



Parental Involvement in music education in Private Primary Schools

By

Malvin Mavuchira

Submitted in Fulfilment of the Requirements for the Degree

Masters in Education

in the Department of Humanities Education

Faculty of Education

at the

UNIVERSITY OF PRETORIA

Supervisor:

Dr Ronel De Villiers

Co-Supervisor:

Prof. J.M. Wassermann

2018

Involvement in the arts engages kids in their community, improves self-esteem, reclaims at risk youth, and builds the creative skills that are required of a 21st century workforce.

Gavin Newsom

DECLARATION OF AUTHORSHIP

I, **Malvin Mavuchira**, student number u14271908, declare that:

- This research is my own work and has been written using my own words.
- I have acknowledged authors where citations have been made using the Harvard referencing style.
- The dissertation has not been submitted to other universities for any other degree.
- This dissertation does not contain text or graphics, unless specifically acknowledged.
- All rights regarding the copy right act are vested to the intellectual property of the University of Pretoria.
- The University of Pretoria is the owner of all intellectual property and I agree that this dissertation will be stored in the UPeTD archive/<http://upetd.up.ac.za/ETD-db>.

.....

Signed

Date.....

DEDICATION

This dissertation is dedicated to my wife Tichaedza Taruona, my son Emmanuel and my daughter Tadiwanashe.

ABSTRACT

The title of my study is: Parental Involvement in music education in Private Primary Schools. In this study involvement refers to parents' participation or attitudes in the learning of music education in primary schools. The importance of Parental Involvement in education has been a major concern in the global village. In an effort to address Parental Involvement in education, President Bush of the USA's administration coined the 'No Child left behind Act of 2001, 2002' which was reiterated by President Obama of USA who declared that "...there is no program or policy that can substitute for a mother or father who will attend those parent-teacher conferences or help with homework or turn off the TV, put away the video games or read to their children. Responsibility for our children's education must begin at home" (Obama, 2009). This Act of 'No Child left behind' has promoted me to undertake this dissertation on Parental Involvement in Education.

This study is introduced to the readers based on my experiences as a music teacher in a private primary school. The study will be carried out in the North East District, Francistown, Botswana. Families in Botswana are of mixed economic, social and cultural backgrounds that are largely infiltrated by expatriates working in the mines and other governmental sectors of Botswana. As a music teacher at a Private Primary School, I have observed an imbalance in Parental Involvement in music education. There are parents who take active and some who take inactive roles in learners' music education, hence the sliding scale in Parental Involvement in education. There seem to only be a few parents who are actively involved in their children's learning of music education. The notion exists that families from the lower status core, seem to leave all the school work to the classroom teachers. Hence Parental Involvement in music education in Private Primary Schools became my area of study.

ACKNOWLEDGEMENTS

I wish to acknowledge the assistance received from the following people who made it possible to create this document:

- I am especially indebted to the three Headmasters, teachers and parents in Francistown, Botswana who took part in my study.
- My lovely and encouraging supervisor Dr Ronél De Villiers and the Co-Supervisor Professor J. Wassermann who guided me in conducting and compiling the entire dissertation.
- My special gratitude goes to my beloved wife Tichaedza Taruona and my children Emmanuel and Tadiwanashe for their moral support.
- My heartfelt thanks goes to my niece Nepistance Hove and my young brother Kervin Mavuchira for organising accommodation in South Africa.
- Lastly, I want to appreciate the support that I received from my School Principal, Dr. J. Charema and the Vice Principal, Mr. T.L.Mawire for always being on my side and also allowing me to realise my academic dream.

ABBREVIATIONS AND ACRONYMS

PSLE	Primary School Leaving Examination
BEC	Botswana Examination Council
MoED	Ministry of Education
CAPA	Creative and Performing Arts
ABRSM	Associated Board of Royal Schools of music
U.S.A.	United States of America
TV	Television
PTA	Parent Teachers Association
PTOs	Parent Teachers Organisations
MusEd	Music education
SDC	School Development Community
PI	Parental Involvement
CCDF	The Child Care Development Fund
NCLB	No Child Left Behind
US	United States
UP	University of Pretoria
ESEA	Education and Secondary Act
RNPE	Revised National Policy of Education
RNCE	Report of the National Commission of Education 1993

LIST OF TABLES

Table 1.1	Epstein's PI Model
Table 3.1	Application of the Interpretivist Paradigm
Table 4.1	Biography of Research Participants
Table 4.2	ABRSM examination fees: 2018
Table 4.3	Themes and categories

TABLE OF CONTENTS

1.CHAPTER ONE: AN OVERVIEW OF THE STUDY.....	1
1.1 Introduction.....	1
1.2 Background and Context.....	7
1.3 Rationale and Motivation.....	7
1.4 The Purpose of the Study.....	8
1.5 The Research Questions.....	9
1.6 Research Methodology.....	9
1.7 The Concept Clarification.....	11
1.7.1 Parental Involvement.....	11
1.7.2 Music education.....	11
1.7.3 Private Primary Schools.....	11
1.8 Theoretical Framework.....	12
1.9 Outline of the Study.....	15
1.10 Conclusion.....	17
2. CHAPTER TWO: LITERATURE REVIEW.....	18
2.1 Introduction.....	18
2.2 Conceptualization of Parental Involvement.....	19
2.3 The Nature of Parental Involvement in Education.....	20
2.4 The Trends of Parental Involvement.....	21
2.5 The Historical Perspective of PI in America.....	23
2.5.1 The Follow-through Programme.....	24
2.5.2 The White House Conference on Early Childhood Involvement.....	25
2.5.3 Parental Involvement since 1900 in the U.S.A.....	25

2.5.4 The family resource centers.....	27
2.5.5 No Child left Behind Act of 2001.....	27
2.5.6 Title of the No Child Left Behind.....	29
2.5.7 Issues of Covering PI in Education.....	30
2.6 Models of Parental Involvement.....	33
2.6.1 SWAP’s Model of Parental Involvement.....	34
2.6.2 Kruger’s PI Model	34
2.6.3 Epstein’s Model of Parental Involvement.....	34
2.6.3.1 Parenting.....	35
2.6.3.2 Communicating.....	37
2.6.3.3 Volunteering.....	39
2.6.3.4 Learning at Home.....	41
2.6.3.5 Decision Making.....	42
2.6.3.6 Collaborating with the community.....	43
2.7 Parental Involvement Programmes in Botswana.....	44
2.7.1 Introduction.....	44
2.7.2 The Botswana Education Act of 1967.....	44
2.7.3 The Structure of Education System in Botswana.....	45
2.7.4 Parental Involvement in Education in Botswana.....	48
2.7.5The concept of Parental Involvement.....	51
2.7.6 The Implication of Parental Involvement in Botswana.....	51
2.7.7 Parental Involvement in Music education in Botswana.....	52

2.8 Conclusion.....	55
3. CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY.....	57
3.1 Introduction.....	57
3.2 Research Design.....	59
3.2.1 Interpretivist Paradigm.....	59
3.2.2 Qualitative Approach.....	64
3.2.3 Ontological and Epistemological Assumptions.....	66
3.3 Research Methodology and Methods.....	68
3.3.1 Multiple Case Studies.....	68
3.3.2 Sampling.....	69
3.3.3 Semi-Structured Interviews.....	70
3.3.4 Field Notes.....	72
3.3.5 Analysis of Data.....	72
3.4 Trustworthiness.....	73
3.4.1 Credibility.....	74
3.4.2 Transferability.....	74
3.4.3 Dependability.....	75
3.4.4 Confirmability.....	75
3.5 Ethical Issues.....	75
3.6 Conclusion.....	76

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION.....	78
4.1 Introduction.....	78
4.2 Biography of participants.....	79
4.3 Data Analysis: Semi-structured interviews.....	80
4.4 Summary: Semi-structured interviews.....	94
4.5 Themes and categories.....	95
4.5.1 Theme 1: Parenting.....	97
4.5.2 Theme 2: Communicating.....	98
4.5.3 Theme 3: Volunteering.....	99
4.5.4 Theme 4: Learning at Home.....	100
4.5.5 Theme 5: Decision Making.....	101
4.5.6 Theme 6: Collaboration with the Community.....	102
4.6 Conclusion.....	104
CHAPTER FIVE: DISCUSSION AND CONCLUSION.....	105
5.1 Introduction.....	105
5.2 Overview of the Study.....	105
5.3 Methodological Reflections on the Study.....	107
5.4 Discussion of the Findings.....	107
5.4.1 The way parents are involved in music education.....	108
5.4.1.1 Parenting.....	108
5.4.1.2 Communicating.....	109
5.4.1.3 Volunteering.....	111

5.4.1.4 Collaborating with the Community.....	113
5.4.1.5 Decision-Making.....	114
5.4.1.6 Learning at Home.....	117
5.4.2 The Purpose Parents are Involved in Music Education.....	119
5.5 Personal and Professional Reflections on the Study.....	124
5.6 Recommendations.....	125
5.7 Conclusion.....	126
References.....	128
APPENDICES.....	139
Appendix A: Informed consent letter for Headmasters.....	136
Appendix B: Informed consent letter for parents.....	138
Appendix C: Informed consent letter for music teachers.....	140
Appendix C: Ethical Clearance UP.....	142

CHAPTER ONE

AN OVERVIEW OF THE STUDY

1.1 Introduction

Botswana gained its independence in 1966. After independence the Botswana government embarked on an education act of 1967, which aimed at developing a suitable education system in the country. The Botswana Education Act of 1967 identifies the following types of schools in the country: “aided schools, government schools, and local government schools.” According to the Education act of 1967, an “aided school means a private school maintained wholly or partially by way of a recurrent grant out of public funds or of any local council; a Government school means a school maintained out of public funds and managed by the Ministry of Education; a Local government school means a school maintained entirely or partially out of local government funds and managed by a local education authority.” This demonstrates that in the Botswana Education system, there are schools owned by the government; schools owned by the local authority thus the council authority and schools which are privately owned by either individuals or a group of people. The Education Act of 1967, further define a “Private School as a school which is not a government school or a local government school.” This explains that a private school is a school that belongs to one or a number of people that have the same vision. A private school also means a school that is not owned by the public. This study investigates Parental Involvement in private Primary Schools in Botswana. The study will however, focus on Parental Involvement in music education in Private Primary schools.

The Botswana Education Act of 1967 defines primary education as the “first seven years of formal education. A primary school means a school at which primary education is provided.” At the end of a seven-year course of primary education, pupils write public examinations called the ‘Primary School Leaving Examinations’ (PSLE) contracted by the Botswana Examination Council (BEC). The Primary School Leaving Examination (PSLE) is an examination system which is administered to all learners who will have completed a seven-year primary school programme with the Botswana’s Ministry of Education and Skills Development (MoED).

The following subjects are examined at the end of a seven-year course of primary education: Mathematics, English, Science, Religious and Moral Education, Social Studies, Agriculture and Setswana for all citizens. The non-citizens write six subjects at the end of their seven-year course, hence the Primary School Leaving Certificate for citizens appear with seven subjects and six subjects for non-citizens. According to the Citizenship Act of 1998, citizenship in Botswana is either by birth, descent, settlement, adoption or by naturalization. A non-citizen refers to a person who is not of Botswana nationality. The Primary School curriculum has however other subjects known as non-examined subjects like Physical Education, Computers, Creative and Performing arts, Music Education, Art and Craft. All these non-examined subjects are integrated in Creative and Performing Arts (CAPA) in government schools. Integration of subjects means that subjects are brought together and taught as one subject in Botswana: Music, Physical Education and Art and Craft are connected and taught as one subject. However, in Private Primary Schools in Botswana these subjects are viewed such as Music, Art and Craft, Physical Education, Computers and French as separate subjects. Private Primary Schools do not integrate the subjects. Integration is only done in public schools, thus government or council schools. These subjects are however not tested in exams at the end of a seven-year programme of primary education in Botswana. In Botswana, the primary education levels are categorized as standards. The primary course is therefore from a reception class to standard seven. Children's ages range from four years at reception until 15 years.

Pupils who have parents who are actively involved in music education, however register their children to do theory and practical examinations in music. In Private Primary Schools, parents engage private music teachers who will prepare children for Piano, Recorder, Violin and Theory Examinations with the Associated Board of Royal Schools of Music in London (ABRSM). Pupils who register for these examinations are from standard three and by the time they complete standard seven, some of them will have done Grade five in Theory of Western music. The grades in theory and practical examinations, refers to levels of difficulty, that is grade one is the lowest level and grade eight the highest level of both theory and practicals in ABRSM Examinations. Primary school learners can progress as far as grade six in practical examinations.

It is with this interest that I as a music teacher have observed that there are some parents who invest much in music education in private primary schools. There are some parents who have no

interests in the learning of music in private primary schools. In the opinion of Kitavi (2005), children who come from poor homes experience minimal support in education. In support Onyango (1983) further reiterates that poor families with many children, also experience negative effects on academic performances.

My vast experience as a classroom and music teacher at a private primary school influenced me to undertake this study. As a music teacher I have observed an imbalance in the ways parents are involved in the learning of music education in private primary schools. At the private school where I teach music, I have observed that a small fraction of parents are involved in the learning of music education. The study therefore seeks to understand why only a small fraction of parents are involved in the learners' music education.

This study is done in the Northern Eastern District, Francistown, Botswana. The learners who attend Private Primary Schools in Botswana come from a multicultural society. Most of the learners are from the expatriate community where expatriate refers to foreigners working in Botswana. Most of the expatriates in Botswana either work in the mines or in government departments. The Private Primary Schools are therefore comprised of children of citizens of Botswana and non-citizens. Hence in my study I seek to investigate why and how parents are involved in the learning of music education. The disparities in the way parents are involved in their learners' music education influenced my study. I therefore seek to investigate Parental Involvement in the learning of music education.

The title of my study is: Parental Involvement in Music education in Private Primary Schools. According to Kim et al (2016) Involvement refers to parent's commitment to and actions they take to be involved in their children's lives at home and in school. Wang et al (2014:2158) define involvement as "... attitudes and parental acts of doing something..." In this study Involvement refers to parent's participation or attitudes in the learning of music education in private primary schools. Chen and Gregory (2009) however reiterate that, Parental Involvement can either be proactive or reactive. "Proactive involvement includes helping with homework, being involved in school events and keeping a check on the student's learning progress" (Chen and Gregory, 2009:24). Reactive Involvement refers to parent's attendance to meetings with teachers and volunteering in some school activities. Sebastian et al (2016:2) define Parental Involvement as,

“...parents efforts to take an active role in their children’s education.” Parents’ Involvement in education seems to be on a sliding scale as alluded by Sebastian et al (2016). This means that there is an imbalance in the way parents are involved in the learning of music education. I have observed that Private Primary Schools have parents who take active role in learners’ education and also some parents who take an inactive role in learners’ music education, hence there is that imbalances in Parental Involvement in music education in Private Primary Schools in Botswana.

In the world, Parental Involvement is viewed as a fundamental concept in education. Consequently, the former U.S.A President Bush and President Obama’s administrations emphasized the importance of Parental Involvement through the establishment of the policy of “No Child Left Behind Act of 2001/2002.” President Obama in 2009 declared that “...there is no program or policy that can substitute for a mother or father who will attend those parent-teacher conferences or help with homework or turn off the TV, put away the video games or read to their children. Responsibility for our children’s education must begin at home.” The views of the two former U.S.A. presidents and the “No Child Left Behind Act” also prompted me to undertake this study.

In this chapter, an overview of this study is as follows: Introduction; Background and context of the study; Rationale and motivation; Purpose of the study; Research Questions; Concept clarifications; Theoretical Framework; Research Methodology; the route map of the study and finally a Conclusion. This chapter, unveils the research questions and explains how the research questions will be addressed in order to provide some scholarly answers.

The phenomenon underpinning of this study is about Involvement which is envisaged through the Parent Teacher’s Association (PTA), Parent-teacher conferences, Parents’ Involvement in children’s academic subjects and Parents’ Involvement in different sporting and cultural activities. In music education, Parental Involvement is noticed through the parents’ support in buying musical instruments, such as guitars, recorders, keyboards and violins. In support of this parental gesture, Kurtulmus (2016) states that the importance of Parental Involvement in children’s academic and social development has been widely accepted. The academic refers to academic achievements in different subjects, whereas social development focus on the

improvement of the children's well-being thus the way children relate and play with others at school. In agreement, De Villiers (2017:62) says "A positive social environment in the music classroom encourages constructive social behavior, resulting in effective group work that in turn promotes artistic and creative endeavors." Consequently, music education helps in social development of the learners. De Villiers *ibid* further reiterates that music fulfils various functions in a social environment; yet the social role is generally more appreciated by school boards, executive teams, parents and other teachers-rather than its educational functions- because music is regarded as the "primary tool for the social functions of schooling" (Bresler, 1991:12).

This study's participants are drawn from local Private Primary Schools' parents in Francistown, Botswana. The participants are purposively selected from three different Private Primary Schools. The three Private Primary Schools are chosen for this study because they have qualified music teachers. The other reason of selecting parents from Private Primary Schools is for easy access, since I am also a music teacher at one of the Private Primary Schools in Botswana. The two music teachers from the other two Private Schools will help me identify the other research participants.

Ponelis (2015:538) states that, "The interpretive research paradigm is characterized by a need to understand the world as it is from a subjective point of view and seeks an explanation within the frame of reference of the participant rather than the objective observer of the action." I therefore chose a subjective role in my qualitative research study. A subjective role focus on personal perspectives, feelings or opinions and seeks to understand human behavior and also addresses the reasons that governs the envisaged behavior. A subjective role helps in observing and analysing the data. The subjective role of observing and analysing in a qualitative study is more biased than an objective role where this role observes only facts. I will compile semi-structured interview questions and conduct qualitative interviews. Data collected through semi structured interviews will be analysed into different codes and themes where the identified theoretical framework of the study will guide in the establishment of themes. I will use two different methods to collect data to enhance trustworthiness of my research study. I will interview a music teacher as part of a pilot study to assess if my interview questions are meaningful and produce rich data. A review and reflection of interview questions will then be done to eliminate ambiguity in interview questions for the participants. After using sample procedures and establishing willing

participants, I will carry out my research study at three private primary schools in Francistown, Botswana.

1.2 Background and Context

Holloway (2013: 105) argues that, “Parent’s involvement in their children’s schooling has long been believed to promote a range of positive child outcomes, including academic achievement, engagement in school work, and lower dropout rates.” Learners at all levels excel in learning benefits positively from parental interests and involvement (Creech 2006; Zdzinski 1996). Consequently, from my experience as a music teacher I observed that in Botswana most of the Private Primary Schools experience good Parent Involvement in education. I however noticed that there is some lack of Parental Involvement in music education. I observed that not all parents have interests in music education. The aim of my study is to answer the two research questions formulated with regards to Parental Involvement.

This study is carried out in the context of a multicultural society. This society is characterised by different social structures which is influenced by the influx of expatriates/immigrates working on the mines. There is also a group of people classified as the working class, hence their Involvement in the children’s education is less important. I have observed that children from families of high status have musical instruments that they bring to school. Parents from the high social structure in Botswana are highly involved in their childrens’ education. On the other side parents from lower status core permit everything to the teachers. It is with this background that I aim to investigate why and how parents are involved in music education in Private Primary Schools.

1.3 Rationale and Motivation

The rationale of this study is to establish the role of Parental Involvement in music education (MusEd) in Private Primary Schools. The study seeks to deepen an understanding in Parental Involvement to enrich myself personally and help me to understand parents better, as a music teacher in a Private Primary School. Critical thinking about Parental Involvement in music education in Private Primary Schools will also help me grow professionally. Models and theories in Parental Involvement will help me to extensively understand the concept underpinning Parents’ Involvement in music education. My interactive skills with learners and parents will also improve.

The gaps within the concept of Parental Involvement will be established through the review of literature. The study will provide some scholarly arguments in Parental Involvement as a way to establish the views of people in the 21st century. Rafiq et al (2013) argue that Parental Involvement in a child's education alongside environmental and economic factors may affect children's development in areas such as cognition and social skills. This shows that the subject on Parental Involvement in music education also reveals other important factors like cognitive development. According to De Villiers (2017:54) "The information processing speed, which determines the recollection of memories, increases when learners listen to music that was composed during the Baroque era of 1600-1825 where "idea[sound] frequencies and resonances" occurred to heighten alpha brain waves for learning (Pienaar, 2008:45). De Villiers ibid further argues that music education performance tasks are not conducted in isolation, but the correlation between the development of cognitive and practical musical skills are further integrated with other subjects such as literacy, science and mathematics. Greenberg (1979:6) in support says that the intellectual growth is stimulated by musical experiences they need to "organise perceptions in terms of relationships, comparisons and concepts" in terms of different sound patterns. The value of music education will be further elaborated.

The following models of Parental Involvement were identified as SWAP's model, Kruger's model and Epstein's model. The study establishes scholarly arguments in the area of Parental Involvement in music education. The trends in the topic of Parental Involvement in music education are discussed in the literature review section.

1.4 The Purpose of the study

The purpose of the study is to investigate how parents are involved in music education in Private Primary Schools. The study also seeks to establish why parents are involved in the learning of music education. The research also seek to address the reason why there are few parents involved in the learning of music education. The study seek to establish how parents can be motivated to participate in the learning of music education. The importance of music education is discussed so that parents may change their thinking on how they value music education as a subject in the school curriculum. Finally, the purpose of this study is also to establish different ways in which parents can be involved in the learning of music education in Private Primary Schools.

1.5 Research Questions

According to Maree (2016) the research questions identify the phenomenon to study. The phenomenon under study is Parental Involvement. Garbacz et al (2015:385) say that: “Parental involvement is a multidimensional construct reflecting the distinguishable ways in which parents are involved in their children’s education.” In this study, Involvement will refer to parents’ engagement and participation in the learning of music education. The phenomenon Involvement in music education encourages activities where parents engage in volunteering in social activities at school, home based involvement focusing on activities like homework supervision and lastly home-school involvement, focusing on contact between the school and parents. In my study, two research questions were constructed from the research topic “Parental Involvement in Music Education in Private Primary Schools” as follows:

- How are parents involved in music education in primary schools?
- Why are parents involved in the learning of music education in Private Primary Schools in the way they are?

1.6 Research Methodology

In the opinion of Mouton (2001), a research methodology outlines the strategy undertaken to collect and analyse the data. Research methodology therefore is a specific procedure or technique undertaken by the researcher to gather and analyse the information/data collected about the phenomenon to be studied. The research methodology is the actual systematic way in which the aforementioned theoretical framework in the research design section are applied and used to analyse the data collected. A systematic outline on how the data collected is analysed, is fundamental to discuss and ensure trustworthy data. In the research methodology there is a clear outline of the tools used during the analysis process so that trustworthiness of the research study is accomplished.

As part of my research methodology, I chose to carry out a qualitative study on Parental Involvement in music education in three Private Primary Schools in Francistown, Botswana.

Creswell (2008:645) ascertains that: “qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon. To learn about this phenomenon, the inquirer asks participants in the form of words or images and analyses the information for description and themes.” In this study the phenomenon Involvement will be investigated through the conduction of semi-structured interviews. The research participants are interviewed focusing on addressing the two research questions listed in section 1.5. I will interpret the meaning of data gathered, guided by the Epstein’s model of Parental Involvement. The themes will be established from the collected data with the help of Epstein’s model so as to understand the concept Parental Involvement in music education.

In my study I use the qualitative research methodology to inquire and understand the complex, holistic picture of the phenomenon Parental Involvement in detail in a naturalistic environment of three Private Primary Schools. I will carry out a qualitative study focusing on getting a detailed meaning of the central phenomenon so that data collected is trustworthy.

Multiple case studies to investigate the phenomenon parental involvement in music education will be used as the research method. Nieuwenhuis (2016:82) points out that, “Multiple case (collective) studies enable the researcher to explore differences within and between cases. The goal is to replicate findings across cases. A multiple or collective case study will allow the researcher to analyse within each setting and across settings.” In order for me to get a deeper understanding of the phenomenon involvement, multiple case studies will be undertaken, carrying out semi-structured interviews on seven purposively selected participants. According to Nieuwenhuis (2016:93) “The semi-structured interview is commonly used in research projects to corroborate data emerging from other data sources. It seldom spans a long-time period and is usually based on a line of inquiry developed by the researcher in advance of the interview.” I will conduct semi-structured interviews asking open ended questions and probing my research participants in focusing on clarification of answers provided. New emerging lines of inquiry during the semi-structured interviews will be perused through probing of different ideas from the participants. All semi-structured interviews will be audio recorded, later coded and transcribed for data analysis purposes.

1.7 Concept Clarification

1.7.1 Parental Involvement

McNeal (2014:564) view, “Parental Involvement as any action taken by a parent that can theoretically be expected to improve student performance of behaviour.” Focus on actions done by parents lead to positive changes in learners’ behavior. Ceballo et al (2014) define Parental Involvement where parents dedicate resources to their children’s education or parents’ interaction with the schools to promote academic achievements. Parental Involvement therefore determines any action or supportive equipment specified by parents as partners in education resulting in positive behaviour changes in their children.

1.7.2 Music education

“Music education should reflect music and musical practices and their current existence in society. This implies that learning music is diverse, active and dynamic” (Varvarigou, 2014:231). Diverse, active and dynamic learning refers to the knowledge of the practical playing a music instrument as well as the writing of music theory. Learners play music instruments at assemblies and also in public concerts to boost the learners’ confidence. Music education mirrors what is taking place within the society through the playing of different musical instruments like piano, guitar, recorder, voice/choral and the learning of theory of western/african music. Music education consequently reflects the current life styles thus the culture of a society.

1.7.3 Private Primary Schools

According to Kingdon and Geeta (2017:6), Private Schools refer to, “unaided schools, schools that have autonomy in teacher recruitment...” In my research private primary schools refers to schools that are managed by a group of individuals as private primary schools in Botswana are primarily supported by nongovernmental agencies or prominent business men.

The age range for pupils at Private Primary Schools in Botswana is between 5 years to 13 years old. Private primary school starts from standard zero up to standard 7, hence the whole primary course is an eight-year period of learning.

In Botswana, Private Primary Schools are composed of a multicultural society. Therefore, according to my experience as a music teacher in private primary schools in Botswana, all music teachers should love all music genres. The music teacher should show learners that he/she has great enthusiasm for all music styles. This will indeed motivate and encourage all learners from different cultures to learn and appreciate different music genres.

1.7 Theoretical Framework

I will adopt Epstein's Model of Parental Involvement. Epstein (1996) identifies three guiding perspectives for the researchers and practitioners in their thinking about family and schools. Thus, separate responsibilities of families and schools; shared responsibilities of families and schools and sequential responsibilities of families and school. The three perspectives guided Epstein (1996)'s model of Parental Involvement which identified six important areas of her model. According to Epstein (1996:121) a positive environment that supports learning helps the learner to do well at school. Parents and teachers both provide a positive learning environment. Parents and the school always communicate using various communication processes and examples of these processes are memorandums to parents and communicative phone calls to the school personally, if need be.

Apodaca et al (2015:36) declare that, "The Epstein model emphasizes six specific types of behaviors on the part of families that were assumed to promote children's achievement in school." Thus, the six areas include: parenting, communication, volunteering, learning at home, decision making and collaborating with the community. Epstein (1996) refers to these areas as "six types of involvement."

Table 1.1 shows Epstein’s PI model in tabulation mode.

Type of involvement	Characteristics/Activities
1. Parenting	-raise happy, healthy pupils who become capable in school work, life-long commitment is provided, safety, family literacy and child development
2. Communication	-families and school communicates, meetings, conferences, memos, circulars and phone calls
3. Volunteering	-school/classroom volunteering, volunteering to be in the Parent Teachers Association (PTA) meetings, fund raising activities
4. Learning at home	-homework polices, parents interact with the school, give the parents’ home coursework per subject, help students, discuss school work at home
5. Decision making	-Active PTA/School Development Committee (SDC) advisory councils/committees
6. Collaborating with Community	-coordinate resources and services from the community, cultural, recreational support, holiday programmes for pupils

According to Tai et al (2017:3) “A growing body of research focuses on the importance of the home environment in the development of children’s musical interest and expertise, particularly in relationship to the influence of parents.” Epstein’s model of parental involvement identified parenting as one of the six categories of Parent Involvement in education. According to Epstein’s model, schools are expected to provide parent education workshops and conferences on how to help learners at home. Parenting refers to family responsibilities in supporting music learning at home and at school. The school also plays a

role of providing parents with information about the personal development of the child's goal, strength and talents.

Epstein's model of Parental Involvement also identified communication as another category of Parental Involvement in education. The school and the parents are constantly involved in interpersonal communication. Interpersonal communication is done through formal conferences with parents taking place every term. Parents receive the end of term progress reports. The school also provide parents with the school calendar that outlines the major school activities of the term. In terms of music activities, teachers send invitation letters to parents to attend music concerts. This is done especially at the end of the year when activities like carol concerts are presented.

According to the Tai et al (2017), parents volunteer to participate in musical activities at school because they believe their involvement at school enhances their children's educational outcomes. Consequently, in Epstein's model of Parental Involvement volunteering is another category. According to Epstein's model, schools should have parent rooms or a family center for volunteer work, meeting and resource center for parent involvement. Parents can meet in these centers at school and volunteer to assist in activities like extra tutoring. Parents may also volunteer to help on educational trips or work in the library as librarians. They can also introduce sports clubs at the school so that parents can engage and discuss various increases in different sports.

Epstein's model also identifies decision making as a category that promotes Parental Involvement in education. The schools are encouraged to establish active parent teachers' associations or parent teachers organisations. Parents can also volunteer to be representatives in the school advisory council. Knowledgeable parent representatives help in making decisions in the running of the school. Parents may also be involved in the revision of the school curriculum, for example, in Botswana, parents were involved in the introduction of the Cambridge curriculum in primary school leaving examinations at standard seven. Parents therefor assisted with the implementation of the Cambridge curriculum at primary level.

Collaborating with the community involves the coordination of resources and the services from the community for parents, learners and the school. The school may inform the community on the school learning programs. The community is also allowed to use the school facilities after hours. The community may use the school hall for their community programs such as variety or Christmas concerts. The involvement of the alumni in the school programs also encourages collaboration with the community. The school may also work with the local business people and industrialists to enhance corporate learner skills.

Tai et al (2017) point out that parental support could be behavioral, cognitive/intellectual or personal support. According to Epstein's model of parental involvement, parents provides the afore mentioned support through the assisting with 'learning at home' category. Children learn informally how to play music instruments at home which improves different social and cultural traits.

The school can also provide parents with audio recorded tapes on how they can help children develop reading, writing or mathematical skills at home. These processes may also provide parents with information on developing home conditions that may support a good learning environment. According to Epstein (2009), this is called community partnership, thus between parents and school personnel.

An application of Epstein's model of Parental Involvement in the learning of music education will assist me understand the phenomenon Involvement in the study. The six categories of Parent Involvement will help me answer the two research questions of this study.

1.8 Outline of the Study

This study covers five chapters.

Chapter One: An Overview of the Study

In this chapter, I started with an introduction focusing on the topic and defining the education system in Botswana sighting Botswana Education Act of 1967. A background and rationale of

the study was also outlined. Two research questions were also stated. Concepts that are linked to the research topic were also clarified. The theoretical framework of the study was also outlined.

Chapter Two: Literature Review

This chapter contains the literature review of the study. Gaps and contributions on Parental Involvement in education are discussed in detail. Parental Involvement programmes in education in the United States of America and Botswana were explored. The following three models of Parental Involvement were identified: SWAP's model, Kruger's model and lastly Epstein's model of Parental Involvement. Epstein's model of Parental Involvement was discussed in detail since it is the theoretical framework of my research study.

Chapter Three: Research Design and Methodology

Chapter three deals with the research design, research methodology and method, issues of trustworthiness, and ethical issues. This chapter further outlines the interpretivist paradigm, the qualitative approach and ontological and epistemological assumptions under the research design.

Chapter Four: Data Analysis

This chapter focuses on the data analysis and presentation thereof. Findings from the semi-structured interviews are transcribed and categorised into themes using the theoretical framework chosen; thus, Epstein's model of parental involvement. Findings which emerge from data collection are transcribed and coded into themes for the purposes of analysis.

Chapter Five: Discussion and Conclusion

My study concludes with chapter five which addresses the two research questions. Findings of the study are discussed, and recommendations are made. An overall critical reflection of my investigation is also discussed focusing on all the chapters of my study. My conclusion statement

focuses on further areas of research that can be undertaken as they relate to the phenomenon Parental Involvement.

1.9 Conclusion

In this chapter, I have introduced the education system in Botswana using the 1967 Botswana Education Act. A background to the study was outlined stating the reason for choosing this specific research topic. The purpose of the study was also discussed, and I have clearly identified two research questions and identified the outline of my study.

CHAPTER TWO

THE LITERATURE REVIEW

2.1 Introduction

The “literature review provides an overview of current, and not so current, yet still sufficiently relevant, research appropriate of the research topic and salient facets of the topic” (Maree, 2017). The purpose of literature review is to present an analysis of current known information and not known information to establish significant gaps in knowledge or understanding on the research topic. The gaps, silences and omissions on the topic are clarified in literature review. The literature review provides the significance of a study through clarification and analysis of the current research work as well as previous research topics. The literature review of my study focusses on Parental Involvement in music education in private primary schools.

Parental Involvement in the education of learners has greatly been viewed as a tool that delivers good results in the 21st century. Moroni et al (2015:417) in support argue that, “It is widely believed that parents’ involvement in their children’s academic life has positive effects on children’s academic achievement.” Supporting the concept of Parental Involvement Crosby et al (2013:66) state that “...school-based parental involvement programs that are carried out at home offer the greatest potential for improving student learning outcomes.” This is the reason why many countries for example Korea and China have adapted the concept of Parental Involvement in education.

In this chapter I will first present a preliminary literature review justifying the phenomenon parental involvement in education in general. I further discuss Parental Involvement in one of the developed countries, thus the United States of America. An in-depth literature review follows on Parental Involvement in one of the developing nations in Africa, thus Botswana. My academic literature review funnels down to Parental Involvement in music education. An insight into the main trends, findings and gaps in the current literature on Parental Involvement in the learning of music education in private primary schools is discussed to address the two research questions; ‘How and why are parents involved in the learning of music education at Private Primary Schools?’

In this chapter I end with a literature review on Epstein's Model of Parental Involvement in education. This study uses this model as the corner stone of my research study, in order to help me answer my two research questions of this study.

2.2 Conceptualisation of Parental Involvement

According to Kim et al (2016:9) "Most of the Korean immigrant parents viewed Parental Involvement as supporting their children's social, emotional, and non-academic development at home." McNeal (2014: 564) adds that Parental Involvement is, "...any action taken by a parent that can theoretically be expected to improve student performance or behavior." Ceballo et al (2014) in addition see "parental involvement as parents' interaction with the schools and dedication of resources to promote their children's academic achievements." The concept Parental Involvement therefore refers to parents volunteering their time to participate in school activities. Parents may participate in school activities through their involvement in sporting activities for example or assist in training the school swimming team. The support rendered by parents in the school activity help children to develop the love of school, thereby help the school realizes its goal of developing the learners academically, socially and psychologically. Fullan, (2001:198) establishes that: "The closer the parent is to the education of the child, the greater the impact on child development and educational achievement." Parental Involvement in education reveals some positive outcomes towards learners' achievements at school.

Parental Involvement in education promote the children's physical, social, affective and cognitive development. In support Wilder, (2013:379) reiterates that: "Parental involvements is a complex concept that encompasses various components, such as participation in school activities, homework assistance, and academic expectations for children." Parents are seen in education as important participants who contribute to positive outcomes in learners' performances. Parental Involvement in learners' education instils learners with positive attitudes towards school work. Garbacz (2015:384) ascertains that, "...parental involvement is uniformly associated with positive child outcomes." Hence, it is important to understand learners' parents so as to create an effective parent involvement culture in schools.

2.3 The Nature of Parental Involvement in Education

The post-modern societies have developed a keen interest in knowing the contributions of the phenomenon ‘involvement’. McNeal (2014:565) argues that: “Parental involvement can be described as social relations that are imbued with norms of trust, obligation, or reciprocity.” Parents who have good social relations with their teachers believe and trust in their teachers. Hence teachers consequently trust the parents with responsibilities in terms of assisting the learners at home. Teacher-parent relationships are bound by trust through the process of giving and taking between the two parties. The nature of Parental Involvement in education according to Moroni et al (2015:417) is: “It is widely believed that parents’ involvement in their children’s academic life has positive effects on children’s academic achievement.” It is with the norms of trust, obligation, or reciprocity that both the parents and teachers exact their roles in education with the objective of excellence in results. My focus first is on academic development as alluded by

Moroni et al (2015:417) that states: “There, it is not surprising that the promotion of parental involvement has featured prominently in the educational policies in recent years (No Child Left Behind Act of 2001, 2002) and that a number of meta-analyses have been published in the last decade showing that parental involvement may indeed have positive effects on children’s academic development.”

Wilder (2013:371) also argues that, “the impact of parental involvement on learner’s academic achievement has been recognized by teachers, administrators, and policy makers who considers Parental Involvement to be one of the integral parts of new educational reforms and initiatives.” Parental Involvement in different school activities impacts positively in the learners’ performance at school. Wilder (2013:378) in support further argues that: “Schools across the United states have been working on designing and implementing various parental initiatives in the hope of improving student academic performance.” The concept Parental Involvement is generally associated with improvement in learners’ performance academically in any given learning domain.

Parental Involvement was established by Hachfeld et al (2016) to describe Epstein’s (1987) different types of Parental Involvement, where examples are identified as school-to-home

communication and Parental Involvement at school. Hachfeld et al (2016: 191) further argue that: “Based on her research she highlights the importance of developing fruitful partnerships between the educational and the family setting, for example through volunteering and communication.” Schools send letters to parents informing them about activities and parents on the other hand volunteer to participate in school activities, for example, parents may volunteer to be in the ‘Parent Teacher’s Association’ (PTA). These communication procedures depict a school to home communication type of Parental Involvement.

2.4 The Trends of Parental Involvement

Ule et al (2015:331) states that responsible parents include the following duties: “...organizing their child’s daily life, offering the opportunity to attend ‘useful’ extra-curricular activities, choosing a good school, being vigilant about the child’s school work, urging her or him to work very hard, and involvement in the home-school partnership.”

Parents have a responsibility to see that their children grow up in an environment where they have numerous opportunities to develop satisfactorily. According to the Universal declaration of human rights of 1948, everyone has a right to good education, health and good shelter.; hence all these factors embrace the duties of parents as eluded by (Ule et al 2015).

Kremer–Sadlik and Fatigante (2015:68) provide evidence that parents, “engage in a form of parenting referred to as concerted cultivation in which parents spend time assisting children with school work and engaging them in extra-curricular activities to deliberately stimulate their children’s development to foster their cognitive and social skills.” Parents cultivate their children’s mental and social development by exposing their children to good learning environments. Parents can create libraries or studies at home to stimulate academic developments.

Parents need to engage their children with social clubs in the community to develop skills acquired at school. In support Coleman (1987) says that Parent Involvement improves the student’s social adaptation to the school environment. The engagement of learners in social

clubs help children development socially and emotionally. The skills of team work are also developed as children work with other social clubs at home. At school learners develop skills for playing tennis, cricket and singing to mention a few. The skills acquired at school can be perfected during training at home in family or friend social clubs. Different social clubs may include junior music academy and/or a tennis club that also helps develop the children mentally, socially and physically. In support to the development of the mind, socially and physically, Ule et al (2015:331) say, “Scientific investigations as well as professional and counseling literature treat the child as a ‘project’ carried out by attentive, responsible, and competent parents. They emphasize the importance of emotional support, intellectual stimulation, and care for the child’s cognitive, emotional, social development and his/her academic, professional, and social success.” The role of parents in involving their children in social clubs is therefore to augment the childrens’ cognition, emotion, physical and social skills that are cultivated at school. In agreement, Crosby (2015) pronounces that the trend in postmodern families in developed countries like Korea assume responsibilities for the extra-curricular socialization and the education for their children.

Ule et al (2015) further reiterate that the trends and patterns of Parental Involvement are characterized by parents’ encouragement, help and feeling of safety. “Parents are children’s confidants and advisers to resolve psychological and educational problems” (Ule et al 2015:331). Problems may include reading struggles or difficulties about inadequate resources such as school stationery. Ule et al (2015:332) further assert that, “Co-operation between the home and school has become a forming part of social construct of ‘good parenting’. In this social construct, parents, especially mothers take over the care of and responsibility for their child’s attainment.” This shows that the parents of this 21st century assume both parenting roles and educating roles so that their children can be successful in their world of academics.

Contrary to the benefits of Parental Involvement, in most developing countries, parents are becoming less and less involved in their childrens’ education mostly because of commitments at work. Most of the parents are from the working class, hence they find it difficult to get home early to assist their children with homework. Most of the children’s homework is left to the supervision by maids. Crosby (2015:171) also reiterates that: “Most

parents, however, do not have expertise or time to implement highly structured and complex programs that are sometimes offered to parents.” This shows that parents who may have time to assist their children in music homework supervision, lack knowledge on how to supervise their children.

The situation in Botswana, as a developing country depicts a high number of working class parents. Parents tend to spend most of their time at work or away on business or work trips. Consequently, the children are left alone with no Parental Involvement in their education. Most children in Botswana are left with the domestic workers as supervisors of homework. The challenges are however, that these workers have little knowledge in how to supervise homework. Some domestic workers may also not be willing to assist the children with homework, thus creates negative outlooks on school work.

2.5 The Historical Perspectives of PI in America

Shuffelton (2017:1) insinuates that, “Parental involvement is frequently touted as a key part of any solution to the achievement gap in US schools.” “Parental involvement in education has been identified in the national policy in many countries,” as alluded by the Ministry of Education in 2011 (United States, Department of Education, 2010 document). The prominence of parental contribution in the learners’ education in the America education system dates to the first federally funded legislation, namely Project Head Start in 1964 (Michael, 1994). According to Michael (1994:255), “The first federally funded legislation, namely Project Head Start in 1964 for disadvantaged children in the inner cities and the Elementary and Secondary Education Act of 1965, required that parents serve on school advisory boards and participate in classroom activities.” Therefore the Project Head Start Program was the first to incorporate the notion of Parental Involvement. Initially the Project Head Start Program was aimed at disadvantaged children in the inner cities in the United States. Michael (1994:255) asserts that, “the Head Start policies of 1964 were as follows:

- Parents were to be involved in decision making;
- Parents were involved as paid staff, volunteers or observers in the classroom;
- Parents were involved in activities that they themselves have helped develop;

- Parents acted as teacher assistants in the classrooms;
- Parents working in the administration offices and were involved in other related school activities and
- Parents were to work at home with their own children in cooperation with Head Start staff to support the child's Head Start experiences.”

Michael, (1994:255) asserts that “Elementary and Secondary Education Act of 1965, required that parents serve on school advisory boards and participate in classroom activities”. The act was enacted to advance education for disadvantaged youngsters and identify youngsters with incapacities. In 1996, the Clinton administration resuscitated the policy of ‘Elementary and Secondary Education Act’, by authorizing the “poorest schools in United States to spend at least one percent of their Title 1 supplementary federal fund to develop ‘compacts’ between families and schools” (Domina, 2005:233). According to the Head Start policies of 1964, parents were key in the learning of their children, hence an investigation in Parental Involvement in education in the U.S.A.

2.5.1 The Follow-Through Programme

In response to the Head Start project of 1964, the U.S.A. government introduced the Follow-through programme of 1967 which focused on the employment act. In 1967, the United States Federal Government launched this ‘Follow-Through programme/project’ as a way of augmenting the Project Head Start which provided education, health and social services to disadvantaged preschool children and their families. The federal government launched the 1967 Employment Act to establish similar preschool programs to correlate with the planned Head Start project. This resulted in a major project that enhanced Parental Involvement in education. In the opinion of Michael (1994:255), “Forms of parent involvement included serving on advisory boards, acting as a teacher assistant in the classroom, participating in school events, working in the school office and other related school activities, and participating in parent education classes.’ The advent of the parent involvement in education gave birth to a close focus on early childhood education in U.S.A. According to Domina (2005:233), “the follow-through program of 1967 was set to

introduce similar preschool programs in public schools with the assistance of parent participation.”

2.5.2 The White House Conference on Early Childhood Involvement

According to Berger (2007), the White House conference on early childhood involvement had high interests in family involvement in the learners’ education. Supportive programs, flexible working schedules and leave policies emerged although this did not hold much positive results. According to Berger (2007), the White House conference was done as an awareness campaign on the purpose of nursery education in cognitive and social development of the learners. As was the case in the Head Start program, health and nutrition was also on the agenda. The White House conference on early childhood involvement resulted in the Child Care Development Fund (CCDF) and the introduction of other Head Start programs. Patrikakou et al (2005) reiterate that the importance of Parental Involvement (PI) in learners’ education was viewed as of paramount importance by the earlier delegates who met before the White House Conference. Prior summit meetings included mothers and father who concurred on the importance of Parental Involvement. During the White House Conference, issues discussed included “The partnership of family involvement,...Strong Families, Strong Schools” (Patrikakou and Anderson, 2005:139). The Head Start project of 1964, the follow-through programme of 1967 and the White House conference on early childhood education promoted the need for academia to examine parent involvement in detail, focusing on Parental Involvement since 1900 in the United States of America (U.S.A).

2.5.3 Parental Involvement since 1900 in the U.S.A

Ngwenya (2010) argues that the concept of PI from 1900 in U.S.A focused on the involvement of both family members, thus the father and the mother. Berger, (2007) also states that the concept of Parental Involvement also focused on the learners, the school system and the parents. Family involvement during this period was the core center of all learning activities. The following programs also emerged as they augmented the notion of family involvement, thus: “Title 1, Elementary and Secondary School Act, All Children Ready to Learn, Goals 2000 and Educate the US” (Berger, 2007; Patrikakou and Anderson,

2005). During this period, decentralization of power became the order of the day. Parents were given the autonomy to influence the education of their children as they were given power to choose their own curriculum for their schools' early childhood education. Davies and Ellison (1997:14), propagate that "...parents were empowered as external customers in the delivery of education." The question was however posed to the parents if they had knowledgeable qualities or abilities to select the proper curriculum for their children. In support, Schaedel et al (2015) reiterated that some parents lack educational knowledge.

In support, the United States of America, Department of Education, introduced the 1990 National Education Goals Panels, which also increased the role of parent involvement in the education of their children. The State and local education agencies were to work together so that different needs like bilingualism, disability or disadvantaged children and their parents also benefitted in the new partnership education system. Programs that were introduced between 1990 to 2000 were aimed at supporting the learners through active involvement by their parents. Following the introduction of the 1990 National Education Goals Panel, was the introduction of the family resource centers to be discussed as it also relates to Parental Involvement in education.

2.5.4 The family resource centers

The aim of the family resource centers were to strengthen and empower families, (Berger (2007). The family resource centers were planned focusing on society's needs. Parent education programmes for children were introduced in these centers. Literacy programs to educate parents who were illiterate were introduced. The concept of learning at home was introduced. The family and medical leave act (1993) was sanctioned to allow parents to be involved in the introduced family resource centers that provided education. The family resource centers were established to strengthen the role of parents in the education of their children. The family resources centers were enforced as the "No child left behind act of 2001" became the subject of discussion as it strengthened the concept of Parental Involvement in education.

2.5.5 No Child Left Behind Act of 2001

According to Shuffelton (2017:1), "parental involvement is frequently touted as a key part of any solution to the achievement gap in the United States Schools." Parental Involvement in education of the learners is clearly emphasized as it yields positive rewards. In support, Shuffelton (2017:1) says, "the 2001 legislation act of No Child Left Behind (NCLB), reconfigured the elementary and secondary education policy in the United States (US)." This act had major emphasis on Parental Involvement. The United States education system was shaped through the introduction of Parental Involvement in education. According to Shuffelton (2017), the original 1965 Education and Secondary Act (ESEA), had not introduced Parental Involvement in education openly. The 1965 Legislation Act of Education was not having the phrase Parental Involvement as this act had no interests in families. The "No Child Left Behind (NCLB) act of 2001" has however frequently emphasized "parents" and "parental involvement".

Shuffelton (2017:1) alleges that, "the 2001 act of NCLB, Title 1, Part A, Subpart 1, Section 1118, Parental Involvement declares that a local education agency may receive Title 1 funds, provided such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section." Subsequently, activities or any programs to be implemented were to be done in

consultation with the parent body who have children in the education system. Parents are treated as responsible stake holders and design plans and attend school meetings where decision making is implemented with regard to school funds. According to the NCLB legislation, parents are the objects of state action and they should be directly involved in the education and learning of their children.

The aim of “Title 1, Part A, Subpart 1, Section 1118” on NCLB act of 2001 was to focus on improving the teaching and learning of children in impoverished societies. Focus was on disadvantaged children. Initially, the Title 1, Part A programme had left out Parental Involvement. Parents’ advisory boards were created to help the running of the Title 1 programme. The 1981 Amendment reduced the functions of the parent advisory council, however, in 1988, the local education agencies reviewed the functions of the parent boards. Shuffelton (2017:2) states that, “...parents are to be meaningfully involved in planning Title 1 programs...” Local Authorities were expected to give parents information in their own language. In support Shuffelton (2017:2) further states that “...information about these programs is to be provided in language parents are likely to understand; planning is to be scheduled at times when parents are likely to be able to attend.” Shuffelton *ibid* further argues that, “the inclusion, the placement, and the meaning of phrase “parental involvement” in the NCLB provides an entry into some of the complexities of a concept that can at first glance, seem as unarguably positive as motherhood and apple pie.”

According to Tekin (2014:2) “...the NCLB requires parent involvement programs in schools and obliges them to develop a written parent involvement policy that includes parents in creating and evaluating the policy and in planning, evaluating, and improving the various programs for parents.” Martinez (2004) points out that in America after World War 2, in 1945, Parental Involvement focused on including parents’ participation in school-based activities such as parent conferences, PTA meetings, fundraising events and serving as school monitors. Michael (1994:254) states that: “The PTA helped to Americanize newcomers to the country and to teach the middle-class parenting. This group connected the home and school during the first part of the twentieth century.” Henceforth Parent Teachers Associations are found to be very active in almost every school in the United States of America today.

2.5.6 The Title of the No Child Left Behind

According to Tekin (2011:2) “No Child Left Behind (NCLB) legislation was signed into law in 2002.” The law gave parents more rights. Tekin (2011) states that parents were given the right to demand their children’s progress reports as the NCLB requires parents to be actively involved in school programmes. “Schools were obliged to design written parent involvement policies that included parents in creating and evaluating policies in planning, evaluating, and improving various programs for parents” (Tekin, 2011:3).

Patrikakou and Anderson (2005:139) posit that the, “Parental Involvement (PI) plan as stated in the NCLB Act offers the following strategies;

- It should include ‘regular’, two ways, and meaningful communication on learners and school activities, ensuring that parents play an integral role in assisting their children’s learning as parents act as partners in their children’s education.
- It also requires training materials for parents in working with their children, and training for educators on the value of parental contributions on how to reach and work with them as equal partners.
- Under-performing schools were to explain to parents why learners were failing. The educators were to inform parents on what they would do to address the problem of low achievement in academic issues as these had to be outlined to the parent board to improve academic results. Parents had a choice whether to retain their child at a school where he/she are under-achieving or transfer the child to another school.
- It was also a requirement that schools provided annual report cards for all learners.
- Districts were expected to conduct, annual evaluations of content and effectiveness of PI policies with the aid of parent boards.
- States were to review district PI policies and practices.”

Shuffelton (2017:1) stated that the “No Child Left Behind (NCLB) refers to ‘parents’ and ‘parental involvement’ frequently.” Hence, all approaches stated above focus on a mutual

communication between schools that's is the teachers, learners and the families. According to NCLB Act of 2001, parents are treated as responsibility holders and choice makers. Consequently, parents can support or hinder their children's success if they are not responsible towards their children, or if they make wrong choices with regard to their children's education.

2.5.7 Issues Governing PI in Education

According to Tekin (2011:1), "Parents are the most important primary role models in their young children's immediate surroundings." Therefore children experience the gender role model from their mother and father. Parents are seen as primary socialisers of children in gender roles and also as natural educators of their children. Parents participate formally and informally in imparting the cultural norms and values to their children. Ngwenya (2010) points out that informally, parents teach their children norms and values of the society and formally children are also assisted in their school work through home work supervision. Hence along these lines, the Project Head Start Policies also prefers parents to volunteer to teach at school. The Project Head Start expect parents to on the payroll like the staff members of the school. The policy of the Head start also wanted parents to be actively involved in making decisions on the issues of their children at school. The question is however to what extend can the parents involved in decision making. The aspect of parents' qualifications is also important as we analyse the idea of parents as classroom teachers.

Ngwenya (2010) explicates that in order to provide a good learning environment, the PI wanted the biological parents/caregivers to be actively involved in the learners' education. Parents were expected to equip their children with the perfect possibility of decent education. Hence, in that circumstance women wanted high excellence carefulness for their children and time off as their spouses participated in the war. As informed by literature, most women were house wives, hence Parental Involvement in education was highly dominated by women since men were bread winners. Working women were however assisted by the "Medical Leave Act of 1993", which helped augment the working conditions of skilled mothers. The legislation relieved working women of their busy

schedules so that they were able to take leave so that they can be involved in their children's education.

In the opinion of Shuffelton (2017:5), "Epstein starts with the premise that schools, families, and communities are overlapping "spheres of influence." Children and youth stand at the center, affected by each of these spheres." In order for the children to benefit from the "overlapping spheres of influence", the societies were recruited into Parental Involvement training programmes. This was done so that there is cooperation between the school, parents and the community. This idea of educating the parents was done so that parents and teachers are aware on the issues of Parental Involvement in education. Shuffelton (2017:6) argues that, "...advocates of parental involvement argue that children are more successful in schools when each of these spheres operates in communication and partnership with the others. Children perceive overlapping spheres of influence as caring, Epstein, contends, and they are more likely to learn when such is case." Therefore an attempt to educate parents and teachers by the U.S.A government on issues of Parental Involvement was meant to prepare both parties on matters in education. This was also meant to cushion the budget on the implementation of the Parental Involvement programmes.

When the literature showed that academic progress of children was correlated with active parent involvement, the United State of America Government decided to formalise all the involvement programmes through the "USA School act of 1999 and the Anti-Drug act Media Campaign of 2004". The way the role players acknowledged the PI programmes, the U.S.A. government provided funds for parents and teachers as a way of supporting the Parental Involvement programmes in education. The funds were used to train the teachers and parents focusing on improving the way the Parental Involvement programmes were being administered in schools. The Parental Involvement programmes were introduced with minimum flaws and at less expenses as the PI programmes were periodically reviewed. These objectives of the Parental Involvement programmes are still periodically evaluated to see if they are evident of desirable results.

Ngwenya (2010) asserts that in order for the Parental Involvement programmes to be effected with great importance, the U.S.A federal government issued a decree that a

certain fraction of federal funds was to be used to initiate the Parental Involvement programmes in schools. This was meant to to augment the concept of Parental Involvement in learners' education. This propelled the formation of different teacher-parent associations, for example parent/teachers associations or organisations (PTAs/PTOs). The introduction of the NCLB, Title 1, Part A, Subpart 1, section 1118 act and the act on "Improvement of the American Schools" was an important step in the formation of active Parent Teachers Associations (PTA) and Parents Teachers Organisations (PTO). Parents were encouraged to be actively involved in the running of the school bodies. The performance of school and progress reports of learners was supposed to be evaluated by the parent board. Parents were also given the right to transfer their children if they observe that the child is not doing well. Parents were also given the mandate to decide on the curriculum to be pursued by their children. The question however is whether parents were literate enough to be able to decide on a curriculum that will benefit the children at school. The federal government however, introduced workshops to educate both educators and parents on the importance of Parental Involvement in education. Additionally, Shuffelton (2017:1) propagates that "Title 1, Part A, Subpart 1, section 1118," of the NCLB act empowered parents to hire their own teachers. Consequently parents were also involved in decision making so that their perceptions and beliefs about the ideal private school is achieved through their active involvement. All children were expected to succeed with this kind of involvement. The United States government provided funds for some reading programmes in order to improve the quality of education.

For assurance on customer satisfaction, parents were introduced to the concept of double feedback. Ngwenya argues that the U.S.A government introduced the concepts "school parent compact" on homework which was apprehended with the vigorous parents involvement. This was done to reduce chances of failing the procedures between the teachers and parents. The focus of the 'school compact parent' was to give each other a collective responsibility among the parents and teachers. Active participation of both stake holders meant to reduce chances of failure by both teachers and parents, hence they all had a collective responsibility on the outcome of results.

The U.S.A government also funded the supplementary programmes of Parental Involvement so as give remedy to the underperforming learners. The funded supplementary programmes on Parental Involvement were done in consultation with the parent board. Consultation were done so that the teachers, parents, and learners are connected and socially related so that there is an alliance between all the parties. A tripartite agreement between parent, teacher and child was accomplished through constant dialogue and active involvement of all participates.

According to Ngwenya (2010), in 1964 the United States government introduced the Head Start Policies so parents can be involved in making decisions in the education system of their children. The Elementary and Secondary School Act (ESEA) of 1965 focused on promoting parents as advisory board members in the school system. In support Shuffelton (2017:4) argues that, “Language in the text of ESEA that frames parents as objects of policy, rather than as agents who enact it, aligns with the historical and political context of the legislation.” The US government introduced the ‘Follow Through programme of 1967 (Employment Opportunity Act) as a catalyst to the previously introduced Head Start Programme of 1964. The White House Conference of Early Childhood education focused on augmenting the involvement of parents in the early stages of children’s academic learning.

According to the literature review on the introduction of family resource centers in America. These centers were introduced focusing on empowering the parents through parent education in Parental Involvement programmes. The family resource centers were meant to promote the role of parent involvement in education. In conclusion, the study also revealed that the “No Child Left Behind act of 2001”, which consistently focused on PI in education, was to emphasise the closure of gaps between the school and parents.

The following section launches the models of Parental Involvement in education and is then followed by the investigation of Parental Involvement programmes in Botswana. The literature focuses on the primary education system from the time Botswana gained independence in 1966, where the Botswana education Act of 1967 was discussed.

2.6 Models of Parental Involvement

Several models of Parental Involvement exist and the value thereof is undeniably true. In view of this, the U.S.A. government made a declaration in the federal legislation enacted in 1994, to educate America by the year 2000. All American schools were to encourage conglomerates that will upsurge Parental Involvement in the social, emotional and academic development of children. The models of Parental Involvement in education helps in explaining how the concept of Parental Involvement is consequently applied in education.

Literature has revealed that these models serve the corner stone of Parental Involvement. Examples are the SWAP's model, Kruger's model and Epstein's model of Parental Involvement.

2.6.1 SWAP's Model of Parental Involvement

According to Kgaffe (2001) SWAP's model of Parental Involvement proposes three different models on philosophies of Parental Involvement programmes: firstly, the school to home transmission, secondly the curriculum enrichment philosophy and thirdly the philosophy of partnership for school success.

2.6.2 Kruger's PI Model

According to Ngwenya (2010) Kruger's Parental Involvement model (2002) focuses on the following seven elements which are listed below:

- Developing a strategic plan for Parental Involvement;
- Creating an inviting school climate;
- Parents and teacher instruction in elements of PI;
- Communication between the school and the parental home;
- Class parent committees;
- Opportunities for contact and

- Drawing up an annual programme.

This study however, uses Epstein's theoretical framework of Parental Involvement as a lens to understand Parental Involvement in the learning of music education in private primary schools.

2.6.3 Epstein's Model of Parental Involvement

Many studies have been undertaken on Parental Involvement in education, but consequently, I chose Joyce Epstein's model of Parental Involvement as a theoretical framework that will guide my study on Parental Involvement in music education in Private Primary Schools.

The Epstein model (1996) emphasises six specific types of behavior on the part of families that were assumed to promote children's achievement in school:

- Positive conditions in the home;
- Communication between parents and children about school work;
- Parental involvement in school;
- Learning activities at home;
- Shared decision making with the school and
- Community partnerships between parents and school personnel.

According to Shuffelton (2017:6), "Based on extensive empirical research with families and schools, Epstein proposed a six point model for successful parental involvement." Epstein developed a Parental Involvement framework which established six types of parent involvement. Epstein's model enables educators and families to develop effective programs designed to partner school, family and the community together in a positive way. Bartz et al (2017:1) argue that: "Effective linkage between parents/home environment, school personnel, and community resources is essential to the development of an effective Parental Involvement program that significantly enhances education..." In order to develop effective linkages in Parental Involvement, Sad (2012:137) says, " Epstein (1995, 2004), as

a leading researcher in the field, sorts out the types of Parental Involvement as parenting skills, communicating with school, volunteering in school, helping their children learn home, taking part in the school decision making process, and collaborating with the school community. I chose the Epstein model of Parental Involvement as a lens since this model complements and helps to answer my two research questions in section 1.5

2.6.3.1 Parenting

In the opinion of Hoerr (2017:89) “It cannot be emphasized how important it is that parents feel they belong in the school.” Epstein (2011) accepts the important role of Parental Involvement by outlining how schools should implement operative parent programmes. According to Bartz et al (2017:5), “the following basic outlines and obligations of families/parents exist:

- Provide for children’s health and safety;
- Develop parenting skills that prepare children for school;
- Build positive home conditions that support school learning and behavior;
- Provide warm, caring, and loving environments;
- Understand developmental levels of children as they progress in age and
- Provide for nutritional diet and other physical needs.”

In practice this means that schools should provide families with information on child development, health, safety needs and basic ways of monitoring childrens’ work at home through facilitation of parent/teacher conferences. Epstein (2011) asserts that parenting help families to establish home environments to support children as learners. Hence, schools are tasked with the responsibility of parent education and other courses or training for parents in health, nutrition and other family support programmes. In support to the parental programmes, Watson et al (2012:41) reiterate that, “...parent involvement programs might require making opportunities available for some parents while having to provide knowledge and skills for other parents, so they could learn how to be involved and

feel comfortable taking advantage of the opportunities to be involved.” Parents need to be trained so that they are able to provide the basic obligations of parent responsibilities in the learners’ education. Hampton and Mumford (1998) believes that parental training workshops on Parental Involvement, teaches parents to supervise home work and help parents to develop home environment that promotes home learning in education. Glanz, (2006) also argues that parents should trained on how to make a conducive learning environment at home. An conducive environment promotes effective learning that results in academic achievements.

At home parents should provide children with music learning materials, for example music history/theory text books, musical instruments and possibly also create mini studios at home for music recording purposes. The creation of these conditions that promote studying music, encourages learners to study music at home. Hence, it is the parenting styles employed at home that will lead children to feel encouraged to partake in music. Parents should also engage in home evening music concerts where children can perform piano examination pieces to their parents. On certain occasions for example where a member of the family celebrates his/her birthday, the child should be given an opportunity to perform a birth song on an instrument of their choice. These parenting music styles help to instill the love of performing music.

A supportive music learning environment creates a positive learning culture amongst children. Parents should create music study rooms with good sound proof materials for audio recordings as children should be able to record themselves playing a piece. The recorded music at home can then be taken to school for analysis during music lessons. This process helps children feel encouraged to engage in practical music homework without close supervision from their parents.

2.6.3.2 Communicating

Epstein (2011) and the National Education Association (2008) recognize communication between homes and school as a basic obligation of the school in Parental Involvement in education. Epstein and Salinas (2004:13) state that the schools must: “Communicate with families about school programs and student progress. Create two-way communication

channels between school and home.” Consequently Epstein (2011) and the National Education Association (2008) established the following communication obligations of schools in order to promote effective Parental Involvement programmes in schools:

- “Determine that all communication is respectful of parents’ roles in their children’s education, home and at school;
- Develop videos and other social media information highlighting school events, teachers, and available resources;
- Provide a personal greeting/welcome packet for new parents;
- Provide families information about age appropriate child development perspectives such as cognitive, social, and psychological;
- Communicate with parents about good behavior and academic successes, not just negative incidents;
- Make sure that no “bureaucratic hurdles” prevent effective communication and participation;
- Strive to make parents feel comfortable when communicating with school personnel in the context of understanding that, based on past experiences as students, they may have feelings of alienation and
- Understand the challenges faced by single parents, grandparents, godparents, foster parents and other caregivers regarding participation.”

According to Epstein (2011), the schools were encouraged to plan operative forms of communication, thus school-to-home communications about the school programs and childrens’ academic progress. Hence, schools have to organize parent conferences for regular notices, memos, phone calls, newsletters and any other forms of communication. In support, Ngwenya (2010:71) is of the opinion, “that parent school communication could be strengthened by more opportunities in:

- One to one contact with school personnel;

- Participation in the curriculum that their children experience;
- Joint problem-solving measures between the school and home;
- Precise suggestions on how parents can help their children through suggestion boxes or other means and
- Observations of children as they are involved in school activities.”

Enhancing the role of communication in the Parental Involvement program, Glanz (2005) states that schools should play a precarious part in making sure that there is a good communication system with the school as an organization. There should be an open communication channel between the music teacher and parents concerning the learners’ music work and homework. The teacher should create a music diary where parents sign after the child has completed the music homework. Parents can make some comments on how the child is progressing in the music homework. The communication between the teacher and the music teacher should create an open dialogue that promotes the learner’s achievements in music education. Parents should have the opportunity to be able to phone the school if there is something they feel is not clear concerning the child’s music homework.

The music teachers can also create music suggestion boxes for parents. The music suggestion boxes can be opened regularly for increased communication purposes. If critical issues are raised in suggestion boxes, through consultation with the school management, the music teacher may invite parents for an open discussion. This will help develop the communication processes in the music department and in the long run benefit the learners academically.

2.6.3.3 Volunteering

Cano et al (2016:144) state that: “Volunteering-organising and participating activities initiated by school personnel like parent-teacher and community associations aimed at supporting students and school programs, such as service-learning projects” result in less violent behavior.

In the case of Botswana private primary schools, parents may decide to volunteer by joining parent-teachers associations (PTA). The PTA in private primary schools in Botswana normally assist in organising fund-raising activities. Funds raised by the PTA is generally used for cultural activities and different sporting disciplines at school. However, there is a challenge as not all parents in Botswana private primary schools easily volunteer to join the PTA. In order to solve the problem of parents not volunteering, teachers assist the school personnel by choosing some parents whom they think will be willing to join the organisation.

According to Garbacz et al (2015:385), “Studies examining parent involvement from elementary to middle school have noted differences in parent volunteering at school, parent engagement with children’s learning at home and changes in home-based homework monitoring activities.” Bronfenbrenner’s (1986) developmental ecological and Epstein’s heuristic model of Parental Involvement in education positioned the ground work for current concept of Parental Involvement. Garbacz, et al (2015) assert that distinguishable empirical Parental Involvement constructs that reflect in different ways, in which parents are involved in the children’s education are: school- and home-based involvement as well as home-school communication/conferencing. Therefore, parents volunteering at school activities reflect the school-based involvement where parents participate in social and learning activities.

In music education parents can volunteer by helping the teachers with cultural activities as they can teach certain areas of their culture to the school children. This helps to augment the school resources, since the parents will have acted as a resource. In support, Wilder (2013:378) reiterates that: “Parental involvement is the dedication of resources by the parent to the child within a given domain.” The Involvement of parents as resources through voluntary involvement in cultural activities is therefor of paramount importance.

Bartz et al (2017:5) identify other components of Parental Involvement based on Epstein (2011) and the National Education Association (2008) pertaining to volunteering in a parent program:

- “Conduct open house events that have “make-it and take it” activities which provide parents with materials and insights pertaining to home-based learning;
- Involve parents in assisting with fundraising activities, including planning and execution of activities;
- Use parents to assist as volunteers in classrooms or other areas of school;
- Use parents as volunteers to be greeters at school events;
- Have parents accompany students and school staff on field trips and
- Provide a wide range of times for parent involvement to increase participation in various school opportunities.”

Consequently, all these distinctive ideas in volunteering are designed to make a conducive learning environment that help children achieve their goals. Epstein et al (1997) insinuates that in order to improve parent volunteering, schools should advance recruitment, training, work and schedules to involve families as volunteers and participants to support childrens’ school programmes.

The schools should create a platform where parents can volunteer to teach music, for example, in Botswana parents from the bushmen tribe may volunteer to teach music of their culture. The bushmen from the Kgalagadi area survive through hunting and gathering fruits and they have a rich music culture. Consequently, the private schools should encourage parents to volunteer to teach music and dance of various cultures at school.

2.6.3.4 Learning at Home

Epstein (2011) identified the fourth type of Parental Involvement as learning at home. According to Lemme (2007:221), “Schools should involve families with their children in learning activities at home, including homework, and other curricular linked activities.” Cano et al (2016:144) assert that: “...Learning at home wherein it is providing information to parents and families about school procedures like homework opportunities, grading rubrics in order to help them supplement their children’s academic activities.” Bartz et al

(2017:6) argue that, “an effective parental involvement program should recognize involvement in learning activities at home, thus;

- Assist parents with learning activities at home that are coordinated with children’s classwork;
- Provide easy access to parents knowing specific homework assignments for their children;
- Provide parents with information, resources, and skills related to helping their children at home and understanding the expectations of each grade level and
- Link parents to community agencies that will assist them with home-based educational activities for their children.”

Consequently, learning at home provides parents with information on how they can assist their children in different learning activities. Here a link between the school and home is envisaged through teacher-parent conferences. Epstein (1995) states that learning at home provides information to parents on skills required for learners in all subjects offered at each grade level and information on homework policies and how to monitor and discuss school work. Parents are taught how they can help learners to learn music at home. A conference on how to make the learners’ home conducive to a music learning environment may be conducted. Parents will be encouraged to create music study rooms, buy music instruments and also encourage children to listen to different music channels on television. Music teachers may also invite parents to school and show them other music applications found on the internet for example to access music websites corresponding with the ABRSM websites. On this website parents may access theory past papers to practice and free aural training exercises in piano for homework purposes.

2.6.3.5 Decision Making

Epstein (1995) is of the view that decision making equip parents and other community members with the tools they need to function as advocates, advisors, and decision-makers. Parents and the community at large participates in school decisions, governance, and advocacy through their involvement in Parent Teachers Associations (PTA) and other

parent organizations at school. In private schools, parents volunteer to teach other sports disciplines, for example different swimming styles. Hence, through their active involvement in school activities, parents' voices are also respected, and consequently also contribute to decision making processes.

Epstein (2011) and the National Education Association (2008) identified the following basic components in decision making in a Parental Involvement program:

- “Involve parents in school committees such as PTAs, advisory councils, school improvement teams, and independent advocacy groups;
- Have school policies that are easily understood and create procedures for feedback;
- Involve parents in advocacy lobbying efforts at local, state, and federal levels and
- Seek suggestions from parents for input in school and district policies and procedures.”

Cano et al (2016:144) further argue that: “Decision-making in which this includes the parents and family members from all backgrounds as representatives and leaders on school committees agreed upon the educational events.” Parents and the school work towards a common goal, hence this will translate to the success of both the school and the student.

The engagement of parents in decision making creates an environment that make parents feel ownership in the running of the school. Hence, parents become engaged in school activities and support the school programs more. The schools should allow parents to be involved in decision making on which music activities to be involved in the year. Parents may decide on which cultural instruments to be taught at school. The music teacher should encourage the parents to decide on the genre they want their learners to be involved with. However, if the parents suggest on music styles that are not known by the music teacher, parents will be encouraged to volunteer to teach the music style they suggested themselves.

2.6.3.6 Collaborating with the Community

Kgaffe (2001) states that the schools should collaborate with the community by sharing and engaging communities in all activities of the school, as communities have a societal and

cultural responsibility of caring for and socialising with learners. Cano et al (2017:144) extrapolate that: “Finally collaborating with the community-identifying and integrating funds, services and other assets from the community to lend a hand and meet the needs of school personnel, students and their families.” According to Epstein (2011), collaboration with the community involves coordination of resources and services from the community to strengthen school programs, family practices, student learning and development. This promotes partnerships with individual parents, the community and the school. Kgaffe (2001) also points out that, in collaboration with the community, the schools interact with business communities, agencies, cultural and civic organisations, colleges, universities and all the interested parties in providing effective quality education.

Focusing on music education, the school collaborates with the community through their music community projects. Music community projects involve parents who come as resource persons to teach music of the local community to the school children, for example, local community cultural dance groups perform during the speech and prize days at school. The community leaders, for example the Kgosi chief, is invited to teach learners about music for different occasions such as family rituals. The ‘kurova guva’ ceremony in the Shona culture is a ceremony where they perform rituals of bringing the spirit of the dead family members back. Shona people believe that if the spirit of the dead family member is brought in the family, that spirit will help safe guard the living family members from all future calamities. Hence, during the ‘kurova guva’ ceremony, music and dance is performed. Therefore, in collaboration with the community, schools engage local community members to teach learners the role of music during different ceremonies.

2.7 PARENTAL INVOLVEMENT PROGRAMMES IN BOTSWANA

2.7.1 Introduction

Pansiri and Bulawa (2013:68) state that: “Botswana gained its independence in 1966 after 81 years of British protectorate.” Kgosalwa (2010) asserts that: “When Botswana attained its independence, a small number of the people of Botswana were literate; only a handful had progressed beyond primary school.” As soon as Botswana gained its independence, it established some policies that assisted in the development of education. Pansiri and Bulawa

(2013) argue that soon after this independence the local authorities were established and mandated to run primary education (which was the basic education) while the Ministry of Education (MoE) took the responsibility for secondary and tertiary education. The Botswana government focused on initiating some programmes that could give the citizens of Botswana an opportunity to formal education in the country, hence the 1967 Education Act was enacted focusing on Parental Involvement in education.

2.7.2 The 1967 Education Act of Botswana

The 1967 education act of Botswana was an answer to the long awaiting change from the British colonial settlers. The education act's focus was to bring change to the former British policies education. In support Pansiri and Pansiri (2013:284) say, "As soon as it obtained self rule from the British government in 1965, Botswana adopted four national principles to guide the country's philosophy of nation building. These were democracy, development, unity and self-reliance." These were the four national principles that guided the country through the philosophy of nation building or what is known as 'Education for Democracy.' Pansiri (2011:284) states that: "Within the philosophy of self-reliance, PTAs became a cornerstone in the impetus for educational development." Hence, the role of parents in the education system of Botswana was of paramount importance. Consequently, Parental Involvement in education become part of the policy of school partnership in Botswana. Mannathoko and Mangope (2013:48) in support reiterate that: "The important role of parents in their children's education has long been evident, particularly in the past when children were exposed to traditional indigenous education." The Botswana Education Act of 1967 "stipulates how parents can be involved in their children's education as the Act stipulates that it is desirable that school committees are set up in primary schools." Members of the school committee were to include the school management and the parent board. The Botswana Act of 1967 further states that, "the revocation of committees and the appointment of new members thereof and other matters where the minister may consider it necessary in respect of the constitution, functions or procedures of the committees, will be established."

2.7.3 The Structure of Education System in Botswana

Kgosidialwa (2010) states that the Botswana's education structure is comprised of 12 years of formal schooling, seven years of primary education (equivalent to elementary education in the United States), three years of junior secondary education (equivalent to middle school in the U.S. education system) and two years of senior secondary education. A completion of each level of education is concluded by writing a public examination conducted by the Botswana Examination Council (BEC), for example, at the end of primary education, thus after seven years, learners have a Primary School Leaving Examination (PSLE). The Botswana Examination Council is a local parastatal company in Botswana that conducts local examinations from primary to secondary school level. The following subjects are examined at PSLE namely Mathematics, English, Science, Social Studies, and Setswana which Botswana's national language. After primary education, learners proceed to secondary education. Secondary education in Botswana start with a three-year secondary course called Junior secondary school that is from form one to three. At the end of form three, learners write a public examination called the Junior Certificate Examination (JCE) administered by the Botswana Examination Council (BEC). Students who pass the JCE proceed to senior secondary school where they are involved in a two-year course. Upon the successful completion of the senior secondary education, students proceed to tertiary education.

According to the Botswana education statistics of Pansiri and Bulawa (2011), Botswana had 805 primary schools. The 805 schools include government and private owned schools. Private schools are known as English Medium Schools in Botswana and are owned by individuals or groups of people. Private owned schools get funds from school fees to fund the operation of the school as the government does not help in any way in the way private schools operate. The private schools are run by a board of directors and some private schools in Botswana are known as trust schools, hence all the collected fees are used in the operations of the school.

The role of parents in both public and private schools is of paramount importance. This is envisaged through the initiative of the Revised National Commission of Education (RNCE, 1993). Mannathoko and Mangope (2013) states that "comparisons were made between

state schools and the English Medium schools and a large proportion of people had a conviction that the better performance of private schools was due to active parental involvement.” Hence Botswana government, through the Ministry of Basic Education encourages primary schools to establish effective parent- teacher’s associations to improve children’s academic performances. Mannathoko and Mongope (2013:49) state that:

“The initiative was meant to encourage parents to support their children’s educational activities, promote parent-school relationships in educating the child, and provide a plan for interaction with the community and parents concerning problematic issues of learner-discipline and academic underachievement and raise funds for school projects.”

In support Pansiri and Bulawa (2013:69) reiterate that: “The First Commission on the Education of 1977 and its philosophical framework of self-reliance argues that communities and parents must accept their responsibility for the education and training of the young” (Republic of Botswana, 1977:29). The commitment to the education of their children by parents was further articulated in the Revised National Policy on Education (RNPE) in 1994. The RNPE of 1994’s blue print states that the Botswana government should intensify the efforts to encourage the establishment of parent-teachers associations. According to Pansiri and Bulawa (2013:69), “This second Botswana education policy legitimized PTAs to provide an effective forum for schools to keep in close contact with the communities that they serve, and therefore, ensure that parents take an interest in, and contribute to the education of their children.” The concept of Parental Involvement in education is universal and has an old heritage and philosophy of the education system in the world. The New York City Department of Education (<http://schools.nycenet.edu/offices/teach/learn/ell>) provides evidence on the importance of Parental Involvement in education, by outlining different ways thereof in education as follows:

- “Parenting: Helping families to create home environments to support children as learners;

- Volunteering: Recruitment and organization of parents who assist learners at school and at home and
- Collaboration with the community: identifying and using community resources to strengthen school programmes.”

Mannathoko and Mangope (2013:49) state that: “Involving parents in schools, however, remains a big challenge in part because most parents have respect for teachers and still believe that teachers are sources of all information. These parents are consequently hesitant to approach or question teachers about issues pertaining to school.” This is mostly experienced in government primary schools where you find that most of the parents are not very keen to support school programmes because of their personal education levels. Parents who have their children attending private schools, are different. Private school parents question teachers about the education of their children, as most parents in Botswana believe that their involvement in the education of their children contribute significantly to academic achievements. Consequently, McNeary and Hebert (2001: 201) state that: “Parents influence their children’s education academic achievement by exposing them to intellectually stimulating experiences, directly teaching them and monitoring their homework.” This shows that in the history of education the school and family relationship is a major component in measuring the effectiveness of education in a country.

Parental involvement in education in Botswana is highly promoted in Private Schools, which are known as English Medium Schools. Mannathoko and Mangope (2013:49) reiterate that the Report of the National Commission of Education (RNCE, 1993) states that comparisons between state schools and English Medium schools in terms of academic performance had a high conviction that private schools better known as English Medium schools, performed better than state owned schools because of active Parental Involvement. In support, Langevelt, a Principal at John Mackenzie School cited in Mmegi newspaper (2018) points out that, “the education of a child should be a partnership between parents and teachers.” Hence, in their school they have an open-door policy where parents can visit and interact with the teachers so that parents have a feeling of ownership of the school. Consequently, there is very high support from the parents’ side. This study seeks to

investigate the role of parent involvement in music education in private primary schools, therefore the following section discuss Parental Involvement in Botswana schools.

2.7.4 Parental Involvement in Education in Botswana

Botswana gained its independence from the British government in 1966. The Botswana government adopted the four national principles that helped the philosophy of nation building. According to Pansiri (2011) these principles were democracy, development, unity and self-reliance. Within the philosophy of 'self-reliance' the concept of Parental Involvement was born in the Botswana education system. Pansiri *ibid* argues that within the philosophy of self-reliance, the PTAs became a cornerstone in the impetus for educational development. In Botswana, the concept of Parental Involvement dates back from its 1967 Education Act. The Revised National Policy on Education of 1994 (RNPE), which is the current Botswana education blue print, posits that "the government should intensify the efforts to encourage the establishment of PTAs" (Republic of Botswana, 1994:52). Parents Teachers Associations (PTA) provides an effective forum for schools to keep in close contact with communities that they serve, and therefore ensure that parents have an interest in and contribute positively in children's education.

Many researches have been carried out in the area of Parental Involvement especially in rural communities in Botswana. Boipono and Uandii (2014:9) reiterates that: "Mannathoko and Mangope investigated barriers to Parental Involvement in Botswana Primary Schools. The study attributed the non-involvement to several teacher and parent factors." Hence, this shows that the concept of Parental Involvement has been an area of major concern in the Botswana education system.

According to the Revised National Policy on Education of 1994, chapter 15.2 states that:

"The continued and sustained improvements in the relevance and quality of education, as well as access to education as pronounced in the RNPE lie at the core of the 2016 Long-Term Vision for Botswana. Building the future Botswana as envisaged in the Goals of the Vision of 2016, demands a massive effort by all members of the society and partners in the provision of education to make Botswana a learned society".

The republic of Botswana through its Vision of 2016, demanded that Botswana must be an educated and informed nation through the participation of all stake holders. The phenomenon Parental Involvement in schools was noticed through the formation of different communities in primary schools. Parent-Teachers Association (PTA) and Parent Teachers Organisation (PTO) helped in developing education in Botswana with fund raising activities for use in small projects at school, for example one is the PTA/PTO who funds sports activities. Boipono and Uandii (2014) state that the PTA can help schools with strategies to work hand in hand with parents so that children's performances in education can improve. In support, Pansiri and Bulawa, (2013:69) say that: "PTAs therefore, carry a mandate to participate and contribute in school and educational development." According to the Ministry of Basic education in Botswana, every school is expected to have a PTA and ensure that parents are involved in school and educational developments.

According to the Mmegi Newspaper (2018:1), "parents are not only expected to assist with their children's homework, but are also expected to monitor the child's performance at school by perusing the reports, school work and talking to their child's teachers." Pansiri (2011) however argues that schools in Botswana, especially government owned schools are experiencing difficulty in mobilizing parents to participate in everyday activities of the school. This leads to the fact that public primary schools face challenges of low performances in Public School leaving Examinations (PSLE). Pansiri (2011:285) further argues that: "One of the reasons behind the school's failure to achieve good results is the semi-nomadic life of the suburb, whom seem to have little time for school activities. However, most of the problems that prevent parents from active involvement in school are not yet known." This study hopes to establish the gap in Parental Involvement in music education in private primary schools in Botswana.

2.7.5 The Concept Parental Involvement

In the opinion of Shuffelton (2017:5) Parental Involvement suggests that, "...parents helping their children with homework, volunteering to hear children recite their multiplication tables in elementary school classrooms or chaperone field trips, attending Parent Teacher Organization (PTO) meetings, and paying attention to newsletters." Watson et al (2012:41) provides evidence that, "parental involvement can be divided into two categories of home-based activities such as helping with homework and/or school-based activities such as tutoring and volunteering in schools." Parent involvement in education therefore focuses on activities done by parents to support the education of their children. Anderson and Minke (2007:311) believe that, "parent involvement in education has been associated with a variety of positive academic outcomes and lower dropout rates from school." Researchers have found it necessary to investigate the concept of Parental Involvement in childrens' education. Anderson and Minke (2007) however reiterate that the literature on Parent Involvement is not uniformly positive as parents and teachers define Involvement in different ways. "Parents take a more community centric view that includes keeping their children safe and getting them to school, whereas teachers define involvement primarily as parental presence at school" (Anderson and Minke, 2007:311). In support (Kim et al 2016:1) insinuate that, "...the definition of Parental Involvement understood by schools and teachers is typically narrower than parents' definition of the same concept." Hence, it is therefore necessary to define the concept Parental Involvement so that the misconceptions of the phrase is clarified.

2.7.6 The Implication of Parental Involvement in Botswana

Kim et al (2016) define Parental Involvement as parents' commitment to and actions they participate in. This involve their children's lives at home and/or in school. Parent Involvement in education encompasses communication with teachers and other stakeholders in order to influence the children's overall actions and developmental outcomes. Parental Involvement covers all three areas, where the first one is the school-based involvement where the Parental Involvement focuses on activities that happen at school. Secondly, the home-based involvement focuses on learning activities done at home. The last aspect of Parental Involvement in education is the home-school conferencing. This

involves parents communicating with school about their children's education. The home-school conference activity involves teachers and parents discussing the progress of a child and other matters that will help to improve the learner education. In support Epstein et al (2009) state that it is the responsibility of the school personnel to initiate contacts with parents in order to further the educational success of all students. Kgaffe (2001) argues that schools may shape their practices to meet the needs and interests, time and talents, the ages and grade levels of learners and families.

I embraced Epstein's model of Parental Involvement in education as my theoretical framework in order to understand Parental Involvement in music education in Private Primary Schools. The following section discusses Parental Involvement focusing on music education in Botswana schools.

2.7.7 Parental Involvement in Music education in Botswana

Creech and Hallam (2003) argue that research has demonstrated that Parental Involvement in music lessons is positively correlated with better cognitive, affective, and performance outcomes for students. In support, Creech and Zdzinski (2006) reiterate that the students at all levels of learning benefit positively from parental interest and involvement in music education. Upitis et al (2016:1) further argue that: "The involvement of parents is especially important in musical development, not only because of the direct role that many parents play providing a suitable practice environment and supervising their children's practice sessions, but also because of the values, attitudes, and expectations that parents communicate regarding their children's musical growth." Hence, the focus of the research is to investigate Parental Involvement in the learning of music in private primary schools.

Pansiri and Bulawa (2013:1) states that: "The idea of involving parents in the school system is universal and as old as the history and philosophy of education itself." The First Commission of Education of 1977 in its philosophical framework of self-reliance argues that "communities and parents must accept their responsibility for the education and training of the young" (Republic of Botswana, 1977:29). It is with this philosophical idea in mind that parents in private primary schools are involved in the learning of music. Parents provide conducive music learning environments at home as they are involved in the

supervision of homework and encourages their learners to practice music instruments at home. In support, Boipono and Uandii (2014:9) state that: “Parents need to help their students with their homework. ...The support at home can be in the form of ensuring that the homework is done or providing the actual academic support in person or through another person.” In music education parents also support their children by buying specific instruments and create music study rooms. Support also come from parents’ encouragement in enrolling on the subject. Epstein (1995) endorses that “if students feel cared for and encouraged to work hard, they are more likely to do their best to learn to read, write, calculate, and therefor develop other skills and talents.” Consequently, Parental Involvement in the learning of music can lead to positive learner achievement in music education.

On the contrary, Pansiri and Bulawa (2013:70) argue that, “the few studies of primary education programs in Botswana identify marginalization of parents from the school instructional management systems in remote schools and the predominance of bureaucratic type of governance where parents are less involved.” Pansiri (2011) argues that poor Parental Involvement in education in Botswana is caused by the level of education of parents. Parents who are less educated even if they can afford to send children to private schools have a tendency to leave all the school work to the classroom teachers. Therefore teachers and administrators need to mobilise and organise conferences to educate the parents on importance of involvement in the children’s education. Epstein and Dauber (1997) also suggest that teachers should make home visits to guide parents in assisting with homework.

Hornby (2000) is of the opinion that the single-parent status is a variable that has been found to contribute to poor levels of Parental Involvement in Botswana education system. Pansiri (2011: 288) has this to say: “It has been established that children from single parent families have more academic and behavior problems than those from two-parent families.” Single parents in Botswana have fewer resources such as money and little time to invest in their children’s education. These single parents in Botswana spend most of their time looking for resources to support their family. Some parents also feel that the PTA executive

members represent them, hence they do not have time to get involved in the school activities. In order to improve the levels of (PI) in education, Isaih (2013:1) states:

“Teachers need to develop skills for effective integration of parental involvement for them to improve their level of satisfaction. To improve parental involvement, the national policy on education suggests the training programs for both parents and teachers to identify and eliminate discrimination and stereotyping in all educational settings. Such programs must increase respect, understanding, acceptance and sensitivity towards individuals and groups in a diverse society in order to promote parent’s involvement in the affairs of the school.”

The Botswana National Commission on Education of 1993 state that, “parents and the community members have a valuable role to play in the learner’s education.” Henceforward, proper parent involvement in education is necessary as it influence positive achievements in academic results. In support the US Department of Education, 1994, provides evidence that many studies have strongly linked parent participation to improve student achievement, teacher motivation, accountability and attendance. In music education children feel encouraged to practice their music instruments when they observe that their parents are involved in their music homework. Parents show their involvement in music education through their support in provision of music instruments, music self-help tutors’ computer software and creating time to listen to their children playing different instruments. In support Choi et al (2005) state that music training is important because it enhances children’s mental motor and academic development. Hence, that is the reason why parents are involved in the learning of music in private primary schools in Botswana.

These reasons is stated by Tai et al (2017: 1) that: “For many years in Hong Kong, Chinese parents realised that the importance of music transcends its role of entertainment.” In support Zhao (2014) asserts that music education in an intensely competitive educational environment, aim to provide children with an advantage that will enable music learners to enroll in parents’ preferred choices of schools. Consequently, many parents drive their children to learn music education so that they have an advantage to enter into the best universities in the world. In support Chen-Haftek (2013:412) says: “Hong Kong parents are highly supportive of music education because they believe that it makes their children

smarter.” As a summary to the reasons why parents value music education Tai et al (2017) reiterate that music education encourages children’s interests in music, enhances childrens’ cognitive development, affective development, enhances motor coordination and finally strengthen academic achievements.

2.8 Conclusion

Glanz (2005) states that the Epstein’s model of Parental Involvement accepts that parents are the primary educators of children and sources of an ideal culture. Sagar et al (2010:178) further argue that, “Parents are the primary socializing agents of their children”. Socialising between parents and children happens through daily interactions. The parents’ involvement in children’s education begins from the time a child is born. The school system becomes an extension of the home environment. Hence Parental Involvement in children’s education can never be ignored. The school management must engage in some systems which will help educate parents on how to be involved in the learning of music education. The teachers also need to be educated on how they can involve parents in the learners’ education. In support Mannathoko and Mangope (2013:48) state, “...it is advisable that teachers aim to assess and use parents’ knowledge to better understand learners.” Subsequently, the parent conferences and social gatherings such as ‘Wellness day, and family fun day’ activities are used as effective ways of involving parents in their children’s education. During the ‘wellness day and family fun day parents and teachers are taught better ways of working together in order to help the learners at school and home.

Epstein’s model of Parental Involvement identified distinctive ways of involving parents at school, parenting, communicating, volunteering, decision making, collaborating with the community, and learning at home. Mannathoko and Mngope (2013:13) however pointed out that: “Involving parents in schools, remains a big challenge in part because most parents have respect for teachers and still believe that teachers are sources of all information.” Literature review has demonstrated that parents’ involvement in children’s education yield positive results. Isaih (2013:3) in support postulates that: “Many studies have strongly linked parent participation to improve student achievement, teacher motivation, accountability and attendance.” The literature review has identified the different ways in which Epstein’s model of Parent Involvement in education can be applied

in the U.S.A. as well as in Botswana. It is with this contention that the study seeks to investigate parents' involvement in the learning of music education in Private Primary Schools. The following chapter concentrates on the research design and methodology of this study to determine how and why parents are involved in their children's lives.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter outlines the research design and methodology which was adopted for this study. Creswell (2008) states that the purpose of a research design is to generalize from a sample of population, so that inferences can be made about some characteristics, attitudes, or behavior patterns of this population. In this chapter, I outline how I engage with the research design and methodology to answer the two research questions. The questions are; how are parents involved in music education in Private Primary School and why are parents involved in the learning of music education in Private Primary Schools in the way they are? Following the research design and methodology, Mouton (2001) argues that researchers often confuse research design and research methodology and clearly states that the research design and research methodology are two different aspects which are used in a research study. The distinguishing features along research design and research methodology will be discussed in order to explain their use in my study.

This chapter is divided into two main sections, thus the research design and the methodology. In the research design I outline the approach I use and discuss the paradigm that is connected to this. An insight into the sampling method is also outlined in the research design as well as the ethical issues that relates to the sampling method.

Defining the research design, Saunders et al (2012) view it as a general plan that you will be using to answer the research questions. It is a programme to guide the researcher in collecting, analysing and interpreting observed facts and activities. Creswell (2008:59) says: “Research designs are the specific procedures involved in the last three steps of the research process: data collection, data analysis, and report writing.” According to Nieuwenhuis (2016:72), “research design is a plan or strategy that moves from the underlying philosophical assumptions to specifying the selection of participants, the data gathering methods to be used and the data analysis to be done.” Nieuwenhuis *ibid* further identified major key areas that influence the choice of a research design in a researcher study, thus the ontological and epistemological perspectives, research skills and research practices. The identified areas influence the way data is

collected in my study to address and answer the two research questions. A research design shows the approach undertaken in a study and also identifies the paradigm underpinning the study. A research design can therefore be defined as the overall plan for obtaining answers to questions in the study.

I choose a research design for my study as a route map to assist me in answering the two research questions derived from the phenomenon Parental Involvement in music education in Private Primary schools. The research design I choose assists me in gathering data from the sample population as I address the topic: 'Parental Involvement in music education in private primary schools'. In order to answer the two research questions in this study, Saunders et al (2012:67) state that: "Research design is like a tool to help researchers examine specific research questions." Consequently, an analogy of a housing plan is used to further explain the meaning of a research design as the plan is used by the builders to construct the house. The plan of the house begins from the owner of the house who conceptualizes ideas and then communicates the ideas to an architect. An architect will then use ideas from the owner of the house to create an actual plan. The builders will then interpret, follow and construct the house according to the plan drawn by the architect.

Similarly, the plan of the house in my study is compared to my research design. The research design will help me address the purpose and the research questions of the study. Saunders et al (2012) in support of this analogy of a house plan argue that a research design involves developing a plan or structure for an investigation, a way of conducting or executing the study that reduces bias, distortion, and random error. Builders will certainly not make errors since the house plan is provided. In this study I use a qualitative approach and the interpretivist paradigm as my research design. An insight into the paradigm, epistemological and ontological assumptions, sampling and ethical issues allows the unfolding of the study.

The second section is the research methodology which gives a discussion about methods on analysing the data to answer the posed research questions. Following the above analogy, a research design and methodology are interconnected as the methodology is the process of building the actual house using different methods and tools in an effort of producing what is stipulated on the house plan. Consequently, for my study, the research methodology refers to the processes involved during the execution of the study in an effort to answer the research

questions. Dumay and Cai (2014) state that methodology refers to the philosophical issues which underlie these methods. The philosophical issues underpinning my study are the interpretivists' perspective on Parental Involvement. Methods are the means whereby a researcher uses to collect and analyze data. In this chapter an interpretivist paradigm, a qualitative approach, the sample and ethical considerations are discussed in an effort to obtain the desired aims and purposes of my study.

3.2 Research Design

3.2.1 Interpretivist Paradigm

A paradigm is a term that originated from the Greek word 'paradeigma' (Dumay, 2015). Thomas Kuhn was the first to use it in 1962, denoting a conceptual framework used by scientists to examine problems and solutions. According to Willis (2008), a paradigm is a theoretical assumption that generates a set of metaphysical beliefs. In the opinion of Dumay (2015), a paradigm implies a pattern, structure and framework or system of scientific and academic ideas, values and assumptions. A research paradigm therefore focusses on people's beliefs, values and assumptions attached to the world they live in.

Guba and Lincoln (1994) argued that the characteristics of a paradigm can be broken down into five components. Theoretical assumptions or stated laws and how the laws are applied to different situations fall under the first components. Secondly, the instrumentation of the paradigm and the third component is the technique of a paradigm. This focuses on the reality and usefulness of the paradigm. The last two characteristics of the paradigm focus on how work is maintained within the paradigm: the metaphysical guidelines are used to scaffold the work and proposed methodologies which then aid in expressing how work is conducted in the paradigm itself. Guba and Lincoln (1994) point out that a paradigm scaffolds the research and guides the researcher in the investigation.

The research paradigm can then be classified into philosophical distinct categories where examples of categories are positivism, constructivism, interpretivism and the critical post-modernism. These types of paradigms help the researcher understand the phenomenon under study. Hence each paradigm guide the researcher and is dependent on the type of research

approach that is used. The paradigm helps to emphasise the epistemological and ontological assumptions of the study. Maree (2016:52) further expand a research paradigm as:

“A set of assumptions or beliefs about fundamental aspects of reality which gives rise to a particular world view - it addresses fundamental assumptions taken on faith, such as beliefs about the nature of reality (ontology), the relationship between the knower and the known (epistemology) and assumptions about methodologies.”

According to Dumay (2015), the ontological and epistemological aspects is commonly referred to as a person's worldview which has significant influence on the perceived relative importance of the aspects of reality. Dumay (2015) argues that the term ontology refers to a branch of philosophy concerned with articulating the nature and structure of the world. It specifies the form of reality and what can be known about it.

Epistemology refers to the nature of the relationship between the researcher and it means the nature of human information and understanding that can possibly be learnt through types of inquiry and other methods of enquiry (Dumay, 2015). Ontology focuses on the truth of the reality. The focus is on the nature of the phenomenon whereas epistemology focuses on the relationship between the knower and the known (Nieuwenhuis, 2016).

I have selected the interpretivist paradigm as it is linked to a qualitative approach for this investigation. The interpretivist paradigm believes that reality is not objectively determined, but socially constructed (Nieuwenhuis, 2016). The interpretivist paradigm focuses on the ability to construct meaning. Concurring with Nieuwenhuis, Maree (2016) states that interpretivists believe that reality is not objectively determined, but is socially constructed. Maree *ibid* further argues that the ontological assumptions of the interpretivist paradigm is that social reality is typified by a multiplicity, since people interpret events differently. In the opinion of Nieuwenhuis (2016:60): “Interpretivists believe that reality is objectively determined, but socially constructed. In support Cohen, Manion, and Morrison (2007) assert that the role of a scientist in the interpretivist paradigm is to understand, explain, and demystify the social reality through the eyes of different participants. The interpretivist is mainly concerned with understanding and demystifying social reality. In support Blanche and Kelly (2002) state that the interpretivist research methods aim to describe and interpret people's feelings and experiences in

human life. The interpretivist paradigm thus aims to understand and describe meaningful social action therefor, this type of research is flexible and steered by a set of views, beliefs and opinions of the world and how it should be interpreted and studied (Denzin and Lincoln, 2005). Maree (2016:60), points out that the: “Interpretivist was strongly influenced by phenomenology, an approach that advocates the need to consider the subjective interpretations of human beings and their perceptions of the world (their life–worlds) as our starting point in understanding social phenomena.” In support Hussey and Hussey, (1997) signify that it is assumed by studying people in their social contexts or natural environment, there is much opportunities to understand the perceptions they have of their own activities.

To understand a phenomenon using the interpretivist paradigm, people have to socialize and observe from the inside, thus using an emic stance. Maree (2016) states that interpretive studies generally attempt to understand phenomena through the meanings that people attach to them. Based on this assertion, Maree (2016:60) identified the following assumptions of the interpretivist perspective:

“Human life can only be understood from within. According to the epistemological perspective interpretivist paradigm focus on people’s subjective experiences, on how people ‘construct’ the social world by sharing meanings, and how they interact with or relate to each other.”

When one studies a phenomenon, research techniques are used in order to understand how people interpret and interact within their social environment (Maree, 2007). Robson, (2002) argues that social construction of reality implies that there are many ways of seeing the world; perceptions may never be the same, hence reality is subjective and therefore reality is objective.

Social life is a distinctively human product. The interpretivist assumes that reality is not objectively determined but socially constructed (Husserl, 1995). According to the interpretive paradigm, knowledge is socially constructed by those in the research processes and the duty of the researcher is to understand the complex experience from this point of view. In the case of my study it is to understand how and why parents are involved in the learning of music education in private primary schools. The assumption within the interpretivist paradigm is that by observing people in their social contexts, a greater understanding of their perception is gained. The social

context means that as the researcher I interview the participants in their schools in order to gain a deep understanding of how and why they are involved in music education as observable facts are the basis of my data collection.

The human mind is the purposive source or origin of meaning. By exploring the richness, depth and complexity of a phenomenon, I will begin to develop a sense of understanding of the meanings imparted by people to a phenomenon and their social context. Through uncovering how meanings are constructed, I will gain insights into the meanings imparted and thereby improve the comprehension of the whole. The comprehension of the whole therefor refers to the total understanding of the phenomenon Parental Involvement in music education. A better understanding of how and why parents are involved in music education is thus constructed.

The social world does not “exist” independently of human knowledge: As researchers our knowledge and understanding of a phenomenon constantly influence us in terms of the types of questions we ask in the way we conduct our research. Our knowledge and understanding are always limited to the things to which we have been exposed as our own unique experiences and meanings are the consequences thereof.

Human behavior is affected by knowledge of the social world: According to the interpretivist perspective, there are multiples and no single realities of a phenomenon. The meanings of a phenomena differ depending on the time and the place of the research.

Interpretivist assumptions have a problem of failing to address factors and conditions that result in meanings, interpretation, actions and beliefs that are constructed. The interpretivist paradigm “fails to acknowledge the institutional structures, particularly divisions of interest and relations to power and as a result presents incomplete accounts of social behavior by their neglect of the political and ideological contexts of much educational research” (Sarantakos, 2005).

Table 3.1 below summarises my application of the interpretivist paradigm as adopted from Dumay (2016)

Feature	Description
Purpose of research	Understand and interpret Parental Involvement in music education in private primary schools.
Ontology	<ul style="list-style-type: none"> • There are many realities • The reality can be explored and created through human interaction and meaningful actions. • The reality will discover how people make sense of their social worlds in the natural setting by means of semi-structured interviews • Many social realities exist due to varying human experiences, including people’s knowledge, views, interpretation and experiences
Epistemology	<ul style="list-style-type: none"> • Events are understood through the mental processes of interpretation that are influenced by interaction in social contexts.
Methodology	<ul style="list-style-type: none"> • Processes of data collected by audio recordings through semi-structured interviews. • The research is a product of the values of the researcher.

Table 3.1 gives the general characteristics of the interpretivist paradigm where it indicates that the interpretivist assumption encompasses the ontology, epistemology and the methodology of the study. This table also shows that data collected from the participants is analysed focusing on how meaning is constructed from the semi-structured interviews conduct.

With reference to Table 3.1, the aim of my study is to interpret and describe the way parents are involved in the learning of music education in Private Primary Schools. In order to understand and explain how parents are involved in music education, meanings were social constructed from the semi-structured interviews in three Private Primary Schools. The interpretivist paradigm posits that people have subjective experiences; hence the best way to understand these experiences is by relating to them and listening to what they say. In my study the interpretivist paradigm is used to understand the subjective world of human experiences in Parental Involvement in music education in private primary schools.

3.2.2 Qualitative Approach

The objective of a qualitative study is to obtain insight with a detailed interpretation of a central phenomenon. The interpretation implies the use of an interpretivist approach in this research. Voegtle et al (2006:21) state that: “Researchers who are using the interpretivist paradigm and qualitative methods often seek experiences and perceptions of individuals for their data rather than rely on numbers of statistics.” This study is presented in a qualitative approach in conjunction with the interpretivist perspective.

Data collected using the qualitative approach is referred to as ‘soft’ whereby it is rich in the description of people, places and therefore the data collected is not easily analysed in a statistically manner. Creswell (2008:46) defines qualitative research as, “...a type of educational research in which the researcher relies on the views of participants; asks broad, general questions; collects data consisting largely of words (or text) from participants; describes and analyses these words for themes; and conducts the inquiry in a subjective manner.” The qualitative research approach deals with a systematic inquiry into a natural set up where people are the primary source of gathering data. The research is carried out in a natural and unchanged environment so that the findings are not influenced by a changed environment. A changed environment may influence wrong outcomes because of fear and anxiety. If the participant is interviewed in the presence of other interested parties, the responses given will not be the same as given in a natural set up. Responses given in the presence of other people may result in stating facts out of fear and anxiety. Consequently, a natural set up refers to the participants being

interviewed at their place of origins, therefore in this study it is important to use a natural set-up such as the classroom where the participants feel safe to gather data.

According to Mayring (2014), a qualitative study is characterised by communication, shared interpretation, dialectic and deductive reasoning. In the communication process there is a sender and receiver with shared interpretations. A dialectic philosophy is the art of discussing the truth of the opinion whereas deductive reasoning refers to a method of reasoning which establishes the truth by different views of evidence so that a general conclusion is reached at the end. In a qualitative approach, ideas are exchanged using the verbal form of communication. The researcher starts with a tentative design, but it develops as the enquiry progresses continuously.

In this study, a qualitative study gains insight and explores the depth and richness in the field of Parental Involvement in music education in private primary schools. An understanding of the topic Parental Involvement is set off using semi-structured interviews as I used the Epstein's model of Parental Involvement. The focus is on six types of involvement in education identified as parenting, learning at home, volunteering, collaborating with the community, communication and decision making. These six categories of parenting styles were used to guide my qualitative research study on the phenomenon involved.

During the semi-structured interviews, open ended questions are asked so that a deep insight into the phenomenon emerges. The phenomenon involved in this study is described and explained focusing on answering the 'how' and 'why' parents are involved in the learning of music education.

In a qualitative study the responses from the participants are in the form of a text. According to Creswell (2008:56) in qualitative research, "...you seek to learn from participants in the study, and develop forms called protocols for reading data as the study proceed." According to Denzin and Lincoln (2008), a qualitative researcher seeks to locate the observer in the world and focus on understanding of his/her surroundings by interpreting the information within the natural set up. Flick (2006) in support argues that a qualitative researcher applies the theoretical assumptions based on his/her background to interpret the data collected.

There are advantages of using the qualitative research approach as Rahman (2017:104) states that, "...the qualitative research approach produces the thick (detailed) description of participants' feelings, opinions, and experiences; and interprets the meanings of their actions." Therefore, in my study a detailed description of parents' feelings, and opinions of their involvement in music education is provided as this approach understands the human experiences in specific settings. According to Denzin and Lincoln (2002), qualitative research is viewed as an interdisciplinary field which encompasses a wider range of epistemological viewpoints, research methods, and interpretive techniques of understanding human experiences. By using the qualitative approach in this study, the parents' experiences in their involvement in music education is interpreted and understood using the Epstein's theoretical framework. Different people's voices, meaning and events are realised. Corbin and Strauss (2008) further argue that, the qualitative research admits that the researcher discovers the participants' inner experiences and figures out how meanings are shaped in and through different cultures.

There are however some disadvantages in using the qualitative research method. A qualitative study utilises a small sample size and only visit a few sites, therefore the findings are typically not generalizable to the larger population. Qualitative research provides insight but do not result in definite conclusions. The research process in a qualitative study is flexible and unstructured hence, it may lead to tentative results that have limited value to decision makers or policy makers of the phenomenon investigated.

Contrary to the above, Creswell (2008) argues that semi-structured questions are broad and general so that the participants can construct meaning of the situation, forged in the discussions or interactions with other persons. In order to overcome the disadvantages in my qualitative research method, I used open ended semi-structured interview questions so that the data gathered was central to the research problem.

3.2.3 Ontological and Epistemological Assumptions

Ontology focuses on what the reality is, whilst epistemology focuses on how we can know about the reality (Dumay, 2015). Maree, (2007) states that the nature and form of reality (that which is or can be known) is called ontology as it focuses of what is true of a phenomenon. Ritchie and Lewis (2011:11) argue that, "there are three distinct ontological positions that could be taken,

namely realism, materialism and idealism.” According to Nieuwenhuis (2016), realism claims that there is an external reality which exists independently of people’s beliefs or understanding about it. Nieuwenhuis *ibid* further argues that there is a distinction between the way the world is, and the meaning and interpretation of the world held by individuals.

According to Nieuwenhuis (2016), materialism claims that there is a real world but that only material matters features, such as economic relations. Dolphiin and Tuin (2012) provide evidence that materialism is a rich philosophical tradition that goes back to antiquity where the philosophy focusses on material things in the world, hence the reality is formed from materialistic things. In my study the philosophy of materialism focusses on buying music instruments and paying individual lessons as physical features with regard to Parental Involvement in music education.

The philosophy of idealism assert that reality is only knowable through the human mind and socially constructed meanings (Nieuwenhuis, 2016). This qualitative study is based on the philosophy of idealism in an interpretivist perspective where the reality of my study is known through the semi-structured interviews. Meanings are socially constructed from the communication between the researcher and the research participants. Ontological assumptions view the world as distinctly and meanings and interpretations of the world is different depending on the individual person. Hence, the truth and reality in Parental Involvement in music education at private primary schools assists me in exploring the nature of reality.

Epistemology is the philosophy of knowledge whereas Kincheloe and Horn (2007) assert that epistemology is different from ontology in the sense that it informs methodologies about the nature of knowledge and truth. Maree (2016:67) argues that, “epistemology relates to how things can be known- how truths or facts or physical laws, if they do exist, can be discovered and disclosed.” Ritchie and Lewis (2003:11) reiterate that, “epistemology is concerned with ways of knowing and learning about the social world, and focuses on questions such as: how we can know about reality and what is the basis of our knowledge?” From the epistemological perspective knowledge is only subjective, hence my study focuses on the subjective meaning gained from the phenomenon of Parental Involvement in music education in private primary schools.

I have chosen the two perspectives, the ontological and epistemological for my research study. Ontologies help me to inform the nature of reality or what social research is supposed to be. The focus is therefor on what is the nature of reality? The epistemology only focuses on the nature of knowledge as it addresses these questions: ‘How do we know what we know and in what way is reality known to us?’ Blanche & Kelly (2002) argue in support of the use of ontology and epistemology in the interpretivist paradigm. In my study the ontological perspectives of Parental Involvement rests in the truth and reality thereof.

3.3 Research Methodology and Methods

A qualitative research study is carried out in three Private Primary schools in Francistown, Botswana. Multiple case studies are used to investigate the phenomenon Parental Involvement in music education in Private Primary schools.

3.3.1 Multiple Case Studies

The multiple case studies design has been selected to assist me to gain an insight on Parental Involvement in music education. According to Maree (2016:81): “A case study research refers to an empirical inquiry about a contemporary phenomenon (e.g. a case), set within its real-world context...” In my study each participant interviewed is a case study on its own. In support Nieuwenhuis (2016:75) states that the: “typical characteristic of case studies is that they strive towards a comprehensive (holistic) understanding of how participants relate and interact with each other in a specific situation and how they make meaning of a phenomenon under study.” De Vos et al., (2011:320) also state that the researcher usually: “immerse themselves in the activities of a single person or a small number of people in order to obtain an intimate familiarity with their social worlds and look for patterns in the research participants’ lives, words and actions in the context of the case as a whole.”

Creswell (2008:476) states that: “A case study is an in-depth exploration of a bounded system (e.g. individuals) based on extensive data collection.” In order for me to have a broad knowledge on the topic, I used multiple case studies as the research method to gain a deeper insight into the phenomenon. The multiple case studies assisted me in studying several parents as different cases to focus on the single phenomenon of their involvement.

3.3.2 Sampling

In the opinion of McMillan and Schumacher (2014:6) a sample refers to: “The group of subjects from whom data are collected; often representative of a specific population.” Creswell (2008:152) points out that: “A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.” Sampling therefore means a process of selecting research participants of a population that will represent the entire population.

The research participants refer to five parents and two music teachers from three private primary schools. My own voice was added to the research participants, since I also teach music in one of the three private primary schools in Francistown, Botswana. Accordingly, it is difficult to collect data from the whole population, the representative sample of these research participants from Private Primary Schools was purposively selected for my interviews. I used the purposive sampling procedure to select the research participants. According to Maree (2016), in a purposive sampling procedure, members of a sample are chosen with a purpose of representing a phenomenon. Purposive sampling is feasible as it provides me with participants who have rich data to answer my two research questions. Purposive sampling was done with the help of two music teachers from two private primary schools. The third school is where I teach, therefore I also chose parents who have children who actively involved in music education, to participate as the sample population of my study.

Specific parents who are actively involved in the music education in Private Primary Schools are chosen as a representative sample of other parents. Actively involved parents in music education refer to parents who bought music instruments for their children, pay for individual music lessons for their children at home and parents who volunteer to help at school in cultural activities. The private music teachers hired at home help to augment the music concepts learnt at school. The parents who are involved in music education are easily accessible with the help of the music teachers. In my study, five parents and two music teachers were selected as representatives of the population.

To encapsulate, a homogeneous type of sample was used as Maree (2016) defines this sample of people who are chosen, belong to the same subculture or have the same characteristics to address a certain phenomenon. In my study, the research participants had the same characteristics, thus their subculture and same phenomenon is studied. The subculture refers to parents from the same community/society that are interviewed on Parental Involvement in music education.

The school Headmasters from the two Private Primary Schools gave me permission to ask their music teachers to help me to select interested participants for my research. I gave a full explanation on the purpose of the research to the Headmasters, teachers and parents who accepted to participate in my study. I gave all the participants the letters of consent to read and sign (Appendix A).

Two music teachers participated in the semi-structured interviews on Parental Involvement. I determined dates, times and organised venues for the interviews with the help of these music teachers. Five purposively selected parents from three private primary schools were interviewed to gather rich data on how and why they are involved in music education of their children. The seven interviews were conducted at school in the music classrooms where the responses were recorded using my cell-phone.

3.3.3 Semi-Structured Interviews

An interview is a direct method of obtaining information in a face to face situation. The purpose of the interview is to probe the participants' opinions about Parental Involvement. According to Creswell (2008:225): "A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers." An interview is an interaction between two or more people in order to gain specific information. Maree (2016:92) says that: "...semi-structured interviews is commonly used in research projects to corroborate data emerging from other data sources." Semi-structured interviews are organised as the data collection technique.

In the opinion of Creswell (2008), the open ended questions are asked so that the participants can best voice their experiences unconstrained by any perspectives of the

researcher or past research findings. Bell (2005) asserts that open or unstructured questions require a comment or a phrase as an answer. Unstructured questions are also known as open questions. Open or unstructured questions give the participants options to give detailed and honest responses. I asked open-ended questions on Parental Involvement in music education to solicit responses and unstructured interview questions to get clarifications on vague, ambiguous and unclear responses.

According to Maree (2016) structured questions refer to closed questions. Closed or structured questions provides for a set of responses from which the respondent has to choose one (or sometimes more than one) response (Maree, 2016). I used a combination of structured and unstructured questions to guide my interviews. The use of both types of questions helped me to probe and solicit more information from those participants who were hesitant to speak and share their personal opinions.

During the semi-structured interviews, I ask the open-ended question about how the parent is involved in music education. After asking an open-ended question I listened to the participant's response to determine emerging ideas on the concept of Parental Involvement in music education. These answers are further explored as I also asked some probing questions to gain a deeper insight in the phenomenon Involvement. The use of a probing strategy assisted me in getting detailed information on how and why the participants are involved in music education. I adopted the probing strategies proposed by Maree (2007), thus:

- Detailed-oriented probes which are aimed at ensuring that the “who”, “where”, and “what” of the answer given by the participant- because in using the “why” type of questions are sometimes viewed as threatening.
- Elaboration probes are designed to obtain the full picture and normally involve asking the participant to expand about a certain example or answer given. I tried to be sensitive not to force participants to answer questions that they did not want to answer.

- Clarification probes are used to check if your understanding of what has been said is accurate. Paraphrasing (giving the gist of what you think you heard) can be useful to confirm what has been said.

I used the semi-structured interview method so that the data collection can be easily obtained. The participants are free to give a detailed answer in these interviews since it were done individually. The participants used English as a mode of communication during the interviews and they actively responded to the open-ended questions.

These one on one semi-structured interviews took place and I recorded the discussions. Responses were then transcribed for analysis and interpretation purposes as all my interview questions were focusing on answering the two research questions of the study.

3.3.4 Field Notes

Phillippi and Lauderdale (2017) assert that field notes in a qualitative research are viewed as means of documenting needed contextual information. Recorded work as field work is used during the research process. I used field notes in different ways. During my one to one interview sessions I wrote notes in my research journal so that I could verify what I heard from every participant. My field notes helped me to keep focused on the topic of the study as emerging ideas on Parental Involvement were written down.

I recorded everything that the participants said by using my cell-phone. The participants were informed that the interviews are recorded. I also recorded some gestures from the participants as they were answering the interview questions and all information was exposed during the interview processes. The recorded data was later transcribed verbatim.

3.3.5 Analysis of Data

Creswell, et al., (2010:298) define analysis as: “An identification process of decoding and arranging the data with themes and sub-themes.” Maree (2007:101) identifies it as: “thematic analysis” where the most important themes surface and the “deductive analysis” process refer to themes that are organized, analysed and categories identified. The data collection process in a qualitative my study is recorded, later transcribed and coded into categories guided by Epstein’s model of Parental Involvement.

After gathering data through semi-structured interviews, I embarked on the analysis processes of the data. My data analysis is based on the Epstein's theoretical framework of Parental Involvement. Data collected is analysed qualitatively reflecting on the responses given by the participants. McMillan and Schumacher (2014) point out that the qualitative data analysis is primarily a deductive process of organising data into different categories. Deductive processes involve the search for patterns from observations, therefore, the findings from the collected data on Parental Involvement in music education is presented during the process of analysing the data.

My first step in analysing the data was to transcribe all the recorded interviews into one blended document. After the transcription of data, I then used the open-coding process to analyse data collected from multiple case studies. For the process of coding to occur, I did a comprehensive reading strategy on the transcribed data so that categories and themes are established. Two categories emerged from the collected data, addressing the two research questions, 'how parents are involved in music education and the why they are involved in music education.' Subsequently the other sub-categories emerged from these two categories.

The Epstein's model is used as a guide to help me with the analysis of data. The emerged categories were grouped into themes with the help of the Epstein's model of Parental Involvement and the established themes were presented in a narrative form. According to Maree (2016:104), the "...narrative analysis refers to a variety of procedures for interpreting (making meaning) of the narratives generated in research."

3.4 Trustworthiness

In a qualitative research study, data is validated through the assessment of trustworthiness. Maree (2016:123) asserts that, "...trustworthiness is of the utmost importance in qualitative research." In my qualitative study, the data analysis, findings of the study and conclusions are assessed using trustworthiness. Qualitative researchers proposed four ways of assessing trustworthiness in a qualitative paradigm thus credibility, transferability, dependability and conformability. In order for the data to be trustworthy, participants were asked the same interview questions. Each research participant was given enough time to answer the questions freely. Interviews were conducted at a private primary school during the afternoons. All the

participants were enlightened before the interviews about the research purpose of these interviews as well as their anonymity. Consequently, the data collected in my research study is viewed as trustworthy.

3.4.1 Credibility

In a qualitative study credibility is enhanced through the adoption of well-established research methods; a research design that fits the research questions and a theoretical framework that addresses the research questions (Maree, 2016). I used Epstein's model of Parental Involvement to enhance the credibility of my study. Maree *ibid* further argues that credibility deals with the questions: 'How congruent are the findings?' and 'How do I ensure that the reader will believe my findings?' I enhanced credibility by familiarising myself with the three private primary schools and the two music teachers at these schools. A well-defined purposive sample in a qualitative study enhances credibility, hence I asked the two music teachers to assist me in choosing the parents who are involved with children learning music education at their private primary schools.

3.4.2 Transferability

In my study, the data collected is presented using the concept of transferability. Lincoln and Guba (1985) argue that transferability should be the construct used in qualitative research. Maree (2016:124) asserts that: "Unlike generalisability, transferability does not involve generalised claims, but invites readers of research to make connections between elements of a study and their own experience or research." In order to increase transferability in my study, I used parents who have children who are studying music education, therefore parents with children undertaking piano and theory public examinations with the ABRSM. Involvement of parents who have children studying piano and theory helps increase the concept of transferability since the phenomenon under study is Parental Involvement in music education in private primary schools.

A thick description of my research data and research participants were outlined in my qualitative study to use the concept of transferability in my study. The purposive sampling procedures from the research design as part of the qualitative study, will establish a connection from the data gathered linking to a real-life situation. Consequently, the established link reveals the concept of transferability of information gathered in my study.

3.4.3 Dependability

My study uses the interpretivist paradigm, which states that a qualitative approach to data analysis was used in a subjective perspective. According to Nieuwenhuis (2016:124): “In qualitative research the concept ‘dependability’ is used in preference to reliability.” For data to be dependable, the research design, its processes and the process of collecting data in this study were clearly outlined. A clear and explicit process in a research study, if done repeatedly, yielding the same results lead to the study being dependable.

To ensure that this study is dependable, multiple case studies investigating the same phenomenon were done. Semi-structured interviews were carried out in a natural set up asking the same interview questions to different purposively sampled research participants. Similar results were obtained from the same methods of data collection in the study, hence the test for dependability in this qualitative study is confirmed.

3.4.4 Confirmability

In order for me to avoid the risk of being bias and see facts genuinely as they are, strategies used to increase confirmability in a qualitative research study were administered. In the opinion of Lincoln and Guba (1985), confirmability is the degree of neutrality or the extent to which the findings of a study are shaped by participants and not by the researcher bias, motivation, or interest. In my study multiple case studies were done asking open ended questions to elicit a deeper understanding of Parental Involvement in music education. Complex issues were raised through further question probing on answers which were given by the research participants. I was constantly aware of the concept of not being bias in my data collection procedure so that confirmability in my research study is determined.

3.5 Ethical Issues

The research participants in this study are human beings and the issue of ethical considerations is of paramount importance. The Helsinki Declaration of 1972 confirmed that it is important for the researcher to obtain clearance from the ethics committee. An ethical clearance letter was received according to the Research Ethics Committee of the University of Pretoria, with reference to the Code of Ethics for Research (Rt. 429/99); Committee for Research Ethics and

Integrity Policy and Procedure for Responsible Research (S40883/00-amended) and the Postgraduate Policy of the Faculty of Education (s 4308/100). Therefore, the participants and data collected in the research study was treated according to the regulations of the University of Pretoria.

According to the regulations of the University of Pretoria, participants have to complete an ethical clearance form after the participants' rights are explained clearly to them. Participants were informed that they need to volunteer for participation and trust the researcher as information gathered will be treated as confidential. Informed consent from parents were sought with assistance from the music teachers. Privacy, confidentiality and anonymity were explained to the parents before the data collection.

Institutional approval was sought from three private primary schools' Headmasters in Francistown, Botswana. Letters were sent to the three schools explaining the purpose of the research and how it was to be carried out. Three schools' Headmasters were asked to respond in writing if they accepted that the interviews can be conducted at their schools. The Headmasters were also informed that names of schools and participants will remain anonymous.

The two music teachers also completed the ethical clearance letters as they were part of the study and helped in identifying and communicating with the parents to be interviewed. Five parents and two teachers were given ethical letters to sign before they could participate in the research.

3.6 Conclusion

An explanation and clarification of the concept research design and the methodology was the points of discussion in this chapter. Specific concepts under the research design such as the interpretivist paradigm, qualitative approach and the ontological and epistemological assumptions were discussed to answer the research questions. The adoption of a qualitative approach and the interpretivist paradigm in my study focused on addressing the purpose of my study which is to investigate why and how parents are involved in music education in private primary schools. The interpretivist paradigm focuses on the meaning of the world and that meaning is construed inter-subjectivity aiming at deriving the perceived reality. Therefore, in this study meanings are socially constructed on the phenomenon Parental Involvement. In order to understand parents' involvement in music education, multiple interview case studies were

conducted. In this chapter I used the interpretivist paradigm as a tool to address my topic of the study entitled Parental Involvement in music education in Private Primary Schools.

I also used the qualitative approach whereas Maree (2016) states that qualitative research is an inquiry process of understanding where a researcher develops a complex, holistic picture, analyses words, reports detailed views of participants, and conducts the study in a natural setting. In my study a qualitative approach was used to inquire the complex, holistic picture of the phenomenon involvement in a natural setting so as to answer the ‘why’ and ‘how’ research questions of my study. Semi structured interviews were conducted in three private primary schools so that an in-depth understanding of why parents are involved in the way they are involved in music education is solicited. Answers to how parents are involved in music education of their children were part of the proceedings of the semi structured interviews. Interviews were investigated as case studies on Parental Involvement. The sample size of the population was outlined in this chapter. This chapter also described how data analysis was to be done addressing the two research questions.

The purpose of this study investigates the phenomenon Involvement in an effort to address why there is an imbalance of numbers of Parental Involvement in music education in private primary school. An imbalance is noticed since few parents are seen to be involved in the learning of music of their children.

The research design and methodology used in this chapter were guidelines to receive rich data from the participants to answer the purpose of the study. In this regard, the issues of trustworthiness and ethical issues were also discussed following the regulations of the Research Ethics Committee of the University of Pretoria. According to Creswell, (2008:179), “Data collection should be ethical, and it should respect individuals and sites”, hence this study adhered to the University of Pretoria’s policy of research ethics.

The following chapter provides a detailed discussion of the themes and categories from the phenomenon Parental Involvement. The discussions and findings will be guided by Epstein’s model of Parental Involvement in order to answer the two research questions in chapter one.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

In my previous chapter, I outlined the research design, methodology and ethical principles regarding human participants. These outlines were clearly outlined to answer the two research questions in section 1.5.

The thrust of chapter four is about the analysis and interpretation of the data. The data was gathered through multiple case studies with qualitative semi-structured interviews. Having gathered adequate data on Parental Involvement in music education in private primary schools, the data was coded, analysed and interpreted guided by the Epstein's theoretical framework of Parental Involvement in education.

This chapter outline the biography of the research participants as each participants' data was analysed and interpreted. The emerging themes and categories from the seven semi-structured interviews was analysed in an attempt to address the research questions.

Seven research participants were interviewed at their respective schools. Thus, five parents and two music teachers were audio recorded during the interview processes. The audio recorded tapes were later transcribed verbatim for the purposes of analysis and interpretation. The analysis was done guided by the six themes of Epstein's theoretical framework in identifying the following themes, parenting, volunteering, communication, learning at home, decision making and collaborating with the community. Two categories that also emerged from the gathered data were the home and school environments. The six themes and two categories were used as the basis for scrutinising and analysing the research data.

The themes and categories are focusing in answering the two research questions in section 1.5. therefore, "How are parents involved in music education in private primary schools and why are parents involved in the learning of music education in private primary schools in the way they are?" After the identified themes which emerged from the seven semi-structured qualitative data collection methods were analysed and interpreted, the findings were used to identify and

establish gaps on the phenomenon Parental Involvement. The key findings to the study will be outlined in chapter five.

4.2 Biography of My Research Participants

Two male music teachers from two different private primary schools participated in the semi-structured interviews scheduled at their respective schools. They were the first to be interviewed. They are both qualified music teachers as they each have a bachelor’s degree in music education. After interviewing the music teachers, five female parents who are actively involved with their children in the learning of music education, participated in the semi-structured interviews scheduled at their respective three private primary schools. All the semi-structured interviews were conducted with the focus of answering the two research questions.

Table 4.1 shows a summary of the biography of the research participants.

Private schools	Participants	Gender	Language
Private School A	Participant A1	Male	English
Private School B	Participant B2	Male	English
Private School C	Participant 1	Female	English
Private School A	Participant 2	Female	English
Private School B	Participant 3	Female	English
Private School C	Participant 4	Female	English
Private School A	Participant 5	Female	English

The biographical table was designed to show a summary of all research participants in the study. Seven participants were purposively selected from three private primary schools. Participants A1 and participant B1 represent the two music teachers interviewed. Participant 1 to 5 represent the five interviewed parents.

4.3 Data Analysis: Semi-structured Interviews

The Epstein's theoretical framework of Parental Involvement in education was utilized in the planetary stage of constructing the semi-structured blueprint of interview questions and therefor used to guide my interviews. This theoretical framework of Parental Involvement served as the lens through which the data was collected, analysed and interpreted. I first transcribed all the data collected by electronic means thus, through audio recordings of all seven semi-structured interviews. All the audio recordings were transcribed verbatim, thus all words said by the participants were written down. The transcribed data was carefully coded into meaningful analytical units. A priori coding system was used in coding the qualitative data. Maree (2017:116) states that: "When dealing with a priori coding, the meaning units are established prior to the data analysis."

All the research participants were informed about the purpose and aim of the study. I informed my research participants that the purpose of the study was to investigate Parental Involvement in music education in private primary schools. An informed letter of concern was distributed to all the participants explaining that their names and the names of the private primary schools will remain anonymous. Pseudonyms for example 'Participant A1' or participant B2 and private primary school A, B and C were used for anonymity. All the semi-structured interviews were carried out at the participants' convenient places and time. I also informed the research participants that semi-structured interviews were to be audio recorded and later transcribed. I also informed the participants that the gathered data will only be used for research purposes.

All seven semi-structured interviews started with an introduction of highlighting the background of the study. The first semi-structured interviews were conducted among the two music teachers from two Private Primary Schools. The music teachers were interviewed at their different schools. Music teachers were asked questions to establish their thinking concerning Parental Involvement in music education at their school. The first question was:

- How are parents involved in the learning of music education?

The first two participants to be interviewed were the music teachers from private school A and private school B. The participant A1, pointed out that parents from his school bought music instruments, for example guitars, pianos and/or violins. Participant B2 from private school B

argued that parents in his school, provided music learning at home through their engagement of music tutors. Then participant B2 reiterated that parents at his private school B were also involved in the learning of music education through their active participation in supervising music homework. Participant B2 indicated that he gives learners theory homework to do. Parents at his school sign the music homework book to show that they have supervised the work. In order to ensure that there is learning at home, participant B2 also articulated that his parents from private school B provided learners with music instruments, for example keyboards, guitars, violins and/or flutes. Participant B2 reiterated that learners practice their music instruments at home. The parents create time for children to practice at home to assist with their progress.

The two music teachers who participated in the study, further reiterated that the parents at their two private primary schools volunteered to help in cultural activities. The cultural activities for were for example the teaching of various traditional dances. Participant A1 from private school A indicated that at his school they normally conducted cultural activities where music from different cultures is presented during an evening concert. Parents from different cultural backgrounds are invited to come and teach the children, thus volunteer to teach and present music of various cultures. The participant further argued that, for example the Indian parents normally volunteer to come and sing their traditional songs and show traditional dances to the audience.

The two music teachers also indicated that they always write or call the parents using the school's cellphone, therefore the parents are involved in music education through communication. The participant A1 from private school A indicated that he created a music WhatsApp group where school activities, homework exercises in theory and other developments at school are communicated to the parents. The participant B2 also indicated that at his school the school communicates with parents through written circulars and memos on the school notice boards.

Participant A1 and B2 pointed out that parents are involved in music education through their active engagement in decision making. The participant B2 from private school B indicated that parents in his school are involved in decision making processes during the parent annual general meetings. The participant B2 indicated that parents decide on the dates for hosting the cultural

day as well as determine the activities for that day. Participant B2 however, indicated that parents only suggest what can be done where the school management and the teachers have the final say about the program of the cultural day. Participant A1 from the private school A also eluded that parents are involved in decision making processes during PTA meetings. Participant A1 echoed that in his school one of the parents suggested that the school should buy a grand piano. The school later purchased the grand piano to assist to develop music further at school. The two music teachers however reiterated that the parents have limited powers in decision-making since the final decisions are normally done by the school management in consultation with the school authorities.

I asked the music teachers if there is any collaboration with the community as it relates to music education and parent involvement in music education. Participant A1 from private school A was of the view that there is a collaboration with the community where the school engaged the community leaders in teaching music performed by their local communities. Community leaders were invited to teach children different dance styles performed by the 'Baherero culture' found within the local community. Participant B2 also reiterated that his school collaborates with the community through their engagement in teaching different music genres. The parents from the local community were invited to demonstrate music performed during the rain making ceremony. The local community parents would come and explain to the children what the role of music during the rain making ceremony means.

The two music teachers were also asked how they felt about the parenting role of parents in the learning of music education. The two music teachers indicated that they know that some parents have music rooms and music instruments that they bought for their children. Participant B2 reiterated that parents from his private school B, have small music studios for their children to record their music. Participant A1 also indicated that children from his school were also writing theory and practical examinations offered by ABRSM. Participant A1 indicated that the parents were hiring qualified music teachers to help learners at home. Then participant A1 affirmed that parents from his school were paying 150 pula per hour for practical music lessons conducted at home. A further probing question was asked concerning the general income for parents with children at private schools. Participant A1 indicated that most of the parents at his school were

government workers, for example nurses, government medical doctors and other former mine workers. The participant indicated that the general salaries of these government workers ranges between 8000 pula to 10 000 pula per month. The participant further indicated that most of the parents rent houses cost an average of 2000 pula per month. Participant A1 indicated that most of the parents at his school struggle to pay school fees, hence most of them fail to pay 150 pula for an one-hour music lesson. The fees for music theory lessons showed that parents are paying 100 pula per hour and during the examinations they also paid the examination fees and invigilation fees. At my private primary school parents who are involved in the learning of music education pay examination fees and practical fees as they register learners at ABRSM examination. This year 2018, the ABRSM examination fees were as follows:

Table 4.2 shows ABRSM examination fees for 2018

PRACTICAL		THEORY
R610	Grade 1	R320
R680	Grade 2	R370
R720	Grade 3	R390
R940	Grade 4	R470
R1,030	Grade 5	R540

The table shows the fees structure for the 2018 ABRSM examinations for practical and theory. Participant B2 reiterated that at his school he normally register between 5 and 10 music learners to write theory of western music and do the practical ABRSM examinations. In my private primary school where I teach, this year 2018, I registered 5 learners to write the grades 1, 2, 3, and 5 in theory of western music. The parents paid examination fees indicated on table 4.2. The other parents paid examination fees for both theory as well as practical piano examinations. Participant A1 also stated that at his school he registered 7 learners to write both theory and do ABRSM practical examinations in piano and flute. All the participates indicated that it is very

expensive to engage a child in music education. The participants cited that examination fees and the individual tuition on music lessons were also expensive. The participant 3 reiterated that the working-class parents normally are struggling to pay a school fees of 10 000 pula a term. Consequently, the same parents find it very difficult to be involved in their children's music education, since it is also very expensive.

The two music teachers opined that parents who are involved in the learning of music education spend much money in hiring music tutors and providing music learning materials, for example music manuscript books and music instruments. Participant A1 and A2 indicated that parents who are involved in the learning of music education purchase the keyboard instrument for about 15 000 pula. Parents also order music theory practice books and practical books from the United Kingdom. These books cost an average of a 1000 pula per grade level for both theory and practical. Participant A1 indicated that it looks like only parents who are very rich are the ones who afford to pay music examination and extra tuition fees. The other non-wealthy parent can not afford any music education. Participant A1 also indicated that this is the reason he has few parents involved in the learning of music education.

The parents who participated in the semi-structured interviews were also asked the same question on how they are involved in music education. Participant 1 argued that to ensure that there is music learning at home, she argued that she provided her child with a music instrument to practice at home. The other participant 2 also indicated that she also engages in extra music tuition at home. The other three participants also argued that they are involved in the learning of music at home through their involvement in homework supervision and provision of music study rooms.

The parents who were interviewed also reiterated that they volunteer in presenting music of their cultures to the school. Participant 3 from private school B pointed out that she normally volunteers to teach the 'chinyambura' dance style from her Shona culture. Participant 5 also indicated that she volunteers in providing different music props that are used during their traditional ceremonies. In Botswana, participant 3 indicated that they normally have a rain making ceremony among the Kalanga tribe. This participant 3 indicated that the Kalanga people

in Botswana normally conduct the rain making ceremony at Domboshava in the Northern District of Botswana where the ceremony is accompanied by music and dance. Participant 5 indicated that she volunteers to teach specific music that accompanies specific ceremonies such as the mukwerere, thus the rain making ceremony. The participants also indicated that they volunteer to make traditional beer and also fetch firewood for fires. The Kalanga tribe believe rains can only come if they first talk to their ancestors. Hence, the rain making ceremony is conducted every year. Participant 4 indicated that they volunteer to help in purchasing the music instruments, for example the mandobo drum which is played during the ceremony.

Among the Zezuru tribe they also have their kurova guva ceremony. During the kurova guva ceremony the Zezuru tribe believe the ceremony is done to bring back the spirit of the dead person home. They believe the spirit of the dead person who is the relative is taken home so that the spirit can protect the home. Participant 5 indicated that they normally volunteer to buy food to be eaten during the kurova guva ceremony. All the participants indicated that to ensure that their children appreciate their role as parents, they also usually volunteer for other school activities, for example sports days and school fund raising activities organized by the school.

The parents reiterated that there was communication between the music teachers and the parents. The participant 4 from the private school C, indicated that they normally receive messages through their cellphones concerning the children's music homework. The participant also reiterated that they receive circulars and memos on school notice boards concerning different music concerts of the year. Participant 4 reiterated that as parents they also visit the school frequently and conduct one to one discussions with the music teachers. These discussions normally focus on the child's music progress in theory and practical progress. The other participants also concurred that their schools send them letters at the beginning of the term indicating forthcoming events. The participants also pointed out that they receive the school calendar that outlines the school programmes of the term. They also reiterated that they have a teacher/parent conference where they discuss their child's progress in music education. A way forward for progress in the next level of practical's and theory is also planned. All the participants indicated that they are involved in the learning of music education through their frequent communication that they have between the school management and the music teachers.

A probing question was asked on the importance of music education. The participants felt that some parents who are not involved in their learners' music education, was because of a result of their ignorance on the importance of the subject. The participants were of the view that music was just like any other subject in the primary school curriculum. Three participants argued that music will help her child to excel in mathematics, cultural studies and the English language. All participants however felt in order for the child to do well at school and that parents should be involved in all their learning activities.

The parents also indicated that they are involved in decision-making. The participant 1 from the private school C indicated that she is on the school PTA board, hence she is also involved in decisions on which music functions are to be hosted by the school. The participant also indicated that she decides on activities to be included during the end of year music concert. The participant indicated that her school have a music concert where children from different classes perform their class music items. The parents can then decide which other music cultural activities can be presented during that day. The participant 5 from private school A reiterated that, at her school parents are involved in decision-making processes. She argued that their school once consulted them on which music curriculum the school should follow. The parents had a choice between the music curriculum examinations offered by Trinity School of Music or music offered by ABRSM. Both these music boards offer theory and practical music courses. Hence, parents were consulted by the school to decide which music curriculum they all should follow. Thus, participant 5 in consultation with the music teacher indicated that she chose ABRSM. Therefore, she feels the school allowed her to be involved in decision making, consequently she feels obliged to be involved in the learning of music education.

All the participants indicated however that the school only allows them to suggest what should be done at school. This participant indicated that the final decision is however made by the school management. The participants also indicated that they have great input in deciding on music homework policies. All the participants reiterated that they have input on music homework where learners were given one practical song to practice per month. They indicated

that the school management accepted their proposal, hence they feel part of the whole system in the way the school operates.

The parents were then asked how the school collaborated with the community in promoting music education. Participant 4 from private school C indicated that the school normally invites community leaders, for example the herdsman to come and attend their cultural activities. The herdsman is then given the opportunity to address the parents on the importance of different cultural activities. Participant 1 from private school C indicated that her school involved the community through the invitations sent during music evening concerts or auratory nights. During the auratory night children perform music taught at school by their music teachers as children perform music of their own culture. Hence, the local community leaders are invited to come and grace the occasion.

Some participants indicated that their schools collaborate with the community through their involvement of parents from the local community. Parents from the local community who are good in performing traditional dances are invited to teach the learners various dance movements. Participant 3 from private school B indicated that her school always invite the Baswara families from the Bushmen community to come and teach children music of their culture. Learners are taught how to play the 'stinkane' thumb piano/lamellaphone from the Basarwa community. The participants reiterated that the school and the community always work together concerning matters that involve the learning of music education.

Parents also argued that they provided their children with study materials and music rooms to practice. Participant 1 indicated that she bought the music practice books for the ABRSM theory of music. The other participant 4 indicated that she has two children writing music ABRSM theory examinations this year and indicated that she has engaged private music teachers at home. The participant 2 from private school A explained that she also helps her child with homework as well as engages a private music teacher to help the child enforces music concepts learnt at school. All the parents indicated that they are involved in parenting their children because they feel it is part of their roles as parents. Hence, their involvement in music education as they

provide music study rooms, music instruments to practice on and entering their children to write public music theory examinations (ABRSM).

The music teachers were also asked:

- Why are parents involved in the learning of music education?

In responding to the question why parents are involved in the learning of music education, the participant A1 from private school A reiterated that some parents generally feel that it is their obligation to support their children at school in all learning activities. Participant B2 explained that parents love music and they believe music plays an integral role in the development of their children. A further probing question was asked why they feel music plays an integral role in the development of the learner. The participant B2 argued that some parents feel music is part of their life, hence the need for their children to be involved in music education. The participant B2 also said, *Music helps in the development of the child's fine motor skills, social development and cognitive development.* Participant A1 also felt parents are involved in the learning of music because it was their duty to do so.

Participant 1 reiterated that she is involved in the learning of music education because she herself never had an opportunity to study music when she was young. This participant also indicated that she loves music and her desire is for all children to be involved in music education. Participant 3 from private school B reiterates that her involvement in music education is fueled by her passion for music as she feels music is part of life. This participant presented a positive narration on how she experiences her emotions when her son plays piano. She stated that the sound of her son playing piano lifted her low spirit, therefore she experiences as a type of therapy. This one reason was indicated that children must be actively involved in the learning of music education so that depressed parents are healed through music. Participant 4 from private school C confirmed the previous statement and said: *I am involved in the learning of music education because I feel music is a healer as it occupies my mind in a good way.* Contrary to these participants, participant 5 from private school A, said: *Music is just like any other subject, that is science, cultural studies and mathematics and have no different effect.*

Following the first question of why parents are involved in the learning of music education, was:

- What are parents' contributions towards the learning of music education at their Private Primary Schools?

The two participants responded by indicating that some parents contribute by their involvement in cultural activities. Parents volunteer to teach different music genres of their culture to the learners, for example participant B2 indicated that parents from his school volunteer to teach music of the Herero cultures found in Namibia. Some parents are also involved in the parent teachers' association (PTA). Participant A1 from private school A reiterated that most of the parents involved in the learning of music education are on the school PTA board. The two music teachers reiterated that the involvement of parents in this board contributed significantly in the learners' attitude towards school work. They indicated that children practice music instruments at home with no close supervision because they know that their parents are involved in the PTA. They declared that children do not want to frustrate their parents with no progress as the parents are interested in their schools by being part of the PTA.

This led to the question of:

- How do parents show interests in learning of music?

The music teachers reiterated that some parents show interests in the learning of music by the way they volunteer to come and teach at school. Some parents volunteer to teach traditional instruments found in their culture, for example participant B2 indicated that parents from his school volunteer to teach the 'mbira/setinkane known as a thumb piano in ethno-musicology. The participant A1 also argued that parents show interests in music as they always supervise music theory homework and practical homework. Parents also communicate with the music teachers concerning the child's music work. The two participants argued that the parents created music practice rooms for their children as well as employed private music tutors to show their interest in music education.

The disheartening fact that came to light is:

- Why are there only a few parents involved in the learning of music education?

Participant A1, identified lack of music knowledge and limited finances as the hindrance factors of the lack of parent involvement in music education. A probing question was asked why the

music teacher felt this. Participant A1 indicated that at his school parents struggle to pay school fees, hence he feels that's why few parents are involved in music education. Participant A1 also reiterated that during teacher/parent conferences certain parents indicated to the music teacher that they do not know how they can help supervise music homework.

Following this revealed truth, the question was then directed to the parents who participated in the study:

- What is your musical background?

Participant 1 from private school C indicated that she used to be in the school choir and used to play piano and the recorder at school, hence her involvement in music education. The other four participants however indicated that they had no music background and neither their parents nor grandparents were actively involved in music.

These answers then led to the fact of:

- How are you involved in the learning of music education of your child?

Participant 2 from the private school B indicated that she bought the guitar and piano for her child and participant 3 from the private school C said that she created a study room where her child practices music and do music homework where the home environment is quiet. All the participants indicated that their children were also involved in private tuition lessons at home. Children at home were learning how to play piano, flute, recorder and theory of Western music. All participants also indicated that their children were doing international public examinations conducted by the ABRSM at the end of each year. The participants also indicated that they pay extra tuition and examination fees for their children to participate in these examinations. Table 4.2 shows the 2018 fees structure for the ABRSM examinations for both theory and practical examinations.

The next question that followed was:

- Why are you spending much money in the developing of your child to learn music education?

In responding to this question, participant 5 indicated that *it was just for the love of music*. The participant 4 also indicated that she generally, *just love music*. However, the other parents indicated that it was their obligation to make sure that their children get the best education they can. All the participants indicated the need for good learning environment and support in homework. The other participant 1 from private school C, however indicated that she only checks if the music homework is done, but she has little knowledge of music education.

In responding to the question, why are they involved in the learning of music education? Participant 4 felt that there is a close link between the school and home and because of this close link this participant felt it is her duty to give much support in her child's education. Participant 5 from private school A indicated that she is part of the school's PTA and this encourages her to be actively involved in her child's education. Participant 5 also argued that her involvement in PTA allows her to make decisions in the running of the school. Consequently, she feels obliged to be actively involved in the learning of music education for her child. The other participants also indicated that they are involved in the learning of music because of the general love of music. One participant was of the view that music is just like any other subject at school and needs no special attention.

To probe further into Parental Involvement the following question was asked:

- Does the school involve you in decision-making as it relates to musical activities at school?

One participant indicated that the school management gives them the opportunity to decide on other developmental projects at school for example the introduction of a weekend school academy. They feel that their children develop academically when new programs are introduced. They experienced that the new program of a weekend music academy develops the level of competence of the learners in music. Consequently, most of the participants feel it is their role to attend and contribute new ideas to help develop the school program.

The participants from all the private schools indicated that they are involved in deciding what activities to include during the year-end cultural function at their schools. Cultural activities are done in these schools because the schools consist of multicultural societies. Cultural activities are

presented to expose and educate learners to appreciate another peoples' culture. Every year a cultural event is hosted and parents volunteer to teach different cultures to various children.

In order to stimulate more interest, I also asked the participants to express their views towards music education in general, so the question was:

- What do you think about the future of music education in Private Primary Schools?

Participant 3 felt music education should be taken seriously as it is now a source of employment. Participant 3 argued that in music education children learn about their culture and practice the concept of 'ubuntu'. The participant cited the cultural activities where children sing songs about 'ubuntu'. The concept of ubuntu focus on acceptable/good behavior in a society.

Participant 1 from private school C felt music education should be examined in the same way as other subjects, for example English, Mathematics and Science. The participants generally felt that schools should increase the number of music teachers so that many opportunities for teaching musical instruments and genres can exist. Participant 1 felt that only one music teacher in a school was not meeting the needs of the school. The participant argued that one music teacher cannot teach all the music instruments. The participant also felt the music teacher at their school was teaching too many children, hence his work load is too much. Participant 4 also confirmed that fact that at their school there is only one music teacher and she felt it was a huge challenge to teach the whole school if learners are to learn to play an instrument like a piano. The parent reiterated that piano lessons are taught to lessons as individuals and this difficult for one music teacher to cater for the whole school. Although most of the responses were positive the next question was:

- Why is there still a lack of Parental Involvement in music education?

Participant 5 felt there is lack of parent involvement in music education because of parents' ignorance. The participant felt that schools should invite parents to come to school for workshops on parenting so that they can be educated on the needs to be involved in the children's learning activities at school. Participant 4 however alluded that lack of parent involvement in music education was caused by parents' lack of music knowledge and other work commitments as most of the parents are from the working class.

The last question focusing on addressing the aspect of communication and collaboration with the community as alluded by Epstein's model of (PI) was:

- How is your communication with the school and is there any collaboration with the community?

In responding to these questions, Participant 1 indicated that at their school memos and circulars are sent at the beginning and end of each term. Circulars are also sent to parents during the term if need be, for examples parents indicated that they always receive circulars when there are sports activities at school. Participant 2 from the private school B stated that the school sometimes communicate to them using the school's cell phone. Participant 2 also indicated that there is a communication link via the use of email correspondence. The two music teachers indicated that they have a WhatsApp group where they communicate with parents who have children learning how to play instruments. The other participants in terms of communication indicated that their schools have an open-door approach to communication. This means the parents are free to call the school at any time and discuss whatever they feel needs clarity. Therefore, this link between the school and parents prompts their active involvement in the children's education.

On collaboration with the community, the participants were asked the following question:

- How does your school collaborate with the community?

Participant 2 felt that there is limited collaboration with the community. The participants felt the school should have more cultural, social gatherings and other programs that engage the community at large. Participant 3 from private school C argued that her school is engaged in community outreach programmes where they are engaged in cleaning up camps. The school also invites members of the community to come and support during the fund-raising activities of the PTA. One participant was however not quite aware how their school collaborate with the community. I however then asked a question on how leaders of the community for example the councilors, church leaders and the mayor help the school. All parents indicated that these stakeholders only participate in school activities at a minimal level. When asked why there is minimal participation, participant 1 felt there is less engagement of these stakeholders by private schools. Participant 2 indicated that community leaders are more comfortable to help public

schools rather than private schools. The community leaders, for example counselors donate music instruments to public schools. The participant indicated that donations are not given to private school because they think private schools have enough funds and music instruments.

The music teachers reiterated that there is a collaboration between the school and the community. The members of the community are invited to come to teach certain cultural music and dances to the school children. This engagement of members of the community in teaching according to the music teachers shows that there is collaboration between the school and the home. The participants however had positive emotions that much more could be done by the private schools to collaborate within the community and the school. A probing question was then asked what they felt must be done to collaborate with the community. Only one participant indicated the need to involve the community in workshops of parenting and workshops on how private schools operate. The participant felt the less engagement of schools and the community was caused by lack of knowledge between the two parties involved.

4.4 Summary: Semi-structured interviews

While conducting the seven different qualitative semi-structured interviews, data collected through audio recordings revealed that some parents lacked musical background. Hence, music homework supervision is not closely monitored. Other participants reiterated that it was their role to provide learning materials at home and also volunteer to do duties at school. The participants felt as parents they should buy learning materials, for example music instruments. They also had a feeling that parents should volunteer to help at school either in classroom activities or outdoor activities.

All seven participants felt there was communication between the school and home. They viewed the communication between the school and parents as of paramount importance. The use of memos, circulars and teacher-parent conferences were seen to promote high parental turn out to be involved in children's activities at school. The activities here refer to sporting activities, fund raising activities, for example the FETE and wellness day activities. During the FETE and Wellness day, the school focuses on raising funds. The activities during the FETE and Wellness day includes for example musical movies, cultural dance groups and aerobics. Parents and Learners pay to watch the musical movie. The cultural groups make presentations in the school

hall. Parents and children also pay a nominal fee to watch the cultural groups. Children learn music of different cultures through their participation in cultural dance groups. All the participants also felt it is their obligation as parents to provide support in the learning of music education. Hence their active involvement in the learning of music education.

The participants had a general feeling that some parents are not involved in the learning of music at home because of lack of resources. Participant 1 from private school C reiterated that at her school some parents are having problems in paying school fees. This participant also indicated that some parents fail to support PTA fund raising activities, thus failure to support the PTA activities is caused by lack of resources. Consequently, lack of resources results in some parents' lack in supporting learners at home as well. The participant 3 from private school C indicated that learning music at home was difficult for some children because some parents lost their jobs in the mines because of the economic recession. Thus, parents are now engaged in buying and selling business where they spend long hours at the market selling products. This influences the supervision of children's homework and no encouragement exist to play music instruments at home because absent parents.

4.5 Themes and categories

During the interpretation and analysis process, the following themes and categories emerged and are tabled below.

Table 4.3 Themes and categories

Themes	Categories
Parenting role	<ul style="list-style-type: none"> • Providing learning aids/guitar, piano • Hiring of private music tutors • Providing of music study rooms
Communication	<ul style="list-style-type: none"> • Music teachers and parents • Teacher-parent music conferences

Volunteering	<ul style="list-style-type: none"> • Teaching different music cultures/genres • Teaching traditional dances
Learning at home	<ul style="list-style-type: none"> • Music homework • Practicing music instruments • Music private tuition
Decision making	<ul style="list-style-type: none"> • PTA parents decide on cultural activities • Parents decide on curriculum matters
Collaborating with the community	<ul style="list-style-type: none"> • Cultural activities

The following themes emerged from the data gathered through semi-structured interviews; parenting, communication, volunteering, learning at home, decision making and collaboration. The table above shows that the parenting role has the categories of hiring music private tutors, provision of music instruments and music study rooms. On communication the music teachers and parents always communicate about the child’s music homework. Under volunteering the parents usually volunteer at school to teach music of their culture. Learning at home involves homework supervision and practicing of music instruments. Parents are involved in decision making hence the following category of deciding on the music curriculum and cultural activities to be done during cultural weekends. The last theme is collaborating with the community where cultural activities, for example teaching music of different culture emerged.

The data analysis and interpretation processed was guided by Epstein’s model of Parental Involvement. Data coded from the initial transcriptions from audio recordings of the seven semi-structured interviews were categorised using Epstein’s six types of Parental Involvement themes.

The categorised themes were then interpreted in an effort to address the two research questions. In interpreting the themes, I used the qualitative collected data to define the meaning of the phenomenon involvement as it relates to the theoretical framework of Parental Involvement.

This study used the deductive way of analysing data. Themes and categories were formulated guided by Epstein's model of Parental Involvement and the following identified themes will be discussed focusing on answering the two research questions in section 1.5.

4.5.1 Theme 1: Parenting

In this study, the theme parenting had the following categories; providing study rooms and hiring of music tutors. The role of parents in their involvement in music education is also of buying music instruments for their children, provide a study room and supervise music homework. All the participants gave a clear description on how parents are involved in the learning of music at home.

In support of the parenting role, the music teachers reiterated that parents hire private music tutors at home to enforce learnt music concepts at school. At home parents hire music teachers to teach theory of western music. Examples of music concepts taught in theory of western music are; time signature, key signatures, grouping of notes, voices and scores to mention a few. Children are registered to write music theory examples. Parents pay extra tuition for music lessons conducted at home on the following music instruments: piano, flute, guitar and music theory. In response to the question why parents pay extra tuition at home, the music teachers felt it was the parents' duty to provide that service. Participant A1 indicated that parents pay extra tuition for private music lessons which are conducted at home.

Parents who were interviewed indicated that their role on parenting was to supervise school work at home and provide a good learning environment. One other participant indicated that she loved music hence she decided to buy a guitar for her son. The theme of parenting in the learning of music education is therefore reflected when parents provide music instruments, hire private music tutors and also provide study room for practice purposes.

In my study the first research question is, "How are parents involved in music education in Private Primary Schools? The two interviewed music teachers stated that parents are involved in music education to engage children in extra music lessons and supervision of music homework. The other five participants indicated that their involvement in music is envisaged through their support they give at home. The participants indicated that they encourage children to practice the songs taught at school. All five interviewed parents also established that it is their mandate to

send children to school to excel in examination results. Hence, they are actively involved in the learning of music education. In my interviews parents indicated that they have good home environments that support children's learning of music. According to Epstein's model of Parental Involvement, this type of involvement is called parenting.

4.5.2 Theme 2: Communicating

For the purposes of this study, communication refers to the messages sent to parents by the school. It also focusses on the dialogue between the school, teacher and parents. The semi-structured interviews conducted on two music teachers indicated that there is communication between the parents and the music teachers concerning the children's' involvement in the learning of music. The interviewed music teachers indicated that they always communicate with parents via a WhatsApp group. One participant indicated that the school also send circulars and messages via cell phones informing parents about music learning activities at school. Examples of music learning activities are vocal training, music appreciation lessons on classical music and presentations on the history of western music. Participant 2 indicated that letters of invitation to attend carol concerts are sent to them every year. The participant indicated that they are involved in the learning of music through their participation in different musical events at school.

One of the interviewed parents indicated that there is verbal communication between the teachers and parents during teacher/parent music conferences as conference policies in terms of music homework is discussed. Parents are taught by music teachers how they can help in music education where teachers discuss their childrens' development in music education. These discussions of their childrens' academic progress reiterated by all seven participants encouraged communicating processes between the school and the home. The parents indicated that there are some homework diaries that they always sign when children had done their homework, and this implies the positive agreements for communication between the school and the parents. All parents interviewed indicated that the music teachers and the school management constantly conduct conferences with every parent at least twice a term. Verbal and written communication is practiced between the parents and the school and this increase constructive participation from the parents' side as this develops a close interaction between the school and home.

4.5.3 Theme 3: Volunteering

The collected empirical data revealed that parents volunteer in school programmes, for example cultural activities, fund raising activities and wellness day activities. This support boosts their children's confidence at school. In support the literature review chapter 2.7 established that the involvement of parents in school activities help decrease number of absenteeism at school and increases the learners' confidence at school. All the participants indicated that by volunteering in school programmes where the involvement of parents, teachers and administrators produce the best results. Concerning music education, the music teachers felt that parents usual volunteer to teach different cultural dances and music of their cultures during the time-table slots for clubs at school. The two music teachers also reiterated that parents also volunteer to teach different drumming styles of their culture. The involvement of parents is noticed as they also volunteer in the preparation of music costumes during musical plays. The volunteering theme in parents' involvement in music education is therefore stimulated in an encouraging way to involve as much parents as possible.

Some participants however felt that the school management was not creating an environment for them to volunteer to help the school. The participants felt there is diminished involvement in parent involvement in music education. One participant reiterated that at her school, the music teachers does not give them chance to volunteer to come and teach children at school. The participant argued that the music teacher of their school was under the impression that parents have no knowledge concerning music education and therefore do not volunteer their expertise.

One participant indicated that she volunteered to offer her services in the PTA meetings as parents are given the platform to suggest other activities that can be instituted at school. She also volunteers to teach the traditional instrument called 'mbira' (thumb piano) during the music club at their school. Other participants also indicated that they volunteer to train the choir at school since they have good musical background in choir singing. Consequently, the parents felt they are part of the organisation and are obliged to support the learners at school through volunteering at school. This led to the notion that music talents in parents need to be investigated to encourage more volunteering at school.

4.5.4 Theme 4: Learning at Home

Learning at home involves parents helping their children with homework. The material learnt at school is therefor enforced through homework activities. Parents are expected to supervise children's homework and music education parents encourage their children to practice their music instruments at home. One participant indicated that they as parents have created a study room and bought music instruments for their children to practice. This clearly shows much Parental Involvement to develop good homework habits.

One participant reiterated that the school management organises workshops where parents are taught how to monitor children's homework. During the workshop parents also discuss the school homework policy. Another participant stated that at their school every child is expected to learn to play at least one music instrument and she bought the guitar as she felt her child should play. This was outlined in the school policy document and encouraged by the school teachers to focus on home learning.

Another participant indicated that she engages music tutors for piano practical lessons and music theory. She further explained that the reason she engages music tutors at home was to supplement the introduced music skills the children learn at school. Another participant felt that the time allocated for music lessons in school was too little, hence she decided to hire music teachers for working at home. The participants also indicated that they send their children to join the other music academies outside the school for example her child also plays piano at church to boost the child's confidence. This shows that some parents are positive to encourage music homework a bonus to further their childrens' development at school.

The two music teachers also indicated that some parents at home do not supervise music homework. They felt that some parents were not taking music seriously since it is not examined at the end of a primary course. The music teachers indicated that there are however other parents who closely monitor the children's music homework. They indicated that some parents even call the music teachers asking for more music homework. The parents who want their children to do more work, are those parents who want their children to specifically write international ABRSM theory exams. This suggested that some parents understand the value of working from home to further their children's study of music.

4.5.5 Theme 5: Decision-Making

Decision-making as part of PI involve parents as participants in school's decision making processes. Parents' participate in different committees and the PTA meetings help the school management and teachers in this regard. One participant stated that she is active in the school functions committee. Her duty is to discuss the organisations of functions with parents, for example the auratory night. During the auratory children performs instrumental and vocal items. The public speakers sometimes address parents and other learners on the value of music education. This participant indicated that she then meets the teachers and decide on which activities to be presented during the oratory night.

Another participant also indicated that as parents in the school wellness day, their role is to decide which music performing groups to hire during this specific day. The music performing groups are hired to provide entertainment on the wellness day and parents also decide on which other activities to be included during this day. Participant 2 also indicated that as parents they can decide which music groups from the communities can be hired to entertain parents during the fund-raising activities. Participant 3 indicated that at her school they have a winter annual fare and the parents suggest which music performing groups can provide entertainment.

All the participants pointed out that the school authorities were allowing them freedom to participate in decision making. The participant 3 from private school cited another music concert where parents were consulted by choosing which music items they wanted children to present during the upcoming music concert. Examples of music items that were selected by parents were solo presentations on music instruments, ensemble presentations and choir items. The other participant 4 from private school C stated that during the PTA fund raising preparations, parents decide on which cultural groups could be contracted to entertain the audience. Parents chose the local gospel artists and some cultural groups.

In the opinion of participant 4, their school allows parents to decide on which music examinations to be focused on. The other participant 5 also reiterated that the school management welcomes noble ideas coming from the parents. Participant 1 from private school C points out that during the PTA meetings parents also discuss music homework policies and parents are free to decide on which music activities to be involved in during weekends and

holidays. Participant 5 from private school A argued that during PTA annual general meetings parents decide on what they expect their children to do at school for example they may decide to introduce the juniors to an orchestra. This suggestion had a financial consequence of purchasing new western music instruments for the school.

Another example from participant 2 indicated that, at his school the parent board may decide that they want the school to hire another music teacher, but the decision is however implemented in consultation with the school management. The management will assess the viability of the projected suggested by the parents. If they agree with the decision, the management will implement the idea.

Participant 1 also echoed that parents can suggest and decide on which curriculum to be followed at school and she indicated the international public music theory examinations conducted by the Trinity school of music and the ABRSM. The school management accepted this idea and the school now conducts ABRSM theory and piano practicals as parents also decide which instrument their children should learn to play. Although these examples of various decision-making processes exist, participant 2 however reiterated that not all suggestions from parents are implemented at school. The participant cited an incident where parents suggested to hire a professional orchestra conductor, but the school management did not accept this suggestion.

Consequently, all the participants felt their involvement as parents in decision-making processes created an excellent collaborative atmosphere. One participant argued that the atmosphere implied good communication, a good learner environment where parents provide music instruments and music books to their children without complaining. Another result was that the monitoring of music theory homework is well done by the parents because of the goodwill of the school during the decision-making processes. Hence, parent involvement in school learning activities is high since parents feel that they are represented in the PTA and that their voices are also respected by the school and the community at large.

4.5.6 Theme 6: Collaborating with the community

Collaborating with the community implies that the school and the community work together. The school resources may be used to finance community projects, for example help may be offered on community cultural activities and other social support programmes. In relation to music

education, the school can involve the community by requesting the use of the community hall during the carol concert as participant 5 from the private school revealed. Members of the community are also invited to attend the carol concert and this involvement is done to increase collaboration between different parties.

Participant 1 indicated that at her school they hire the Civic Centre hall during traditional dance competitions. During the competitions different cultures present music of their culture expressed by dances. The participant cited a Kalanga dance called 'mhande'. During the performance of the 'mhande' dance, music is sung. The performing group would explain the role of music in accompanying with the dance. The participant also reiterated that their school has a cultural group that compete with the other cultural groups from the community. The participant further argued that parents are involved in music education through their participation traditional dance groups. The participant identified cultural groups such as the chinyambere community group, the domboshava group and the other local contemporary groups found within the local community. The participant states that these groups are normally invited to come and perform at their private school.

The majority of the participants however indicated low collaboration with the community among the parent body. Only one participant indicated that she always helps the school during the cultural week. During this, learners are exposed to music of different cultures. The Kalanga would perform their music and dance, the Basarwa tribe also perform their hunting and gathering music and dance styles. The participant also indicated that these different groups are invited to compete with one another. The community collaborate with the school through their involvement in music competitions. Music for different cultures is presented once a year as the members of the community are invited to come and present music of their culture.

In collaborating with the community, parents are expected to provide information on community activities that can help augment learning activities. The musical learning activities include music instruments found within the community and how these instruments are played. One other participant indicated that at her school they always request the services of community leaders to come to school to teach learners about music/dance and artifacts found within their community. This exposure of different cultural song and dance activities increase collaboration between schools and communities.

Parents provide social support to their children's education by coordinating recreational and other social activities in the community. The community collaborates with the school on social matters as they are involved in community outreach programmes. One participant revealed that their school is involved in a community project called 'Kids for kids'. The Kids for kids project help to identify children who are less privileged in the community. The participant indicated that they raise funds and donate clothes and music instruments, for example recorders to children who are less privileged. The Kids for kids club also collaborate with the community through their involvement in teaching basic recorder playing skills to the identified children. This increases the collaborative involvement between various role players.

4.6 Conclusion

In this chapter I have analysed and interpreted the qualitative data gathered from seven semi-structured interviews. The data obtained from the seven participants of the three private primary schools was analysed and interpreted guided by Epstein's theoretical framework of Parental Involvement in education. The following six themes and categories were identified namely, parenting, communicating, volunteering, learning at home, decision making and collaboration with community.

A combination of the literature review and the empirical data collected from the seven research participants and my vast experience as a music teacher at a private primary school helped me in presenting the findings of this study in chapter five. The following chapter five will therefore present a discussion of the findings answering the 2 research questions in section 1.5. The shortcomings of the study and professional reflections will be discussed addressing the purpose of the study. As a final point, chapter five will end with concluding remarks.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.1 Introduction

The data collected through semi-structured qualitative interviews were coded, analysed and interpreted in the previous chapter. Seven semi-structured interviews were conducted with five parents and two music teachers at their respective private primary schools. The Epstein's model of Parental Involvement was used to guide the analysis process of this study. Themes with categories from Epstein's six types of parent involvement in education were parenting, communication, volunteering, learning at home, decision making and collaborating with community. Consequently, these themes and emerged categories were used in chapter four as the basis of my analysis of the qualitative data collected during the semi-structured interviews.

The thrust of this chapter focuses on addressing the two research questions identified in chapter 1, section 1.5. The two research questions posed in chapter one is: how are parents involved in music education in Private Primary Schools and why are parents involved in the learning of music education in primary schools in the way they are? The purpose of this final chapter is to interpret the analysed data in order to answer the two afore-mentioned research questions.

5.2 Overview of the study

This research study seeks to investigate Parental Involvement in music education in private primary schools. This study is presented in five different chapters which are closely connected as one entity. The five chapters are outlined as follows:

- **Chapter one:**

In chapter one I provided the background and context of Parental Involvement in Music education in private primary schools. I further outlined the rationale and motivation of the study. The purpose of the study, research questions and the research methodology were also outlined. Finally, an outline of the study and conclusion is offered.

- **Chapter two**

Chapter two focused on reviewing literature that is related to Parental Involvement in education. A funnel approach in reviewing the literature of this study was used. Thus, my literature review started by focussing on the broad phenomenon of Parental Involvement in education. The funnel approach is revealed at the end of chapter two, when the literature of the study specifically focused on Parental Involvement in music education. Three examples of models of Parental Involvement in education were identified. A detailed discussion on one chosen model of Parental Involvement was further discussed. The literature review identified the gaps in the concept Parental Involvement in music education.

- **Chapter three**

In Chapter three, the research methodology was outlined. Chapter three is divided into the following sections, namely research design, research methodology and methods, trustworthiness, credibility, transferability, dependability, confirmability and the University of Pretoria ethical principles regarding research with human participants. This chapter was a difficult chapter in my study as I had to thoroughly learn all the vocabularies that are used in a qualitative study. A detailed explanation on how data was coded and analysed was discussed in this chapter.

- **Chapter four**

In chapter four I presented the qualitative data collected through semi-structured interviews. Themes and categories identified from the collected audio recorded data were analysed and interpreted using Epstein's six types of parent involvement, thus the theoretical framework of this study.

- **Chapter five**

Finally, chapter five focus on answering the two research questions in chapter 1 section 1.5. Findings of the study were interpreted and discussed in comparison to the literature review

presented in chapter two. Consequently, the two research questions were answered during the discussion of the findings in comparison to the identified literature. I also discussed my personal and professional reflection of this study. I finally ended this study by providing the concluding remarks.

5.3 Methodological Reflections on the Study

The study seeks to answer the two research questions posed in chapter 1: How are parents involved in music education in private primary schools and why are parents involved in the learning of music education in private primary schools in the way they are? In order to address these two research questions, a qualitative approach to the study using the interpretivist paradigm was adopted. Data obtained through semi-structured interviews was analysed and interpreted using the themes and categories identified. Epstein's model of Parental Involvement in education was used as the basis of my theoretical framework for the study.

As stated before, this methodology session was the most difficult section of my study. In a research study, there are terms used in a qualitative and quantitative research. It was very difficult to apply the correct qualitative terms to my research processes, however I managed to succumb to this problem through my interaction with the literature. This study uses the interpretivist paradigm, where reality is social constructed, thus in this study the interpretivist seeks to understand or make sense from the socially constructed seven semi-structured interviews. I seek to understand the way in which parents are involved in music education in private primary schools. The interpretivist seeks to understand the reasons why parents are involved in the learning of music education. In order to understand parents' involvement in music education semi-structured interviews were conducted. The meaning of the phenomenon involvement was social constructed after these interviews. I coded and established themes from the collected qualitative data to interpret using the interpretivist paradigm.

5.4 Discussion of the findings

In this chapter five, findings from the analysed data was interpreted and discussed focusing on answering the two research questions. The emerged categories from the semi-structured interviews on Parental Involvement in music education will be discussed with reference to the

literature review in chapter 2. The aim of applying the literature review into conversation with the emerged categories is to seek an answer why and how parents are involved in the learning of music education in Private Primary Schools. The following section addresses the two research questions:

5.4.1 The way parents are involved in music education

Question 1: How are parents are involved in music education in Private Primary Schools?

5.4.1.1 Parenting

For the purposes of this study parenting refers to the role played by families to create a home environment that support children as they learn music education as outlined in chapter 2, section 2.6.3.1. One of the findings on how parents are involved in music education was that, parents provided their children with music instruments and create a music study room. Therefore, the provision of music instruments will help the children develop their fine motor skills as they practice how to play a guitar for example. The improvement of fine motor skills in children will lead to good handwriting skills. Section 2.6.3.4 in the literature review reiterates the importance of activities that are done when children are learning at home in the education system.

The participants indicated that parents also provide music study rooms. Children will use the music study rooms to do their music homework and also practice their music instruments. The children will also use the music room to do homework in other subjects, for example mathematics, science and cultural studies to mention a few. The provision of a music study room will consequently result in children improving academically since they will have a silent place to focus on homework. Their grades of passing will improve for example where the child used to get a symbol C in mathematics, it will most likely improve to a B or A symbol. This is reiterated in the literature review section 2.2 on ‘Conceptualisation of PI’ and section 2.3 on ‘The nature of PI in education.’

The participants showed that they are involved in the learning of music as they provide children with music theory books and also supervise music homework. This means that parents would not only buy music books, but this implies that they will also buy books for other subjects. Homework supervision will be done on other subjects as well and this will consequently result in

the child's schoolwork getting better. Better academic results will also develop a great interest in schoolwork. In support Hampton and Mumford (1998) cited in the literature review in section 2.6.3.1 point out that Parental Involvement in learners' education facilitate achievements and develop the child's self-concept. Therefore, parents provide their children with music theory books so that the child can consequently improve academically and also develop the self-concept.

All the parents also reiterated that they are involved in providing their children with music instruments as they felt that it was their obligatory duty of parenting. An involvement in music education through parenting was therefor noticed. In support Epstein's theoretical framework identifies parenting as one of the ways parents are involved in their children's education. The involvement is experienced as parents provide music instruments, music study rooms and also engagement of extra music tutors at home. The participants felt that it was their duty to offer proper parental duties, thus provision of musical instruments, hiring of private piano teachers at home and providing other learning materials were identified examples of parent obligation or duties. Parents also encourages their children to practice the music instruments at home in order to be engaged in performances in public places as well. The playing of instruments in public places for example churches helps boost the children's interests in music as a subject. At home parents are also seen to be involved in music education through homework supervision and the provision of extra tuition in music education (more detail in section 2.6.3.1).

5.4.1.2 Communicating

In the opinion of Epstein (2011) the school and home should create a two-way communication (explained in section 2.6.3.2). In support Glanz (2005), also argues that the school should establish effective communication channels between various parties. All the participants reiterated that there is a two-way communication between the music teachers and the parents. One participant indicated that they have a WhatsApp group where they always communicate with the music teachers. Communication helps the teachers' work becomes easy where there is effective participation from the parents. Parents quickly get reports on the way their child progressed in playing an instrument, for example piano. Where there is good communication and collaborative efforts, the child will also work hard to please both the teacher and the parents.

Another participant however indicated that there is a problem if the communication between the school and parents is poor. Examples of problems indicated were high absenteeism and poor learner performances during music concerts as children develop negative attitudes towards their music work if they know the communication channels are blocked. The participant however indicated that the school should always arrange for workshops where parents are taught the important of communication on the learners' education. Section 2.6.3.2 in the literature review, outlines the effective forms of communication which were alluded by Epstein (2011).

The research participants also indicated that there is efficient communication between the music teachers and the parents as there is verbal communication between the interested parties. The participants indicated that they always get feedback on their children's performances in music from the teachers. The participants felt there are involved in the learning of music education by their communication with the music teachers. There is interpersonal communication that take places between the school and the parents. Section 2.3 in the literature review elaborates on communication in PI.

The School management write circulars at the beginning and during the course of the term and the participants indicated that they received memos and letters from the school. Examples of memos include information on school cultural activities, parent/teacher conferences and updates concerning the achievements of the school in sports and club activities. The private schools also send letters to parents requesting the participation of their children in music exchange programs. The participants indicated that they also complete the reply slips if they wanted their children to participate in those exchange programs.

The participants also indicated that they had a platform in which they communicate with the school as they further reiterated they were allowed to call the school or come to school in person and get clarifications on certain grey areas in music, if need be. The participants indicated that they sometimes phone the music teachers asking how they can assist in supervising music theory homework. The participant indicated that the music teachers sometimes give music homework about history of western music and they then sometimes phone the music teacher about the website to find specific information.

The participants felt their communication with the school played an integral part in the learning of music education as the communication between the parents and the school helps in informing the parents on the learners' performance. The participants also felt to communicate helps in informing them what activities are done at school and how they can be involved in their learners' education. In support, Epstein and Salinas (2004) argue that the schools must communicate with families about the school program and student progress (explained in literature review in section 2.6.3.2). The communication between the music teacher and the parents concerning the child's progress also help to motivate the learner to work harder in other academic subjects as behaviour matters are also discussed. Hence good music communication between the teacher and parent will envisage good behaviour amongst the learners.

The participants indicated that the school always send circulars at the beginning of the term showing the termly music activities. They also reiterated that they have teacher/parent music consultations where the teacher discusses the learners' academic progress focusing on music education. The communication that happens between the teacher and the parent facilitates learners' success both academically and socially (explained in section 2.6.3.2). Children work very hard in practising their music instruments so that they can always get positive feedback from teachers. As they work hard in music children tend to develop their reading skills as well as concentration skills whilst reading. Music helps learners to develop good attention spans and thereby help improvement in behaviour patterns. Therefore, schools that have good communication systems are likely to have well behaved learners. The school will also experience good support from the parents since they feel part of the organisation. The music department will also grow vividly as it has good parental support. Consequently, parents will easily volunteer to teach music of different cultures at school and hence the theme of volunteering are discussed.

5.4.1.3 Volunteering

The participants indicated that they are involved in the learning of music education through volunteering. One participant indicated that she volunteered to be in the PTA (explained in section 2.6.3.3). The participate indicated that as a PTA member she sometimes volunteers to teach music of her culture to the school children. Another participant also reiterated that they volunteer to teach traditional dance at school as this exposure to different cultures during music

lessons help enforce the concepts learnt during the cultural studies subject. In the Botswana primary curriculum, there are two subjects which are easily integrated in music lessons, thus social studies and cultural studies. The music teacher can invite parents to volunteer to teach music for different cultures and consequently the topic 'music for different cultures' in cultural studies is taught during music lessons by parents volunteering. Participants also indicated that they volunteer to teach music instruments for different cultures. The volunteering of parents helps learners appreciate music of their own as well as other cultures. Children also learn good behaviour as they learn how to perform music of other cultures. The participants indicated that their involvement in music education through volunteering also help parents to have a sense of belonging to the school. Parents are also motivated to support the school by volunteering to come and demonstrate how to play music instruments, for example the 'segaba' music instrument. As parents play the 'segaba' music instruments, their physical bodies are developed. The segaba music instruments involve the use of lungs as they blow air in and out.

Participants also volunteered to teach other cultural activities, for example to prepare different types of dishes from their culture during cultural weekends at their schools. One participant indicated that at their school they have a cultural weekend where children learn how to play marimbas and western instruments and develop art and crafts, dance and public speaking skills. The participants also indicated their involvement in music education through their involvement to resource people in the learning of music for different cultures. For examples Indian parents come to school and teach Indian dances, and the Kalanga parents also come to school to teach their cultural ritual songs. During the afternoon sessions for clubs, parents volunteer to teach the music instruments from the Sarwa tribe. Different instruments, for example the mbila/mbira normally referred to as thumb piano in ethno-musicology and Kora instruments from the North of Africa are taught by parents who volunteer to teach during the times for clubs.

The school collaborates with the community in several ways. They also engage learners in music research topics that involves interaction with the community as one participant indicated that their child was given a topic to research about music instruments found within the local community. The participant indicated that her child was engaged with the community as she was collecting the data from various community members.

5.4.1.4 Collaborating with the community

Collaborating with the community refers to sharing and engaging communities in activities of the school (as explained in section 2.6.3.2). The school can share music instruments with the community as community members may be invited to teach various music genres. The engagement of the community helps the school improve in the way their school management interact with the community at large. This will result in the development of the school since the school will not have a challenge of mistrust from within the community. Epstein (2011) provides evidence that collaborating with the community involves the coordination of resources and services from the community to strengthen school programs, family practices and student learning and development.

The participants indicated that the school collaborates with the community through their engagement with community leaders. Thus, the schools invite the community leaders to attend the cultural activities at school for example those who are good at different drumming styles to teach to the learners.

The school also invite the community to attend music workshops where parents are taught new trends in music education. For example, one participant indicated that they had a workshop on music for different cultures where the music workshop was about marimbas and sentikane music instruments. Many facilitators were invited to conduct the workshop as this helped to create friendship among members of the community and the teachers.

The findings from the research participants indicated that they were involved in music education as they participated in cultural, recreational and social support programmes of the school. The participant indicated that they are involved in the school community choir and the 'Kids for kids' program. The participants indicated that they raised funds to buy music instruments for example flutes, triangles, bells and small drums which were donated to the children who are coming from very poor families (disadvantaged children). The 'Kids for kids' club in turn teaches the learners the concept of social responsibility in the spirit of helping others where they are involved in the learning of music education.

5.4.1.5 Decision Making

The research participants indicated that as parents, they are allowed to make certain decisions in the learning of music education in their private primary schools. The participants felt they are involved in choosing the dates and times which are comfortable for the music cultural weekend. Their involvement in decision making assist them in planning and also results in high parents turn out during this weekend. Epstein's model of PI reiterates that if parents are involved in decision making, their support in learners' education is high. Therefore, the participants felt at their school there is normally high parent turn out during the cultural weekend because the school management does involve them in decision making. Decision making is also experienced in the choice of the music instrument the child should learn to play. The two music teachers indicated that they discuss with parents concerning their child's performance so that parents can make an informed decision about the music instrument. The five participants indicated that a teacher/parent conference helps them in making informed decisions. The participants argued that factors like costs of the instruments and the levels of the learner capabilities are discussed during these conferences. The participants also reiterated that if they are not involved in decision making, the parent involvement in music education diminishes. On the other hand, parents who are involved in decision making feel a sense of ownership of the school. Hence the parents' involvement in music activities will be very high. An attitude of ownership of the school leads to high parents turn over in supporting the school activities. The section 2.6.3.5 of the literature review explains how parents are encouraged in decision making on PI.

The participants indicated that they have opportunities to suggest music learning activities during the 'meet the teacher-parent conferences' which is done once a term. The participants identified the following learning activities for example a musical play, an introduction to the school orchestra as well as the teaching of traditional instruments. If the school management decide to introduce the musical play, one would appreciate that this will help learners to develop their language skills. The learners' vocabulary develops as they memories the script. Not only will language development be an area of improvement to the learner, but the child's self-confidence and esteem is also natured. Children develop confidence as they present prepared speeches and act in front of a large crowd during the school play. The child's self-esteem is also boosted as he/she gets positive feedback from the audience.

There is however a challenge that some ideas which the parents present may not necessarily be implemented by the school management. The school management assesses the suggestions whilst taking other school activities into consideration. In support to this assertion, the participants reiterated that the parent board only make recommendations to the teachers who will in turn discuss it with the school management. The school management has however pressure if they make a decision that is contrary to what parents will have suggested. A decision made which is not supported by parents will lead to poor parents turn out in support of that decision. Hence it is the management's role to explain or educate the parents why certain decisions are done which are not favourable to all parents. Failure to clarify issues on decision made by management will greatly impart on Parental Involvement. Epstein in the literature review section 2.6.3.5 outlined the way parents can be involved in decision making. The participant also indicated that the school management generally accept what the parents suggested. This therefore means parents feel they are part of the school as they volunteer to help in many activities. Consequently, the school will develop rapidly because of the great support they get from the parents. It is indeed a noble idea that the school should allow an enabling environment that promotes the participation of parents in decision making as was outlined in the 1964 Head start policies (explained in section 2.5 of the literature review).

All the participants stance is that the involvement of parents in decision making help develop the learners' attitude towards school work. Parents are actively involved in their children's music work if they know that their children are exposed to new opportunities. One example is that parents are likely to help learners memorise and practice the script of a musical play if they know that they are the ones who decided on the idea of a musical play. The parents will be actively involved in the production of that musical play. Consequently, the buying of props and costumes to be used during the presentation of the play will be done with great support from parents. Therefore, this results in an excellent presentation of the musical play because of great support from parents. Learners will also do their best if they observe that their parents are actively involved in the production of the play. A good presentation of a musical play result in the uplifting of the standards of the school. The other parents who have children attending schools may decide to transfer their children to private schools because all parents want to be associated with schools that have high standards of education. The challenge amongst parents is however on

affordability in terms of school fees. Private schools in Botswana are expensive, hence some parents may appreciate the high standard of education, but the affordability factors hinder them from enrolling their children.

This support from the parents will again encourage the children to be motivated to attend classes and also increase their performance in other subjects. In support to the concept of parents' involvement in decision making Jeines (2007), Yan and Lin, (2005), argue that parents' involvement promotes a range of positive child outcomes, including academic achievement, engagement in school work and lower dropout rates. The literature review (explained in section 2.5.8) indicates that the child's performance in the playing of a music instrument is augmented as parents' involvement in the learners' education. Consequently, the child will focus on correct practice to develop coordination and participate in movement activities during physical education lessons. The playing of a music instruments involves coordination of certain body parts, for example when a child plays guitar there is coordination of the fingering of chords and the strumming of different strings. That developed coordination will also help the learner improve in swimming during a physical education lesson. In swimming there is coordination between hand movements, the head and legs as the learners' swim breast stroke. The concept of coordination is explained in section 2.7.7 on literature review. This therefore shows that the involvement of parents in decision making, results in increased children's performance at school as they in turn want to please their parents.

The literature also indicated a positive high turnout of the children's attendance at school (explained in section 2.6.5). The participants indicated that their involvement in music education contributed to a paradigm shift, their children have in terms of their attitude towards schoolwork. The participants indicated that their children are intrinsically motivated to learn music. This implies that children want to do music homework without being forced by their parents. Consequently, this would also imply that children want to finish their homework in other subjects with no close supervision. If a child is motivated to learn, teachers became facilitators. Teachers only guide the learners. In music education the children may learn other songs which they have not sung in class. In other subjects, for example in social studies learners may do their own research about culture of other societies that was not introduced in the classroom. In support the literature review in chapter two reiterates that, parent involvement is an interaction with the

children and the school with the intention to promote academic achievements (explained in section 2.6.5). This is supported in the findings of the study when the participants indicated that their involvement in decision making led to positive academic results of their children. The participants provided evidence that their children increase the time for practising their music instruments at home. This will lead to excellent performances at school music concerts. The children also improved greatly in the way they presented their music theory homework. The attitude towards music school work increased immensely as there is less supervision needed at home. The participants indicated that all these positive outcomes in the learners' education was a result of their involvement in decision making (explained in section 2.6.6).

5.4.1.6 Learning at home

Learning at home involves all the music activities that are done by children at home (more detail in section 2.6.6). The participants indicated that they are involved in learning of music education as they hire extra music tutors to teach their children at home. The children play piano and study music theory at home. At my school I teach children the theory of western music at home. Parents who are involved in the learning of music usually bring children to my classroom during weekends for extra music lessons. I also conduct theory of music extra lessons after hours, thus after 04.30 pm every day. The children who study theory of western music are registered to write the ABRSM examinations at the end of the year. For example, on 10th October 2018, I had five learners who wrote the ABRSM theory examinations. In theory of western music, children engage in various topics, for example 'time signatures'. On the topic time signature, learners are taught to calculate the number of beats per bar. The calculations that they do involves the use of the fraction concept which is done in mathematics. Therefore, one would agree that in the teaching of music education there is integration of subjects. In the ABRSM syllabus, every grade level has specific Italian, French and German words they have to memorise, for example in the grade one ABRSM theory syllabus, the following Italian words are included: *adagio* meaning slow, *allegro* meaning fast, *cantabile* meaning in a singing style and *forte* meaning loud. In the grade four ABRSM theory syllabus, the following French words are taught: *douce* meaning sweet, 'lent' meaning slow and 'vite' meaning quick. This also shows that while children learn theory of music at home, language skills are incorporated. The concept of music integration with various subjects is explained in detail in chapter 1 section 1.1.

Learning at home means the teachers should give learners homework in every subject. Parents should therefore also ensure that children have music learning activities that they practise at home. The participants indicated that they always supervise music homework. The question is however is on whether the parents have enough music knowledge to supervise music theory work. One participant indicated that she has no music knowledge hence her supervision in music is only to check if the child has written the work neatly. Other participants indicated that they normally prefer to listen to their children doing the practical practise rather than the theory homework.

The involvement of parents in the supervision of music homework helps to enforce learnt music concerts at school. One participant who indicated she is literate in music reiterated that she also gives her child extra music theory work. The participant was of the opinion that her child always gets A grades in music because of the extra work that she gives the child. Therefore, with this in mind schools should establish parent music workshops so that basic theory music concerts can be introduced and explained. This will consequently result in more involvement of parents' supervision in music theory and practical homework.

In conclusion to the findings on how parents are involved in music education, Epstein argues that the school should provide parents with skills to supervise children at home. The school should also provide parents with homework policies (more detail in section 2.7.3.4). Therefore, this implies that when parents are equipped with the skills to supervise music homework, learner achievement in terms of performance will be high. This also implicates that the possibilities of receiving distinctions in music theory and practical examinations increase. Availing the homework policies will also results in close monitoring of homework by parents. This will consequently result in improvement in the school academic school performances.

Parents will be more involved in the learners' education because they will have acquired the skills of helping learners at home, however this is a problematic challenge in Botswana schools as most of the parents are in the working class. Both parents leave home early and only return late at night. One of the participant's reiterated that she goes to work and leave the supervision of homework to her domestic worker. Now the question is therefore, is this worker trained and experienced to help with the child's music homework? One would however propose that those parents who are at work, should hire educated tutors who can assist in homework supervision.

Other participants however indicated that they do not go to work, hence they spend most of their time helping their children with music and other school homework.

The following section addresses the second research question of the study.

5.4.2 The purpose parents are involved in music education

Question 2: Why are parents involved in the learning of music education in private primary schools in the way they are?

All the participants reiterated that they are involved in music education because they believe that their children will excel in other subjects. One participant indicated that her child improved in mathematics and science subjects. For example, the grades improve from a D to a B symbol in mathematics. This therefore shows that music education helped the child understand mathematics operations such as addition, subtraction, division and multiplication. In music education, western theory of music children is taught the values of music notes for example a semibreve note has four crotchet beats. A semibreve note in terms of a fraction is valued as a whole note in music. A minim has two beats; henceforth it is valued as a half note. One would appreciate that a child who is good at music has a very high probability of doing well in mathematics. This finding is supported in the literature review in chapter two. Garbacz et al (2015) argue that parent involvement in education promotes children's academic competencies and skills. Henceforth there was a participant who also indicated that her child is now good in mathematics since music and mathematics have some integrated concepts as illustrated in the topics in theory of western music. In support of the concept of integration, the intervals topic in music theory requires calculations of the distance between two notes. Concept of tones and semitones can be likened in music education to the concept of fractions in mathematics. Therefore, the participant felt integration of music education with other subjects increases the children's performance in mathematics and science.

The participants also felt that the learners become motivated when they see the parents are involved in school activities. According to the Epstein model of parent involvement, learners are motivated to learn when they realise their parents volunteer to assist in certain school activities. One of the participant's indicated that she volunteered to help in the covering of exercise books. This resulted in her observation of noticing a great improvement in the way her child was taking

care of music theory exercise books at the end of the term. The child's handwriting improved in neatness and preciseness. This therefore shows that when parents are involved in the learning of music education the children might develop a sense of responsibility. Consequently, the children will also improve in other subjects in the school curriculum. This is supported in literature (section 2.2) where it is stated that the child's attitude towards school improves because she fears to embarrass her parents at school.

The participants indicated that they are involved in the learning of music education so that their children may realise the importance of the subject. When the children realise this importance the likelihood of increased work ethic will happen for example this will result in an improvement in the way the child plays different instruments. The playing of a flute helps the children in with breathing techniques as it involved breathing air in and blowing air out. The children learn to sustain long music notes, especially when they observe the 'fermata' sign meaning there is a pause on that specific note. The children's breathing systems improve as they play longer notes and consequently this will develop breathing techniques in swimming exercises for example they can stay under water for a long period of time.

Participants felt it was their obligation to be involved in the way their children are learning music education. By supporting homework supervision, buying different instruments and creating study rooms, the home environment becomes conducive to optimal learning of music. This in turn will result in the children having productive time to practice their songs at home and consequently the items for the music concerts will be of a higher quality standard.

One participant reiterated that as parents they have to support what has been done at school through homework supervision. The Epstein model of PI identify homework activities under the concept of 'learning at home'. According to Epstein (1987), the school should provide information to families about how to help learners at home with homework and other curriculum related areas.

The participants stated that the schools' parents are invited for a conference once a year. The parents/teacher conference focuses on how the working together or duet can help improve the learners' education. All the participants felt that the parents knew what is expected of them in terms of music homework supervision although some were illiterate in music education. The

participants also felt they had enough time to supervise children at home so that their children's education becomes a working partnership. They helped with homework because they also wanted to instil the culture of good work ethic in their children. The participants indicated that they also hire extra music tutors to teach music instruments and theory of music at home. Hiring of tutors influence the learners in the time allocated to practise an instrument. Constructive practise time will result in improvement in the way the children play the instrument. If the child used to struggle in playing the chromatic scales on the piano, the hiring of a private piano teacher will result in a child playing the chromatic scales with confidence. Hiring of music tutors at home therefore boost the learners' confidence in the subject since they have more time of learning music concepts at home. This will consequently result in an improvement in learners' performance on the subject thus in theory and practical.

The interviewed music teachers also indicated that parents are involved in the learning of music education because of a general love of the subject. The music teachers felt some parents are involved in music education because they used to play piano and flute or sang in a choir at school. Hence, they decided to install their personal love for music to their children as they see emotional, social, academic and physical benefits in their children's lives and work ethics (more explanation in section 2.2).

The other music teacher argued that parents were involved in music education because they see it as a culture in private schools. In private schools in Botswana parents want children to learn how to play western instruments, for example flute, cello, recorders and classical guitar. The parents feel children will be learning the western culture. Children learn about other people's way of life through learning of music from other cultures. This will motivate children to study more so as to achieve high marks.

The participants also indicated that they are involved in the learning of music education so that their children will have an advantage when applying for tertiary institutions (more detail in section 4.5.4). The parents argued to apply to a tertiary institution for example Harvard University, was very difficult. Hence, they want their children to add music as an extra subject to apply to a prestigious university. The parents further went on to reiterate that their children are capable of getting high marks if they work hard in music as the success filters through to different subjects.

One participant indicated that she had a poor music background as music was not taken seriously in the curriculum at the public school she attended. The literature review section 2.6.3. points out that public schools refer to government owned schools. The facilities at government school are not productive for music education as they do not hire music teachers. Private schools in Botswana however hire qualified music teachers, therefore the children in private schools are exposed to music education. Consequently, the participant felt that her child needs exposure to music education to not be disadvantaged. The participant reiterated that her poor music background encouraged her child to study music as she motivated her child to learn to play piano.

All the participants indicated that they are involved in the learning of music because music offers opportunities for a career it can become a source of income. Learners can join the music industry after their tertiary education if they have their parents' support. The participant went on to cite examples of popular artists who are very affluent because of being stars in the music industry. All the participants felt music is a way of life, hence their children may have a good future in the music industry. There are however positive and negative factors to this choice of living. Learners can produce a better way of living if they have talent and passion for working long hours in the music industry.

There is however a danger if parents force their children to live out their personal aspirations. As a music teacher I have observed that some parents do not want their children to choose a music career, but rather become a medical doctor, yet the child's ambitions may be different. Consequently, parents' involvement in the education of their children should be based on the concept of parental guidance and not prescriptions. The participant who felt music as an industry feels music pays better than other professions but only views the subject one-sided as she forgets about the excellence and popularity of a celebrity.

One of the participants felt her involvement in music education was a way of preserving her culture. The participant is from a Western country where playing of a western instrument was a way of living. The participant indicated that she wanted her children to be accustomed to their western culture. In Scotland where the participant originates from, the playing of a piano and bagpipes is seen as a tradition. Therefore, the participant felt music is a subject where culture can be taught and preserved.

On the other hand, the playing of a mbira/thumb piano is a way of preserving the Shona culture in Zimbabwe. Among the Bushmen/Basarwa people in Botswana, a setinkane/thumb piano is played in schools in order to preserve the Basarwa culture. The participants indicated that in order to preserve the people's way of life, the private schools collaborate with the community where members from the community are encouraged to volunteer to teach music of their culture (more detail in section 1.7). Parents also volunteer to teach learners how to make traditional conga drums and share about different cultural ceremonies. Another example is where community leaders are also invited for the special speech and prize day where community leaders are honoured and given time to present any new developments in the community. The community is therefore involved in the education system as a way of preserving various cultures. The participants felt their community relations improved because of this working together.

The participants also felt they are involved in the learning of music education so that their expectations were reconciled with those of the school. The participants indicated that they expect their children to be performing music items during music concerts when they work hard and practise long hours. The participants felt this improved synergy between the teacher and parents was going to help their children work hard and do very well in their music activities. The synergy refers to the close link, where teacher/parent communication is very high. All the participants felt their children would do better in school work if they realise that their parents and the teachers are always communicating. One parent argued that she is involved in the learning of music education as this improves her interpersonal skills as her communication skills helped her in gaining self-confidence.

The last finding was that parents felt their participation contributed positively in developing the school. The performance of the school academically in core curriculum activities is enhanced by parents' involvement in education. This was alluded in the literature review in section 2.6.5 where the involvement of parents in education is seen to promote positive academic outcomes and also lowers dropout's rates at school. In conclusion the participants felt it was their mandate and duty to be involved the way they are because their involvement in music education helps promote the children's social, emotional and cognitive development. (more explanation in section 2.2; 2.4 and 2.6 of the literature review). In chapter two, literature review section 2.5.3 pointed out that Parental Involvement in education promotes social, emotional and cognitive

developments. Therefore, the participants strongly felt their involvement in music education will positively impact in their children's holistic development.

5.5 Personal and Professional Reflections on the Study

Personally, I feel this study has deeply influenced my thinking towards the parent's involvement in music education. I changed positively since I now have respect in parents' action towards their children's education. I now understand why and how parents are involved in the learning of music education in private primary schools. I now also understand that parents have different music backgrounds, hence their involvement in music education is different. Before I embarked on this study, I had an idea that my background of the topic was knowledgeable about Parental Involvement. It was however after my interaction with the literature of the study that I realised that there were gaps in this study. I have learnt that parents are involved in the learning of music so that their children can positively change in the way they view schooling. Parents expect their children to have intrinsic motivation and be self-driven to learn.

I also found that parents who are not actively involved in the learning of music were caused by their ignorance and about a lack of resources. This study has made me understand the role of parents in education as I now know that the parent role is a continuous experience between home and school.

I did not know that parents can volunteer to teach at school as I only noticed this in the literature review in section 2.5, on the 'Head start problem of 1964 of the USA. I have learnt that parents can make decisions regarding school matters and also work as assistant teachers. All this is done to help the learners to improve academically and socially. After my concluding remarks of the study I also realised that there is still much that can be researched as envisaged in my paragraph of recommendations for further studies.

Personally, I have grown from this study as a music teacher and now a researcher. In the past two years I have learned how to manage my time and ignore relatives and friends so that I can complete my study. However, the biggest challenge was of stating my personal voice and opinion at the beginning of this study. I however accomplished this through the support rendered by my supervisors.

Professionally, I feel this study also helped me to understand the reasons why parents are involved in the learning of music education. I now know different theoretical frames on parent involvement in education and can apply the Epstein's model of Parental Involvement in my music lessons. This model shaped me in the way I interact with parents at school as my interpersonal communication has improved since I now value the communication between the parents more than before. Good communication relationships between parents and teachers yield positive outcomes for learners in music education.

My Involvement in teacher/parents' conferences and the community is now effective as I am more aware of what the parents expect from me as a music teacher. Parents expect music teachers to create an environment where they can volunteer to teach music of their different cultures, therefore the school and the community needs to collaborate through hosting cultural activities.

I can now safely engage my learners in school community project since I know the contributions it has on the development of the learner's education (detail in section 2.7.3.6). During the teacher/parent conferences, I have learnt that the process is based on the principle of 'give and take', where parents and the teachers share ideas on what they both expect about the learners' education. During the teacher/parent conferences, music homework policy, learning at home in music, parenting in music education and issues how the school can collaborate with the community are discussed.

The Epstein's Model of Parental Involvement which I used as my theoretical framework of the study has helped me to understand and appreciate the need to engage parents in voluntary, communication and parenting skills to help learners achieve the best grades in music education they can. This study has also equipped me with greater research skills, hence I am now confident that I can actively contribute to the board of knowledge through my participation in research work in music education.

5.6 Recommendations

This study makes the following recommendation based on the findings and the results. The findings and results of this study benefit the teachers, parents and the government. In order to

improve the learning outcomes in music education through the involvement of parents in music education, the following recommendations of further research studies are suggested:

- to investigate hinderances in Parental Involvement in music education;
- to explore teacher/parent conferences on how PI music programmes should be implemented in schools;
- to discover high levels of community partnership with the school through involvement of parents in decision making;
- to conduct music education workshops with parents on how to assist with learning music at home and music homework supervision;
- to consider established community-based education so that the level of Parental Involvement is high and
- to contemplate and encourage private schools to take Parental Involvement in music education earnestly.

5.7 Conclusion

The aim of this chapter was to answer the two research questions of this study; thus, how and why parents involved in the learning of music education in Private Primary Schools. In this chapter I have outlined the findings of the study categorising them into identified themes from the semi structured interviews using Epstein's model of Parental Involvement.

In this chapter I discussed my findings to answer the two research questions linking with the identified literature of the study. In chapter two, section 2.7.3 of the literature review, Epstein identify six ways in which parents are involved in their children's education. Six themes were used as framework of the study after the collection of qualitative data. These themes were analysed and discussed focusing on Parental Involvement in music education in Private Primary Schools. Consequently, the discussions on my findings in this chapter were influenced by the empirical data and also confirmed by the literature reviewed in chapter two. In the literature review of chapter two, the Epstein's model of Parental Involvement identified parenting,

communication, volunteering, learning at home, decision-making and collaborating with the community as different ways in which parents are involved in learners' education.

From the findings it was evident that parents who have children in private primary schools are involved in the learning of music education because of their general interests in music. The research has identified that parents are involved in the learning of music education in different ways for example one participant indicated that she is involved through her volunteering in teaching dance studies at her school where another one indicated that she is involved through their active participation in supervision of homework. Some parents clearly indicated that it is their responsibility to provide support to their children in all their music education activities.

The study also reveals that parents who are involved in the learning of music activities are also involved in community outreach programmes. Those parents participate in school activities where they collaborate in fundraising to purchase music instruments. The purchased music instruments are donated to children who have no parents or extra income. The concept of giving is instilled in children as they also participate in a community outreach project where it is in Botswana referred to as a social responsibility. A collaboration and continuum communication between the school and the parents was also noticed.

In conclusion the private schools should involve parents in the learning of music education. This will help produce morally upright citizens who will contribute to the positive development of the nation. In music education children learn music of different cultures where the concept of 'ubuntu' is taught. This refers to good behavioural traits that are acceptable in society as children learn about music of other cultures the concept of ubuntu is promoted. Boipuno and Uandii, (2014:8) conclude that: "The education system is expected to produce students who will propel the society forward but if parents who are part of the system are not actively involved, the product of the system could lead to an uneducated, deviant and immoral society."

REFERENCES

- Anderson, K. J., and Minke, K.M. 2007. Parent Involvement in Education; Toward and Understanding of Parents' Decision Making. *Journal of Education Research*, 100(5), 311-323.
- Apodaca, R.F., Gentling, D.G., Steinhaus, J.K., and Rosenberg, E.A. 2015. Parental Involvement as Mediator of Academic Performance among Special Education Middle School Students, *School Community Journal*, 25(2).
- Bartz, D., Collins, A. and Rice, P. 2017. African-American Parents and Effective Parent Involvement Programs, 8 (1), 1- 9.
- Berger, E.H. 2007. *Parents as Partners in Education: Families and Schools Working Together*. 7th ed. New Jersey: Pearson Prentice Hall.
- Berger, H.E., 1991. Parent Involvement: Yesterday and Today. *The Elementary School Journal*, 91 (3), 209-219.
- Boipono, M. and Uandii, P.B. 2014. Parental Involvement Level: A Factor Associated with Differences in Performance among Students at Tsodilo Secondary School in Botswana. *Research Journal of Educational Sciences*. 2(1), 8-12.
- Botswana Citizenship Act of 1998. Government Printers.
- Botswana Republic of 1967. Ministry of Education: Chapter 58.01. Gaborone government Printers
- Bresler, L. 1991. Multiple Knowledges and their Underutilization in Teaching the Arts Paper Presented at the First Invitational Conference on Teachers' Knowledge. Ontario, Canada. October.
- Bronfenbrenner, U. 1986. Ecology of the Family as a Context for Human Development: Research Perspectives. *Developmental Psychology*. 22, 723-742.
- Bromley, H. 1990. Identity politics and critical pedagogy. *Educational Theory*, 39 (3),207-230.

- Bule, E. 2018. Parents' Involvement in Child's Education: A Catalyst to Success. Mmegi Newspaper. <http://www.mmegi.bw/index.php?sid=6&=178&dir=2011/March/Friday18/>
- Cano, K.J., Cape, M.G., Cardosa, J.M., Miot, C., Pitogo, G.R, & Merin, C.M.Q. 2016. Parental Involvement on Pupils Performance; Epstein's Framework. The Online Journal of New Horizon in Education. 6(4).
- Ceballo, R., Maurizi, L.K., Suarez G.A. and Aretakis, M.T. 2014. Gift and Sacrifice: Parental Involvement in Latino Adolescents' Education, Cultural Diversity and Ethnic Minority Psychology.20(1), 116-127, DOI: 10.1037/a0033472.
- Chen-Hafteck,L. 2013. Balancing Change and Tradition in the musical lives of Children Hong-Kong. The Oxford handbook of children's musical culture. (2),402-218. Oxford University Press.
- Chen, W., and Gregory, A. 2009. Parental Involvement as a Protective Factor During the Transition to High School. Journal of Educational Research.103, 53-62.
- Choi, A.L., Tse, J.C.Y., Ni So, C.S., and Yeung, A.S. 2005. Hong-Kong Parents' Perceptions of Benefits of Music to their Children. New Horizons in Education. 51,111-123.
- Cohen, L., Manion, L., Morrison, K. 2007. Research Methods in Education. London, Routledge.
- Coleman, J. 1987. Families and Schools. Educational Researcher. 16(6), 32-38.
- Corbin, J. and Strauss, A. 2008. Basics of Qualitative Research. London. Sage Publishers Ltd.
- Creech, A. 2006. Dynamics, Harmony, and Discord: A Systems Analysis of Teacher-Pupil-Parent Interaction in Instrumental Learning. University of London.
- Creech, A., and Hallam, S. 2003. Parent-Teacher- Pupils Interactions in Instrumental Music Tuition: A literature Review. British Journal of Music education. 20(10), 29-44.

Creswell, J.W., and Plano Clark, V.L. 2010. *Designing and Conducting Mixed Methods Research*. (2nd ed.) Thousand Oaks, CA; Sage.

Creswell, J.W. 2008. *Educational Research Planning: Conducting and Evaluating Quantitative and Qualitative Research*. 3rd. Pearson: Prentice Hall.

Crosby, S.A., Rasinski, T., Padak, N., and Yildirim, K. 2015. A 3 Year Study of a School-Based Parental Involvement Program in Early Literacy. *The Journal of Educational Research*.108(2), 165-172, DOI: 10.1080/00220671.2013.867472.

Davies, B. and Ellison, L. 1997. *School Leadership for the 21st Century: A Competency and Knowledge Approach*. Psychology Press.

Denzin, N.K., and Lincoln, Y.S. 2000. *The handbook of qualitative research*. Sage Publications. London: U.S.A.

Denzin, N., and Lincoln, Y. 2008. *Strategies of Qualitative Inquiry*. 3rd. Sage Publishers.

De Villiers, R. 2017. *A Teacher Training Framework for Music education in the Foundation Phase*. Doctoral Thesis. Pretoria: University of Pretoria.

De Vos, A.S., Strydom, H., Fouche, C.B. and Delport, C.S.L. 2011. *Research at grass roots for the social sciences and human service professions*, 4th Edition. Pretoria: Van Schaik.

Dolphiin, R. and Tuin, I. 2012. *Materialism is a Rich Philosophical Tradition that Goes Back to Antiquity*.

Domina, T. 2005. *Leveling the Home Advantage: Assessing the Effectiveness of Parental Involvement in Elementary Schools*. 78(2),233-249.

Dumay, J. and Cai, L. 2014. *Using content analysis as a research methodology for investigating intellectual capital disclosure. A critique*. Dept. of accounting and Corporate Governance, Macquarie University: Sydney.

Dumay, J.C. 2015. *Using Content Analysis as a Research Methodology for Investigating Intellect*. *Journal of Intellectual Capital*.16(1),121-155. DOI: 10.1108/JIC-04-2014.0043.

Epstein J.L. 1987. Parent Involvement: What Research says to Administrators? Education and Urban Society. Volume 19(2) pp. 119-136

Epstein, J.L., and Dauber, S.L. 1991. School Programs, Teacher Practices of Parental Involvement in Inner City Elementary and Middle School. The Elementary School Journal. Vol. 1. (3). 289- 303.

Epstein J.L. 1995. School/Family and Community Partnership. Phi Delta Kappa, Bloomington. 76(9).

Epstein, J.L. 1997. School, Family and Community Partnership. Your Handbook for Action. Thousand Oaks, Carwin Press.

Epstein, J.L. 2001. School, Family, and Community Partnerships; Preparing Educators and Improving Schools. CO. Westview Publishers.

Epstein J.L., and Salinas K.C. 2004. Partnering with Families and Communities. Educational Leadership. 61(8),12-18.

European Commission. 2006. Implementing the Community Lisbon Programme: Recommendation of the European Parliament and of the Council on the establishment of the European Qualifications Framework for Lifelong Learning. Brussels: European Commission.

Epstein, J. 2009. School, Family, and Community Partnerships. Your Handbook for action. California, USA: Corwin Press.

Epstein, J.L. 2011. School, Family, and Community Partnerships: Preparing Educators and Improving Schools. Boulder, Co: Westview Press.

Flick, U. 2006. An Introduction to Qualitative Research. Third ed. Sage Publications.

Fullan, M. 2001. The New Meaning of Educational Change.(3rd ed.). New York: Teachers College Columbia University.

Garbacz, S.A., Schaughency, E., Sheridan, S.M. and Welch, G.W. 2015. A Multi-dimensional Examination of Parent Involvement across Child and Parent Characteristics. The Elementary School Journal.115(3),384-406.

Giles, C. 2006. Transformation Leadership in Challenging Urban Elementary Schools. A Role for Parent Involvement. *Leadership and Policy in Schools*. 5(3).

Glanz, J. 2005. *What Every Principal Should Know about Instructional Leadership*. Corwin Press.

Greenberg, M. 1979. *Your Children needs Music: A Guide for Parents and Teachers of Young Children*. Englewood Cliffs. NJ: Prentice Hall.

Guba, E.G., and Lincoln, Y.S. 1994. Competing paradigms in qualitative Research. *Handbook of Qualitative Research*.2,163-194.

Hachfeld, A., Anders, Y., Kruger, S. and Smidt, W. 2016. Triggering Parental Involvement for Parents of Different Language Backgrounds: the Role of Types Partnership Activities and Preschool Characteristics. *Early Childhood Development and Care*, 186: 1, 190-211, DOI: 10.1080/03004430.2015.1007370.

Haines, J.S., Summers, J.A., Turnbull, A.P., Turnbull, H.R. and Palmer, S. 2014. Fostering Habib's Engagement and Self-regulation. A Case Study of a Child from a Refugee Family at Home and Pre-School. Doi 10.1177/0271121414552905.

Hampton, F.M., Mumford, D.A. & Bond, L. 1998. Parental Involvement in Inner-City Schools. *Volume 33(3)*, 410-427.

Henning, E., Rensburg, W.V. and Smit, B. 2004. Finding your way in qualitative research. Infocenter.nercha.org.sz.

Hoerr, T.R. 2017. Connecting with Students' Parents. *Educational Leadership*. 74(6), 88-89.

Holloway, S.P.S.D. 2013. No Parental Left Behind: Predicting Parental Involvement in Adolescents' Education Within a Socio-demographically Diverse Population. *The Journal of Educational Research*.106.105-119. DOI 10-1080/00220671.2012.667012.

Hornby, G. 2000. *Improving Parental Involvement*. New York. Continuum Education.

Husserl, E. 1995. Fichte's Ideal of Humanity. *Husserl Studies*. 12(2), 111-133.

Hussey, J. and Hussey, R. 1997. Business research. MacMillan Press Ltd. Basingstoke.

Isaih, M.N. 2013. Parental Involvement in the Junior Secondary Schools and its Effects on Teachers' Job Dissatisfaction. International Review of Social Sciences and Humanities. Vol. 4. (2). 1-12.

Jansen, J.D. 2016. What is a research question and why is it important? In K. Maree.(Eds). First steps in research.2nd ed.Van Schaik. Pretoria.

Kgaffe, M.M. 2001. Barriers to Parent Involvement in Rural Communities in North West Province. Pretoria. University of South Africa.

Kgosidialwa, K. 2010. Parental Involvement and Expectations of Children's Academic Achievement Goals in Botswana: Parent's Perceptions. Doctoral Thesis. University of Northern Colorado. Greeley. Colorado.

Kim, Y.A., An S., Kim, H.C.L. and Kim J. 2016. Meaning of parental involvement among Korean immigrant parents: A mixed-methods approach, The Journal of Educational Research, DOI:10.1080/00220671.2016.1220355.

Kincheloe, J.E., and Horn, R.A. 2007. The Praeger handbook of education and psychology. 1(4). Praeger handbooks of educational psychology.

Kingdon, Geeta, G. 2017.The Private Schooling Phenomenon in India: A Review, IZA Discussion Papers, No. 10612.

Kitavi, M.J. 2005. An Investigation of Factors Influencing Performance in KCPE Examination in Kathonzweni Division, Makweni District. Unpublished Masters, AN Educational Thesis, University of Nairobi. Nairobi.

Kremer-Sadlik, T. and Fatigante, 2015. Investing in Children's Future: Cross-cultural Perspectives and Ideologies on Parental Involvement in Education, Childhood.22(1)' 67-84, DOI: 10/1177/0907568213513307.

Kurtulmus, Z. 2016. Analyzing Parental Involvement Dimensions in Early Childhood Education, Educational Research and Reviews, Volume 11 (12) 1149-1153 DOI:10.58997/ERR2016.2757 E.

- Lemmer, E.M. 2007. Parent Involvement in Teacher Education in South Africa. *International Journal about Parents Education*. 1, 218-229.
- Lennon, M. C., Frank, B., Humphreys, J., Lenton, R., Madsen, K., Omri, A., & Turner, R.1 (2014). *Tuning: Identifying and Measuring Sector-Based Learning Outcomes in Postsecondary Education*. Toronto: Higher Education Quality Council of Ontario.
- Lincoln, Y., and Guba, E. 1985. *Naturalistic Inquiry*. Sage publications. London. New Delhi.
- Mannathoko, M.C. and Mangope, B. 2013. Barriers to Parental Involvement in Primary Schools: The Case of Central North Region of Botswana. *International Journal of Scientific Research in Education*. Volume 6(1). 47-53.
- Maree, K. 2007. *First Step in Research*. Van Schaik Publishers. Pretoria. South Africa.
- Maree, K. 2016. *First step in research*. 2nd ed. Van Schaik Publishers. Pretoria. South Africa.
- Maree, K. 2017. *First step in research*. Van Schaik: Pretoria.
- Martinez, J. 2004. *Parental Involvement: Key to Student Achievement*. National Center for School Engagement at the Colorado Foundation for Families and Children. Retrieved on October, 23, 2005.
- Mayring, P. 2014. *Qualitative Content Analysis; Theoretical Foundation, Basic Procedures and Software Solutions*. Klagenfurt, Australia. URN: <http://nbn-resolving.org/urn:nbn:0168-ssoar-395173>.
- McNergney, R.F., and Hebert, J.M. 2001. *Foundations of Education: The Challenges of Professional Practice*. Boston: Allyn and Bacon.
- McNeal, R.B. Jr. 2014. Parent Involvement, Academic Achievement and the Role of Student Attitudes and Behaviours as Mediators. *Universal Journal of Educational Research*. Vol. 2 (8). 564-576. DOI: 10.13189.ujer.2014.0208055.
- McMillan J. And Schumacher, S. 2014. *Research in Education Evidence-Based Inquiry*, seventh ed. Pearson New International Edition. Edinburgh Gate Harlow.

McMillan, J. H., and Schumacher, S. 2014. *Research in Education: Evidence-based inquiry*. Pearson Higher Education.

Michael, D.H. 1994. Parent Involvement in American Public Schools: A Historical Perspective 1642-2000. 4 (2), 247-258.

Moroni, S., Dumont, H., Trautwein U., Niggli, A. and Baeriswyl, F. 2015, The Need to Distinguish Between Quantity and Quality in Research on Parental Involvement: The Example of Parental Help With Homework. *The Journal of Educational Research*, 108:5, 417-431, DOI: 10.1080/00220671.2014.901283.

Moroni, S., Dumont, H., Trautwein, U., Niggli, and Baeriswyl, F. 2015. The Need to Distinguish between Quantity and Quality in Research on Parental Involvement: The Example of Parental Help with Homework. *The Journal of Educational Research*. 108:5, 417-431. DOI:10:1080/00220671.2014.901283.

Murphy, J, and Media, D. 2006. Strengths and weakness of descriptive research. Retrieved October 1, 2015, from Synomm.com. <http://classroom/strengs-weakness> descriptive-research-2596html.

Mouton, J. 2001. *How to succeed in your master's and doctoral studies: A South African guide and Research book*. Van Schaik: Pretoria.

Ngwenya, V.C. 2010. *Managing Parental Involvement with Education in Zimbabwe*. University of South Africa. Pretoria.

Nieuwenhuis, J. 2007. Qualitative research designs and data gathering techniques. In Maree, J.G. (Ed.). *First steps in research*. Pretoria: Van Schaik, 70-97.

Nieuwenhuis, F.J. (Eds.) 2016. *Analysing qualitative data*. In Maree, K. (Eds.) *First step in research*. 2nd edition. Van Schaik Publishers: Pretoria.

No Child Left Behind Act of 2001. Pub. L. No. 107-110.

Onyango, P. 1983. The Underprivileged in Society. *Journal of East African Research and Development*.13, 10-13.

Pansiri, O.N. 2011. Performativity in School management and Leadership in Botswana: Educational Management Administration and Leadership.39(6),751-766. <http://dx.doi.org/10.1177/1741143211416386> .

Pansiri, N. O. and Bulawa, P. 2013. Parents' Participation in Public Primary Schools in Botswana: Perceptions and Experiences of Headteachers. *International Education Studies*. 6 (5).

Patrikakou, E.N. and Anderson, A.R. eds. 2005. *School-Family Partnerships for Children's Success*. Teachers College Press.

Phillipi, J., and Lauderdale, J. 2017. A guide to field notes for qualitative research: context and conversation. *Qualitative Health Research*. 28(3).

Pienaar, C.P. 2008. *Application of Accelerated Learning Techniques with Particular Reference to Multiple Intelligences*. Unpublished PhD Thesis. University of South Africa. Pretoria.

Rafiq, H.M.W., Fatima, T., Sohail, M.M., Saleem, M. and Khan, M.A. 2013. Parental Involvement and Academic Achievement: A Study on Secondary School Students of Lahore, Pakistan. *International Journal of Humanities and Social Science*. 3(8).

Rayman, M.D.S. 2017. The Advantages and Disadvantages of Using Qualitative and Quantitative Approaches and Methods in Language "Testing and Assessing" Research: A literature Review *Journal of Education and Learning*. 6(1).

Republic of Botswana. 1993. *The Report of the National Commission on Education of 1993*. Ministry of Education. Gaborone. Government Printers.

Republic of Botswana. 1994. *The Revised National Policy on Education*. Gaborone. Government Printers.

Republic of Botswana. 1977. *Education for Kagisano*. Report of the National Commission on Education. Gaborone. Government Printers.

Robson, P. 2002. *The Economics of International Integration*. Routledge.

Ritchie, J., and Lewis, J. 2003. *Qualitative research practice*. London: Sage Google Scholar.

- Russell, H. S. 1976. The Helsinki Declaration: Brobdingnag or Lilliput? *American Journal of International Law*. 70(2),242-272. <https://doi.org/10.2307/2200072>.
- Sad, S.N. 2012. Investigation of Parental Involvement Tasks as Predictors of Primary Students' Turkish, Math, and Science and Technology Achievement. *Eurasian Journal of Educational Research*. Issue 48.135-154
- Sagar, S. S. LaValle, D. 2010. The developmental origins of fear of failure in adolescent athletes: Examining parental practices, *Psychology of Sport and Exercise*. 11, 177-187.
- Sarantakos, S. 2005. *Social Research*. 3rd. Hampshire: Palgrave Macmillan.
- Saunders, M., Lewis, P. and Thornhill, A. 2012. *Research methods for business students*. 6th ed. Pearson Education Ltd.
- Sebastian, J., Moon, J.M., and Cunningham, M. 2016. The Relationship of School-based Parental Involvement with Student Achievement: A Comparison of Principal and Parent Survey Reports from PISA 2012: *Educational Studies*. <http://dx.doi.org/10.1080/03055698.2016.1248900>
- Shuffelton, A. 2017. Education, Cultures and Ethnicities, Educational Politics and Policy, Educational Theories and Philosophies, Education and Society. Doi 10.1093/acrefore/9780190264093.013.47.
- Tai, D.M., Phillipson, S.N. and Phillipson, S. 2017. Hong Kong Parents and their Children's Music Training: Measurement properties of Parental Involvement in Music Training Questionnaire. Faculty of Education, Monash University, Clayton: Australia.
- Tekin, A.K. 2011. Parent Involvement revisited.: Background, Theories, and Models. *International Journal of Applied Educational Studies*. Volume 11(1). 1-13.
- Tekin, A.K. 2011. Parents Motivational Beliefs about their Involvement in Young Children's Education. *Early Child Development and Care*. Vol. 181 (10) pp. 1315-1329.
- Ule, M., Zivoder, A. and Bois-Reymond. 2015. Simply the best for my children : patterns of Parental Involvement in education. *International Journal of Qualitative Studies in Education*. DOI: 10.1080/09518388

Universal Declaration of Human Rights of 1948. Article 26.pg 54.

University of Pretoria. 2013. Code of Ethics for Research. Pretoria. University of Pretoria.

Upitis, R., Phillip, C., Abrami, C.P., Brook, J. and King, M. 2016. Parental Involvement in children's Independent Music Lessons, Music education Research, DOI:10.1080/14613808.2016.1202220

U.S. Department of Education. 2003. No Child Left Behind: A parent's Guide. www.nclb.gov/next/

Varvarigou, M. 2014. British Journal of Music education, 31, pp 231-233 doi: 10.1017/S0265051714000230.

Voegtle, M.G., Spaulding, D. T. and Katherine, H. 2006. Methods in Educational Research.

Wang, M.T. and Khalil. 2014. Does Parental Involvement Matter for Student Achievement and Mental Health in High School? Child Development. 85.610-625.

Watson, G.L., Sanders-Lawson, E.R., and McNeal, L. 2012. Understanding Parental Involvement in American Public Education. International Journal of Humanities and Social Sciences. Vol. 2 (19) pp. 41-50

Wilder, S. 2013. Effects of Parental Involvement on Academic Achievement; a Meta-Synthesis. Vol. 66 Issue no 3, 377-397

Willis, J.W. 2008. Qualitative Research Methods in Education and Educational Technology. IAP.

Zdzinski, S. 1996. Parental Involvement, Selected Student Attributes, and Learning Outcomes in instrumental Music. Journal Research in Music education.44.34-38.

Zhao, S. 2014. Hong-Kong Parents Say Pushing Children Too Hard Doesn't Work. South China Morning Post. <http://www.scmp.com/newshong-kong/article/14606001/hong-kong-parents-say-pushing-children-too-hard-doesn't-work>.

Appendix A: Consent letter to Headmasters



Faculty of Education

Fakulteit Opvoedkunde
Lefapha la Thuto

The Headmaster _____

Name of School _____

Dear Sir/Madam

RE: PERMISSION TO CONDUCT RESEARCH

I am a Masters student in the Faculty of Education, University of Pretoria, and the title of my study is: Parental Involvement in Music education in Private Primary Schools. The aim of this study is to examine how parents are involved in music education in private primary schools. The study also seeks to deepen an understanding in why parents are involved in the learning of music education in private primary schools.

It is envisaged that this study will contribute to creating and emphasizing an awareness of the role of parents in music education in private primary schools. Epstein's model of Parental Involvement in education will be used as the theoretical frame work of analysing Parental Involvement in music education.

For the purpose of this study I kindly request permission to conduct an interview with your parents which will take place at your school, at a date and time which will suit your parents. I also want to request your music teachers to assist in the selection of parents who have children who are involved in music education.

I have received permission from the Ethics Department of the University of Pretoria to conduct this study, and it will therefore be guided by the following principles:

- Voluntary participation, which also mean you can withdraw your participation at any stage;
- You will be fully informed at all times about the research process;

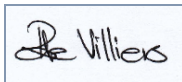
- Your school will not be put at risk or be subjected to harm of any kind.
- All information will be treated confidentially and anonymously.

Should you be willing to participate, please complete the permission slip.

Thank you for your cooperation.

Yours sincerely

Malvin Mavuchira (Masters student)
 Department of Humanities Education
 Faculty of Education
 University of Pretoria
 Mobile 0026772252969
 Email: mavuchira@yahoo.com



Dr de Villiers (Supervisor)
 Department of Humanities
 Faculty of Education
 University of Pretoria
 Email: ronel.devilliers@up.ac.za

0737077351/0124205577

PERMISSION FOR RESEARCH	
<p>Your participation in this research is voluntary and confidential. If you have any questions about the research, you are welcome to contact me, Malvin Mavuchira 0026772252969.</p> <p>I, _____, Headmaster at the private primary school of _____, hereby agree for the research study in topic: Parental Involvement in music education in private primary schools.</p> <p>_____</p>	
Signature of participant	Date



Appendix B: Consent letters to parents



Name of parent _____

Name of School _____

Dear Sir/Madam

RE: PERMISSION TO CONDUCT RESEARCH

I am a Masters student in the Faculty of Education, University of Pretoria, and the title of my study is: Parental Involvement in Music education in Private Primary Schools. The aim of this study is to examine how parents are involved in music education in private primary schools. The study also seeks to deepen an understanding in why parents are involved in the learning of music education in private primary schools.

It is envisaged that this study will contribute to creating and emphasizing an awareness of the role of parents in music education in private primary schools. Epstein’s model of Parental Involvement in education will be used as the theoretical frame work of analysing Parental Involvement in music education.

For the purpose of this study I kindly request permission to conduct an interview with your parents which will take place at your school, at a date and time which will suit your parents. I also want to request your music teachers to assist in the selection of parents who have children who are involved in music education.

I have received permission from the Ethics Department of the University of Pretoria to conduct this study, and it will therefore be guided by the following principles:

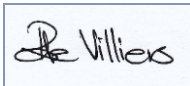
- Voluntary participation, which also mean you can withdraw your participation at any stage;
- You will be fully informed at all times about the research process;
- Your school will not be put at risk or be subjected to harm of any kind.
- All information will be treated confidentially and anonymously.

Should you be willing to participate, please complete the permission slip.

Thank you for your cooperation.

Yours sincerely

Malvin Mavuchira (Masters student)
 Department of Humanities Education
 Faculty of Education
 University of Pretoria
 Mobile 0026772252969
 Email: mavuchira@yahoo.com



Dr de Villiers (Supervisor)
 Department of Humanities
 Faculty of Education
 University of Pretoria
 Email: ronel.devilliers@up.ac.za

0737077351/0124205577

PERMISSION FOR RESEARCH

Your participation in this research is voluntary and confidential. If you have any questions about the research, you are welcome to contact me, Malvin Mavuchira 0026772252969.

I, _____, parent at the private primary school of _____, hereby agree to take part in the research study in topic: Parental Involvement in music education in private primary schools.

_____ Signature of participant	_____ Date
-----------------------------------	---------------

Appendix C: Consent letters to music teachers



The Music Teacher _____

Name of School _____

Dear Sir/Madam

RE: PERMISSION TO CONDUCT RESEARCH

I am a Masters student in the Faculty of Education, University of Pretoria, and the title of my study is: Parental Involvement in Music education in Private Primary Schools. The aim of this study is to examine how parents are involved in music education in private primary schools. The study also seeks to deepen an understanding in why parents are involved in the learning of music education in private primary schools.

It is envisaged that this study will contribute to creating and emphasizing an awareness of the role of parents in music education in private primary schools. Epstein's model of Parental Involvement in education will be used as the theoretical frame work of analysing Parental Involvement in music education.

For the purpose of this study I kindly request permission to conduct an interview with your parents which will take place at your school, at a date and time which will suit your parents. I also want to request your music teachers to assist in the selection of parents who have children who are involved in music education.

I have received permission from the Ethics Department of the University of Pretoria to conduct this study, and it will therefore be guided by the following principles:

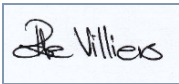
- Voluntary participation, which also mean you can withdraw your participation at any stage;
- You will be fully informed at all times about the research process;
- Your school will not be put at risk or be subjected to harm of any kind.
- All information will be treated confidentially and anonymously.

Should you be willing to participate, please complete the permission slip.

Thank you for your cooperation.

Yours sincerely

Malvin Mavuchira (Masters student)
Department of Humanities Education
Faculty of Education
University of Pretoria
Mobile 0026772252969
Email: mavuchira@yahoo.com



Dr de Villiers (Supervisor)
Department of Humanities
Faculty of Education
University of Pretoria
Email: ronel.devilliers@up.ac.za

0737077351/0124205577

PERMISSION FOR RESEARCH

Your participation in this research is voluntary and confidential. If you have any questions about the research, you are welcome to contact me, Malvin Mavuchira 0026772252969.

I, _____, Music Teacher at the private primary school of _____, hereby agree to take part in the research study in topic:



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Parental Involvement in music education in private primary schools.

Signature of participant

Date

Appendix D: Ethical clearance letter from UP

Ethics Committee

11 June 2018

Mr Malvin Mavuchira

Dear Mr Mavuchira

REFERENCE: HU 18/02/02

We received proof that you have met the conditions outlined. Your application is thus **approved**, and you may start with your fieldwork. The decision covers the entire research process, until completion of the study report, and not only the days that data will be collected. The approval is valid for two years for a Masters and three for Doctorate.

The approval by the Ethics Committee is subject to the following conditions being met:

1. The research will be conducted as stipulated on the application form submitted to the Ethics Committee with the supporting documents.
2. Proof of how you adhered to the Department of Basic Education (DBE) policy for research must be submitted where relevant.
3. In the event that the research protocol changed for whatever reason the Ethics Committee must be notified thereof by submitting an amendment to the application (Section E), together with all the supporting documentation that will be used for data collection namely; questionnaires, interview schedules and observation schedules, for further

approval before data can be collected. **Noncompliance implies that the Committee's approval is null and void.** The changes may include the following but are not limited to:

- Change of investigator,
- Research methods any other aspect therefore and,
- Participants.

The Ethics Committee of the Faculty of Education does not accept any liability for research misconduct, of whatsoever nature, committed by the researcher(s) in the implementation of the approved protocol.

Upon completion of your research you will need to submit the following documentations to the Ethics Committee for your

Clearance Certificate:

- Integrated Declaration Form (Form D08),
- Initial Ethics Approval letter and,
- Approval of Title.

Please quote the reference number **HU 18/02/02** in any communication with the Ethics Committee. Best wishes



Prof Liesel Ebersöhn

Chair: Ethics Committee