear about my future is

- 10. I wish I had

- 11. What I like most about attending school is

- 12. Attending school seems useless to me because

- 13. I do not attend periods in certain subjects because

- 14. I dodge during breaks and absent myself from school regularly because

- 15. I dislike things I do in school because

- 16. I do not take my schoolwork seriously because

- 17. I am worried about my future because

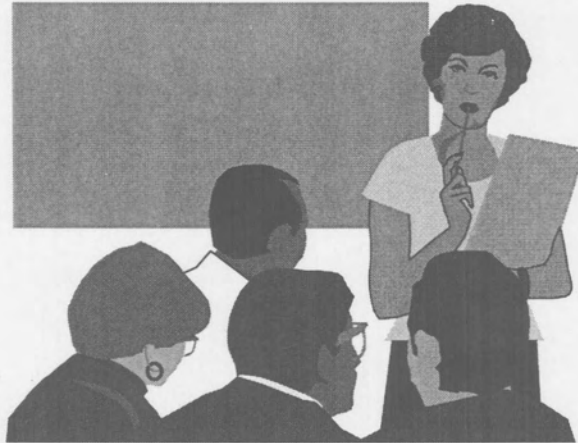
- 18. Things that encourage me to attend school are

- 19. Things that discourage me to attend school are

- 20. I take full responsibility for my work because



APPENDIX B



Imibuzo : BOSHIELO N. E.
P.O.Box 5925
Siyabuswa
0472
Inomboro yomtato : (013) 9732299
0833134820
20/03/2000

Mzali,

Ngibawa ukuhlangana nawe kobana ubandakanyeke ekulumiswaneni engendlela Yerherho lemibuzo emayelana nengomuso lefundo yomntwana wakho.

Imininingwane engiyi thogako ngelandelako:-
Ikheli lapho ungafunyanwa khona

Inomboro yomtato nayikhona

Itjhebiswano lethu lingaletha itjhuguluko eemfundaweni zomntwana.

Ozithobako.

BOSHIELO N. E.



ENQUIRIES
TELEPHONE NUMBERS

:BOSHIELO N. E.
(013)9732299
0833134802

P.O.Box 5925
SIYABUSWA
0472

20/03/2000

Dear Parent,

I hereby request you to participate in a conversation that will be held in the form of an interview, concerning the education and future orientation of your child.

The following information will be required: -

Physical address

Telephone number (if available)

Our cooperation in this regard, may re-dress the current situation in the education of your child.

Yours,

BOSHIELO N. E.



BIOGRAPHICAL DETAILS OF THE PARENT (S)

DATE: _____

1. NAME OF PARENT: _____
2. DATE OF BIRTH: _____
3. SEX: _____
4. MARITAL STATUS: _____
5. POSTAL ADDRESS: _____
6. TELEPHONE NUMBER: _____
7. RESIDENTIAL ADDRESS: _____
8. THE HIGHEST STANDARD PASSED:
 1. MOTHER: _____
 2. FATHER: _____
9. OCCUPATION
 1. MOTHER: _____
 2. FATHER: _____

PLACE OF WORK

1. MOTHER: _____
2. FATHER: _____
11. TIME SPENT WITH FAMILY:
 1. MOTHER: _____
 2. FATHER: _____
12. TIME SPENT AT WORK:
 1. MOTHER: _____
 2. FATHER: _____
13. NUMBER OF PEOPLE STAYING IN THE HOUSE: _____
14. NUMBER OF DEPENDENTS: _____
15. NUMBER OF RESIDENTS EMPLOYED: _____



BIOGRAPHICAL DETAILS OF THE CHILD

DATE: _____

1. NAME OF THE CHILD: _____

2. DATE OF BIRTH: _____

3. AGE: _____

4. STANDARD: _____

5. SCHOOL: _____

6. POSTAL ADDRESS: _____

7. RESIDENTIAL ADDRESS: _____

8. SEX: _____

9. PRE-SCHOOL ATTENDED: _____



QUESTIONNAIRE FOR PUPILS

AIM

To determine the extent to which pupils take responsibility for their education and their future plans.

1. What is your vision about your future?
2. What information have you already gathered about your desired career?
3. What do you like most about the chosen career?
4. The first day you started school, you had expectations. To what extent are they fulfilled?
5. What role do you play in your education to ensure that you reach the desired goal?
6. How are your chosen subjects preparing you for your prospective career?
7. When you were absent from school, what do you do about the lessons you missed?
8. What could be the main cause for you, of not performing well in your studies?
9. What steps do you take when you have a difficulty of not understanding the subject matter?
10. What is it that does not satisfy you about the way in which you are taught?
11. How would you like to be taught?
12. How do your parents motivate you in your studies?
13. How do you involve your parents in your studies?
14. Besides the textbooks you receive at school, which learning aids are your parents providing at home?
15. What de-motivates you about attending school regularly?
16. What do you normally do when you arrive at home after school, until bedtime?



17. Which household chores do you do everyday?
18. Which changes would you like to see at your school?
19. What would you like to find in your community, that could ensure continuity between home and school?
20. (i) In which community act do you participate?
(ii) How does it influence you?
21. How are your parents involved in your school? e.g. maintenance of school grounds.



IMIBUZO YOMNTWANA

UMGOMO

Ukubonelela ubungako babafundi ngokutjheja ifundo ngekusasa labo.

1. Ulibona linjani ikusasa lakho?
2. Ngiliphi ilwazi olihlanganisile mayelana nebizelo olifisakweli?
3. Ngikuphi okuthandako mayelana nebizelo leli olikhethileko?
4. Ngelanga owathoma ngalo ukufunda bekade uneemfiso, ngabe sele zifezeke kangangani?
5. Ngiyiphi indima oyidlalako efundwenakho ekuqiniseni ukuthi uyawafeza amabhudangwakho?
6. Zinjani iimfundo ozikhethileko ekukulungiseleleni ebizelweni olikhethileko?
7. Lokha newulovileko wenzani ngeemfundo ebewungekho ngazo esikolweni?
8. Yini engaba mbandela wokuthi ungasebenzi kuhle eemfundweni zakho?
9. Ngiziphi iinyathelo ozithathako nawunobunzima bokungazwisisi isifundo saleso sikhathi?
10. Yini engakwanelisiko ngendlela ofundiswa ngayo?
11. Ungathanda ukufundiswa bunjani?
12. Ababelethi bakho bakukhuthaza bunjani eemfundweni zakho?
13. Ubabandakanya bunjani ababelethi bakho eemfundweni zakho?
14. Ngaphandle kweencwadi zesikolo ozithola esikolweni ngiliphi irhelebho lefundo ababelethi bakho abakunikela lona ekhaya?
15. Yini ekukhuthaza bonyana uye esikolweni woke malanga?

16. Yini ojayeke ukuyenza nawufika ekhaya malanga woke, kuphuma isikolo bekuyokufika isikhathi sokulala?
17. Ngimuphi umsebenzi wekhaya owenza malanga woke?
18. Ngimaphi amatjhuguluko ongathanda ukuwabona esikolweni sakho?
19. Ngikuphi othanda ukukuthola emphakathini ekuqinisekiseni iragelo phambili hlangana nekhaya nesikolo?
20. (i) Ngimuphi umdlalo ozibandakanya kiwo emphakathini?
(ii) Ukukhuthaza bunjani?
21. Ababelethi bakho bazibandakanya bunjani esikolweni sakho?
Isibonelo : Ekugqineni iinkundla zokudlalela.

QUESTIONNAIRE FOR PARENTS

1. What would you like your child to be, by the end of his or her school career?
2. What are his/her qualities that make you believe that it may be the right choice?
3. How do you motivate him/her to strive for that goal?
4. How does the parent monitor the child's schoolwork and assist where possible?
5. How are the parents involved in the school activities e.g.
 - i) maintenance of school grounds and school buildings.
 - ii) parents meetings.
 - iii) contact teachers on individual level.
 - iv) attendance of school activities : a) Sport
b) culture,
c) concerts,
d) functions.
 - v) React to letters from the school.
 - vi) Present children for enrolment.
6. Besides the textbooks issued at school, which learning material is provided at home
 - e.g. i) Reading books.
 - ii) Dictionaries.
 - iii) Encyclopaedia etc
7. According to your opinion, what can be the main cause for your child not performing well in some subjects?
8. What are your dissatisfaction about how your child is taught?
9. How do you ensure children's basic needs are catered for and attend school regularly while you are at work?
10. How do you ensure that children's educational needs are catered for?
 - e.g. (i) providing stationery
 - (ii) textbooks.
11. What do the children do in their leisure time?

12. What do you know about your children's friends?
13. Which household chores are performed by your child everyday?
14. How much time does your child spend on schoolwork?
15. (i) In which community activities do your children participate?
(ii) How do the activities influence your children?

IMIBUZO YOMBELETHI WOMNTWANA

1. Bewungathanda bonyana umntwanakho abe yini nakaqeda isikolo.
2. Ngiliphi ikgono elikwenza bonyana ukholwe ukuthi umntwanakho ngabe ulandele ibizelo elifanaleko na?
3. Umkhuthaza bunjani umntwanakho bonyana aphumelele ekufinyeleleni ebhudangweni lakhe?
4. Umbelethi uqalelela bunjani umsebenzi wesikolo nokupha irhelebho lapha kufaneleko?
5. Abazali bazibandakanya bunjani eentweni zesikolo.

ISIBONELO :

- i) Ekugqineni amabala wokudlalela nomakhiwo wesikolo.
 - ii) Eemhlanganweni yabazali.
 - iii) Ekuhlanganeni nabafundisi ngamunye.
 - iv) Ekubeni khona eentweni zesikolo. * imidlalo,
* isiko,
* umvumo mcaliso,
* iminyanya.
 - v) Uzizwa bunjani eencwadini ezivela esikolweni
 - vi) Ukuba khona ekutlolisweni kwabentwana.
6. Ngaphandle kweencwadi zesikolo eziphuma esikolweni, ngiliphi irhelebho elitholakala ekhaya?
ISIBONELO: i) Iincwadi zokufunda.
ii) Iinhlathululi magama.
ii) Ilwazi bulungelo.
 7. Ngokombono wakho, yini okungabambangela wokuthi umntwanakho angasebezi kuhle kwezinye iimfundo?
 8. Yi ni okungakwanelisiko ngendlela umntwanakho afundiswa ngayo?
 9. Uqinisekisa bunjani bonyana iindingo zabantwana ziyafezeka nokuthi bayaya esikolweni lokha nawusemsebenzini?
 10. Uqinisekisa bunjani bonyana iindingo zabantwana zefundo ziyenziwa?
ISIBONELO: i) Ekunikeleni iincwadi.
ii) Iincwadi zokufundisa.
 11. Benzani abantwana ngesikhathi sokuphumula?
 12. Khuyini okwaziko ngabangani babantwana bakho?



13. Ngimuphi umsebenzi wekhaya owenziwa mntwanakho malanga woke?
14. Uthatha isikhathi esingangani umntwanakho emsebenzini wesikolo?
15. i) Ngiziphi izinto abantwana bakho abazenzako emphakathini?
ii) Zibakhuthaza kunjani abantwana bakho?