

THE TYPE OF SUPPORT THAT FAMILY LITERACY PROGRAMME GRADUATE
PARENTS GIVE TO THEIR FIRST GRADERS OF FORMAL SCHOOL IN OSHANA
REGION

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HILYA N. EMVULA (200214705)

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MAIN SUPERVISOR: DR. NCHINDO MBUKUSA

ABSTRACT

The study involves Family Literacy graduate parents who completed the programme in Oshana Region. It examined the (1) type of support Family Literacy graduate parents render to their 1st graders of formal school (2) impacts of Family Literacy Programme on parents to support children in their learning (3) strategies to help improve the implementation of Family Literacy Programme. The study conceptualised parents' educational participation, programme influences on parental support and approaches to help improve implementation of Family Literacy Programme. The study followed single method with interpretative philosophy using phenomenological designs and qualitative techniques of data collection. A sample of 15 participants in Oshakati Circuit in Oshana Region was selected through snowball sampling technique and participated in the study. Data was gathered through face-to-face interview and documents analysis. Data was analysed according to qualitative principles and findings were presented in narrative format with verbatim quotations. The key findings indicated that after attending Family Literacy Programme parents have accepted their roles as parents, gained courage, confidence and positively participated in supporting their children in early learning. They also have good interactions and relationship with children and school. The impacts of the programme include parents accepting their roles as children's first carers and understanding the teachers roles, parents partake in children's learning and enhancement in parent-children interaction as well as parent-teacher relationship. Based on the study findings, recommendations were made to improve the implementation of Family Literacy Programme in order to support embryonic literacy development of children.

DECLARATION

I, Hilya Namutenya Emvula, hereby declare that this study, entitled “The type of support that Family Literacy Programme graduate parents give to their first graders of formal school in Oshana Region”, is a true reflection of my own research, and that this work, or part thereof has not been submitted for a degree in any other institution of higher education. No part of this thesis may be reproduced, stored in any retrieval system or transmitted in any form or by means without the prior permission of the author, or the University of Namibia in that behalf.

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Signature of Student

Date

LIST OF ACRONYMS

AUPE- Adult Upper Primary Education

CLDC- Community Learning and Development Centres

CONFINTEA- International Conferences on Adult Education

DAE- Directorate of Adult Education

EFA-Education For ALL

FL- Family Literacy

FLP- Family Literacy Programme

NIED- National Institute for Educational Development

SADC- Southern African Development Community

NLPN- National Literacy Programme in Namibia

UNAM- University of Namibia

UNESCO- United Nations Educational, Scientific and Cultural Organisation

USA- United States of America

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DEDICATION

This research study is dedicated to my beloved parents; mother Lahja Emvula and father Frans Emvula, their support and motivations for my success are precious. They are the pillars of my life.

Part of the dedication goes to my family who were so patient during my study, they took up the full responsibility of caring for me during this difficult time. The most part of my dedication goes to my beloved children, Hilya Penda, Elias Penda, and Delvin Erasmus who stood by me in all situations, sacrificed their efforts and time in assisting me during the period of carrying out this study. You are heroes, I salute.

LIST OF TABLES

Table 4.1: Themes and sub-themes.....	2
---------------------------------------	---

LIST OF FIGURES

Figure 2.1: Conceptual framework	11
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TABLE OF CONTENTS

	PAGES
ABSTRACT	i
DECLARATION	ii
LIST OF ACRONYMS	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
LIST OF TABLES	vi
LIST OF FIGURES	vii
TABLE OF CONTENTS	viii
CHAPTER 1	1
INTRODUCTION	1
1.1 Background of the study	1
1.2 Statement of the problem	3
1.3 Research Questions	4
1.4 Significance of the study.....	4
1.5 Limitations of the study	5
1.6 Delimitation of the study	6
1.7 Format of the study follows the outline below:	6
1.8 Summary of the chapter	7
CHAPTER 2	8
LITERATURE REVIEW	8
2.1 Introduction.....	8
2.2 Theoretical framework.....	8
2.4 Types of support that parents give to their first graders of formal school	11
2.5 Impact of Family Literacy Program on parents to support their children.....	16
2.6 Strategies to help improve the effective implementation of FLP	20
2.7 Family literacy programmes in the world `	25
2.7.1. National Centre for Family Literacy in the USA	25
2.7.2 Family Basic Education in Uganda.....	27
2.7.3 Family literacy project in SA	28
2.7.4 Family Literacy Programme in the Namibian context	29
2.8 Recommendation	31

2.9 Summary of the chapter	32
CHAPTER 3	34
RESEARCH METHODOLOGY	34
3.1 Introduction.....	34
3.2 Research Approach	34
3.3 Research philosophy	34
3.4 Research Design.....	35
3.5 Target Population.....	36
3.6 Sample and sampling procedures.....	36
3.7 Research Methods	37
3.7.1 Semi structured Interviews.....	37
3.7.2 Document Analysis	37
3.8 Research Instruments and procedures.....	37
3.9 Data presentation and analysis	39
3.10 Data verification and elimination of bias	40
3.11 Research Ethics.....	41
3.11.1 Obtaining Permission and informed consent	41
3.11.2 Confidentiality, anonymous respect, non-discrimination and safety	42
3.12 Summary of the chapter	42
CHAPTER 4	43
DATA PRESENTATION AND ANALYSIS	43
4.1 Introduction.....	43
4.2 Presentation and discussion of data	43
4.3 Theme 1: Presentation of the types of support that Family Literacy graduate parents give to their first graders of their formal schooling	45
4.3.1 Sub-theme: Assist in homework	46
4.3.2 Sub-theme: Organise and motivate children to learn.....	47
4.3.3 Sub-theme: Taking children out.....	48
4.3.4 Sub-theme: Link with school	49
4.3.5 Sub-theme: Monitor children’s learning	50
4.3.6 Sub-theme: Provide basic needs and learning materials	51
4.4 Theme 2: Impact of FLP on the support that FLP graduate parents give to their first graders...	52
4.4.1 Sub-theme: Accepting responsibilities.....	53
4.4.2 Sub-theme: Involvement in children’s education	54

4.4.3 Sub-theme: Positive changes in parents attitudes toward children’s education	55
4.4.4 Sub-theme: Link between home and school	56
4.4.5 Sub-theme: Awareness in school curriculum, parents and teachers’ job	57
4.4.6 Sub-theme: Parents motivation to become lifelong learners.....	58
4.5 Theme 3: Strategies to help improve the implementation of FLP	59
4.5.1 Sub-theme: Motivating parents to attend programme	59
4.5.2 Sub-theme: Monitoring and evaluation.....	61
4.5.3 Sub-theme: Effective implementation of the programme	62
4.5.4 Sub-theme: Consciousness raising.....	63
4.5.5 Sub-theme: Joint ventures and partnerships with other stakeholders.....	64
4.5.6 Sub-theme: Exchange visits	65
4.5.7 Sub-theme: Share resources and provide learning materials	66
4.5.8 Sub-theme: Awarding participants.....	67
4.5.9 Sub-theme: Research and evaluation	68
4.6 Analysed Documents	69
4.6.1 Theme 1: Type of support parents render to their first graders.....	70
4.6.2 Theme 2: Impact of parental education on parents to support children	71
4.6.3 Theme 3: Strategies to improve the implementation of FLP	72
4.7 Summary of the chapter	72
CHAPTER 5.....	74
CONCLUSIONS AND RECOMMENDATIONS.....	74
5.1 Introduction.....	74
5.2 Conclusions.....	74
5.2.1 Theme 1: The types of support that Family Literacy graduate parents give to their first graders of their formal schooling	74
5.2.2 Theme 2: Impact of FLP on the support that FLP graduate parents give to their first graders	75
5.2.3 Theme 3: Strategies to help improve the implementation of FLP	76
5.3 Recommendations.....	77
5.3.1 Theme 1: Types of support rendered by Family Literacy graduate parents to their children in earlier grades of their formal schooling	77
5.3.2 Theme 2: Impact of FLP on the support that FLP graduate parents give to their first graders	77
5.3.3 Theme 3: Strategies to help improve the implementation of FLP	77
5.4 Area of further research	78

REFERENCES	79
APPENDIX A: INTERVIEW GUIDE	96
APPENDIX B: INFORMED CONSENT FORM	98
APPENDIX C: DOCUMENT ANALYSIS CHECKLIST	99
APPENDIX D: PERMISSION REQUEST LETTER	100
APPENDIX E: PERMISSION OFFER LETTER MINISTRY OF EDUCUCATION	101
APPENDIX F: ETHICAL CLEARENCE LETTER	102

CHAPTER 1

INTRODUCTION

1.1 Background of the study

Family literacy programme has been developed and implemented in many countries in the world due to illiteracy, lack of confidence and inability to support children in some areas of socio-economic challenged communities (Desmond and Elfert, 2011). Several studies done in South Africa, Uganda, North and Latin America; Guatemala, USA, and Europe; England by researchers indicate that Family literacy programme made great impact on both parents and children in all countries executed these series such as:

In England, Swain and Cara (2017) found out that Family literacy programme is a greater empowerment of low-income, poorly educated, migrant mothers. This was a result of attending Family literacy programme. Family Literacy Programmes increase motivation on both parents and children, lead to higher level of parental self-confidence, efficacy and self-concepts of children. Swain and Cara (2018) stress that Family literacy programmes have impact on parents' relations with school and the ability to support their children's literacy development.

Further in USA, a study done by Kim and Byington (2016) found out that among parents and children who participated in the series, there was a significant improvement in their voluntary engagement in reading, and related activities. Parents reported that their children ask to be read to more often. Their children often draw pictures; sing rhymes, tell stories and go to libraries. Parents have more books at home and spend time reading for themselves and with their children before class.

A study done by Desmond and Elfert (2011) indicated that in North and Latin America in Guatemala, FLP is proven to be effective in combating illiteracy and empowered participants.

It benefitted students and parents. Families and communities in which the programme was conducted met their socio-economic needs.

Additionally, South Africa and Namibia are SADC countries implementing FLP (Desmond and Elfert, 2011). In South Africa, Le Roux (2016) found out that FL provision brings closer collaboration between parents and school which has a powerful influence on child's literacy development. Additionally, Desmond and Elfert (2011) also found out that children who are supported by their parents usually do well at school. For parents who joined the programme in first year, their confidence grew and became competent facilitators who are able to speak at meetings, conferences and lead training courses outside their own areas.

However, in Namibia during colonial regime the education was delineated along racial and ethnic lines based on colonial and apartheid laws. The education provided to the black population was inadequate and inferior compared to the education provided to white population (Hailombe, 2011). Consequently, many people did not have access to schooling which led to high illiteracy rates in the adult population.

After independence in 1992, through the National Constitution, in accordance with policy document Toward Education For All, the Ministry of Education under the directorate of Adult Basic Education tried to amend these circumstances by providing accessible, equitable and quality education to all citizens including adults by implementing, amongst many, Family Literacy Programme (FLP) as one of the several programs (Ministry of Basic Education, Sports and Culture Report, 2012). Oshana region has 43 primary schools providing this programme in the region, 1073 parents enrolled and 443 completed the programme (Ministry of Education, Arts and Culture Report, 2017).

Efert (2008:18) says that when the government recognised the inequality in the performance of learners among the advantaged and disadvantaged clans, it was prompted to develop Family Literacy Programme in order to promote not only parents' education but also to

implement and achieve the Education Vision 2030; Millennium Development Goals 2, Sustainable Development Goal 4, EFA Goal 4. The Ministry of Education FLP's broad objective is to help parents become their children's first teachers and lay strong foundations for future learning. The aim was to make parents aware of their supportive roles in the children's first year of school and to lay a good foundation for children to coil their future learning. FLP educates parents to provide children with extra help in reading, writing and talking. It, in fact, stimulates the development of language, reasoning skills in the children when parents are talking and listening to their children. It also enables parents to pass on cultural heritages to children (Rule and Lyster, 2006). This study, therefore, focuses on the roles of parents in Namibian attending Family Literacy Programme have on supporting the first grades of schooling.

1.2 Statement of the problem

It is the utmost desire of every parent to see their children growing in stature in the society as a result of the best education system they have acquired from childhood, especially when parents supported their children from an early age. The Ministry of Education in Namibia have introduced Family Literacy Programme to parents in Namibia, with the hope of equipping them with literacy skills that empower them to support their children as they begin formal schooling (Desmond and Elfert, 2011). District Education Officers supervise and monitor this programme to motivate, advice and explain to parents or caregivers about the programme during initial meetings. They train, guide promoters, help schools in recruiting promoters, coordinate with school principals, ensure conducive lodging of the class as well as distribution of stationeries utilised in class. Despite such efforts, the researcher has observed that some parents do not seem to understand their roles toward children in school work particularly when it comes to reading, doing homework or even asking children about their homework. These parents lack understanding of the importance of their roles in their

children's development of literacy skills when they have had opportunities to be taught reading and writing in their own schooling in FLP classes (Prinsloo & Reid, 2015) and (Stan, 2014). An observed trend in such situations is that children of the disadvantaged parents perform poor in schools if their parents are illiterate (Rogers, 2008). The failure of parents to help their children in early childhood education, despite that they are taught in FLP classes on how to support their children but fail has tremendous pressure on the lives of children (Hair et. al., 2006) and (Pelletier & Brent, 2002). This study therefore, seeks to investigate the kind of support that parents on FLP classes give to their children in readiness for the first grades of formal schooling and how Family Literacy Programme impact the type of support that Family Literacy Programme graduate parents give to their first graders in Oshana Region.

1.3 Research Questions

1. What is the type of support rendered by Family Literacy Programme graduate parents to their children in earlier grades of their formal schooling in Oshana Region?
2. How does Family Literacy Programme impact the type of support that Family Literacy Programme graduate parents give to their first graders?
3. What strategies could be put in place to help in the improvement of the implementation of Family Literacy Programme in Oshana Region?

1.4 Significance of the study

This study is significant because the findings drive parents that are taking Family Literacy Programme classes to understand their roles in helping their children when they begin formal education. It also informs the Ministry of Education, Arts and Culture and policy makers in making decisions. Researchers are determined also to benefit from the findings as new knowledge is added to existing literature.

1.5 Limitations of the study

The researcher faced several limitations. A sample of 15 participants who graduated in FLP, who took part in the study could not read and write English fluently. Therefore interviews had to be conducted in a vernacular language and later be translated to English language for analysis and interpretation. Consequently, they were uncomfortable to respond that they may be seen senseless.

Additionally, the researcher also experienced several challenges which contributed to delaying process of data collection analysis: waiting for the authority to carry out the study limited the study. Further, the researcher is an Education Officer for Oshakati district in Oshana Region. Therefore, the time to collect data from FLP graduate parents was inadequate.

The researcher had to arrange with them to conduct interview after hours. Some participants are business people who kept on postponing appointments to the next days and that prolonged data collection period. More so, some participants were not willing to participate fully as the study was focusing on their possible attitudes and perceptions towards FLP and the support of their children. Thus, this made the process of collecting and analysing qualitative data to be too long and tedious. Measures used to collect data inhibited ability to conduct a thorough analysis of results as after completing interpretation of findings the researcher regretted not including certain questions in the survey (Hamilton, 2017). This called for a process of noticing, collecting and thinking critically in situations of data collection in order to collect data, raising new questions, follow-ups and renarrating the study for clarity and precision (Seidel, 1998).

Additionally, lack of similar prior research in Namibian context on the phenomena caused a serious limitation to the study as there were little studies on the topic under study which

would form a basis for the literature review and assist in laying a foundation for understanding the research problem.

1.6 Delimitation of the study

Though Namibia has introduced the FLP programme nationwide, this study focused only on schools that have parents who have completed FLP in Oshana Region. This study concentrated on the type of support that FLP graduate parents give to their first graders, the way FLP impacted on the type of support that FLP graduate parents give to their first graders in Oshana region, and strategies to be used to improve the implementation of FLP in Oshana Region.

1.7 Format of the study follows the outline below:

Chapter 1: Introduction- This chapter presented the introduction and background of the study, statement of the problem, the aim, the objectives, significance and format of the study.

Chapter 2: Literature Review- This chapter contains a comprehensive review of the relevant literature and sources that were consulted. The review was drawn from a number of concepts and constructs from previous researches mainly related to types of support that FLP graduate parents render to their first graders of formal school. The way FLP impacted parents to support their children in other countries and strategies used by other countries to successfully implement their FLP. It also presented the theoretical framework of the study. Various strategies to help improve the implementation of FLP were also discussed.

Chapter 3: Research Methodology- This chapter comprises detailed outline of the methodology, study design, sampling strategy, data collection and data analysis. It also contains ethical considerations, limitations and elimination of bias. The research instruments, their reliability and validity, were also offered in this chapter.

Chapter 4: Results, discussion and interpretation of findings- This chapter covers the outcomes of the study in line with the research questions. It also interpreted the meaning of

these outcomes. Research questions were answered by critical interpretation of the results obtained during research.

Chapter 5: Conclusions and Recommendations- This chapter offered the conclusion and endorsements of the research to the ministry on how to improve the implementations of their programme. The scope of future research was also discussed.

1.8 Summary of the chapter

The main reason that motivated this study on the type of support that FLP graduate parents give to their first graders of formal school in Oshana Region thereby to escalate the parents' support toward the first graders, create an impact on FLP graduate parents to support the first graders of formal school and also to establish some strategies to help in the improvement of implementation of FLP in Oshana Region. The title and questions of the research are centred on the type of support that FLP graduate parents give to their first graders of formal school in Oshana region. This chapter presented the introduction, background to the problem, the problem statement and aim of study of the study. Research questions, significance of the study and format of the study were also outlined. The next chapter (chapter 2) will present the conceptual and theoretical framework of the study and a comprehensive literature review.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter presents a comprehensive review of literature for the study. It also presents the format of the study, theoretical framework, type of support parents give to their children for learning, the impact of FLP on parents to support their children and strategies that can be used to effectively implement FLP. The following research questions served as the foundation of the review:

1. What is the type of support rendered by Family Literacy Programme graduates parents to their children in earlier grades of their formal schooling in Oshana Region?
2. How does Family Literacy Programme impact the type of support that Family Literacy Programme graduate parents give to their first graders?
3. What strategies could be put in place to help in the improvement of the implementation of Family Literacy Programme in Oshana region?

The above research questions formed the theoretical and conceptual frameworks of the study.

2.2 Theoretical framework

This study is guided by a psychological approach, specifically guided by the behaviourist theory which was identified by Thorndike, Pavlov and Skinner. This theory studies human behaviour and its consequences. Thorndike (1913:56) views people and animals' behaviours as controlled by their environment and that humans are the result of what they have learned from their environment. Thorndike, Pavlov and Skinner believe that learning is a change in observable behaviour caused by external stimuli in the environment. This signifies that a change in human behaviour demonstrate learning. Whatever people acquire, they will exercise it and make it a habit as a result of learning from such social milieus.

Behaviourist theory is used in this study to show the change or outcome in the behaviours of parents who have been exposed to FLP and how they support their children in their elementary education. This theory is supported by the social-contextual approach in which Colton (2012:83) explains that learning does not occur solely within the learner but in the group and community in which they work. He further says learning is a shared process which takes place through observing, working together and being part of the large group which includes colleagues of varying levels of experiences that are able to stimulate each other's development. Therefore, parents have come together in FLP for them to discuss and gain knowledge and shared experiences that they will utilise in supporting their children's learning at home. The main reason the two theories are brought together in this study is to show that what we learn as human beings becomes part of our behaviour. It is important that our behaviour is not just kept within us but should affect those around us and in this case it is our children who should be learning from what we have learnt. It is for this reason that the theories also influence the concepts that are needed to operate this study.

2.3 Conceptual framework

The researcher discussed how these concepts are used in the study; how the two theoretical frameworks (behaviourist and social context theories) embed into the concepts in order to emphasise their importance in the study.

Elementary education is necessary to show how learners behave in their social learning circles. Behaviourist theory claims that for children to possess the necessary behaviours, we (parents as stimuli) need to shape their behaviours by providing them support so that they will yield the required outcomes (Farquhar and White, 2013). Social-contextual theorists insist that learning should be experiential occurring from social interactions and imitation of experts. The teachers should just be guides who build on what the children already know. For children to learn they do not necessarily need to go for an approach but observe others

(parents) in the social circles and choose what is imitated for an outcome (Nebel, 2017). Children can learn behaviour from their parents as their model (reinforcement) by imitating them. So, parents as role models and experts keep themselves available; encourage their children to discover knowledge through support activities.

Parental support as interventions helps concretise positive outcomes in their children's education. Behaviourist theory claims that; if parents want to increase their children's performance they need to place positive reinforcements by providing them support. But if parents want their children to perform poor then they must place negative reinforcements which is abandon their intervention into their children's education (Troutman, 2015).

Social-contextual theorists insist that parental support has effect on children's enhanced learning and outcomes (Saint-Laurent and Giason, 2005). Therefore, parents need to adapt parental interventions for children to gradually increase skills in reading, writing activities and enjoyable home activities to complement class teaching.

Family Literacy Programme is parents' education providing encouragement that supports their children's education. Troutman (2015) opines that better informed parents support their children. Behaviourist theory claims that to increase parents' attention to support their children's education, parents' educational programme (FLP) need to be provided. For parents to understand why children do not perform well in school they need to be provided with information on how to shape their children's behaviours to lead to better studying.

Social-contextual theorists insist that parents' education has positive effects on the first graders (Nebel, 2017). Therefore it has to be provided in order to provide parents opportunity to gain knowledge and to encourage them to support their children's education in order to gain confidence, high self-esteem and advance academic performance.

This study has summarised the conceptual frameworks diagrammatically to support the concepts and theories laid in this study in the table below. The table also explains how the concepts relate to the study.

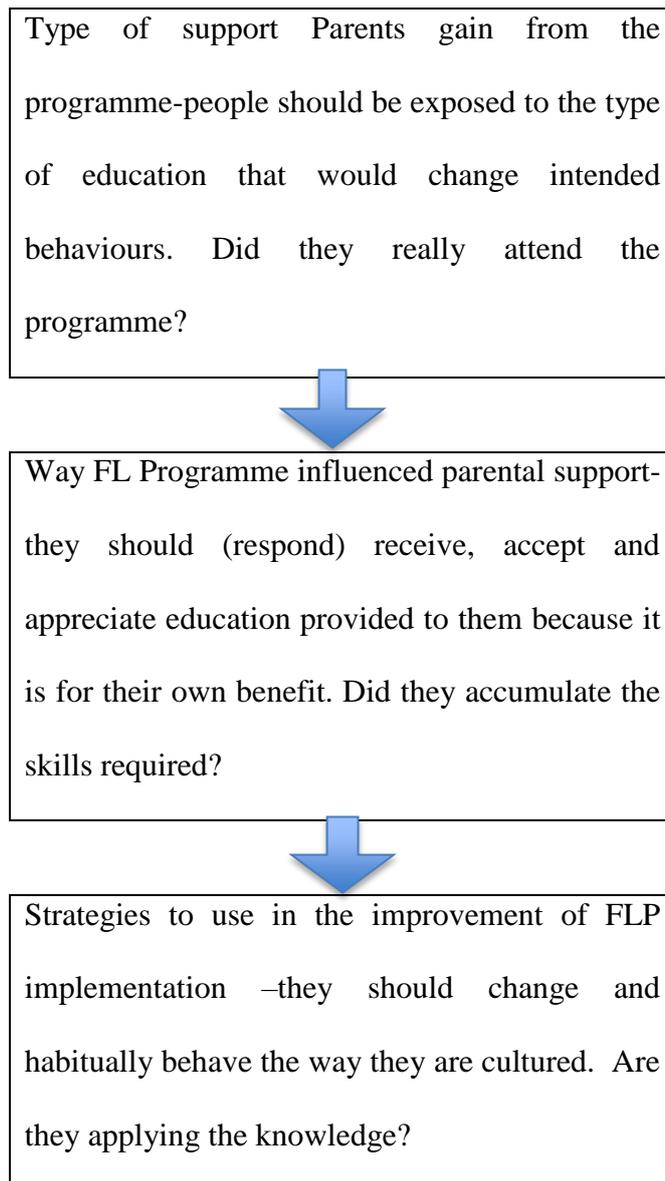


Figure 2.1: (Cave et al, 1997 Conceptual framework)

2.4 Types of support that parents give to their first graders of formal school

UNESCO (2016:16) evaluated Family Literacy Project in South Africa focusing on the lesson that the children who are supported by their parents usually do well at school, and that this

motivated adults to continue offering this support. Therefore, they should play an important role in their children's learning and development.

Bullock (2014:12) stated that the parents are the first teachers of the children. Hence, these need to be role models as their children are watching them. This is because from the moment their first child is born, they become teachers. Although not a formally qualified one, whether they like it or not, they instantly become their children's first and most influential coach. From day one, their children will look to them for so much in life, and what they do matters more than what they say (The Urban Child Institute, 2011).

Additionally, children watch how their parents spend their money, how they treat others and more importantly – how they care for them. They will use their actions as a guide to make sense of the world around them and to develop skills to take them further in life as they grow (Price, 2017). Therefore, parents need to be careful and be good illustration to their children so that they will be productive people in future.

More, Nelson (2019:110) says, “although a parent's role in their children's learning evolves as children grow, one thing remains constant: we are our children's learning models. Parents need to understand that our attitudes about education can inspire theirs and show them how to take charge of their own educational journey”. So, parents' attitudes should adhere to certain habits.

Parents should show children how school extend learning that began at home by exploring nature, reading, cooking, and counting together with their children. As children grow into school age, parents should coach their children through guidance; remind and helping their children organize their time and support their desires to learn new things in and out of school (Edsys, 2018).

Supplementary, parents should assist children on home works. They should not hover or do the homework for them but children need to be independent to succeed. Parents only need to

help, support, check in with them, steer, and give right direction if children are going in the wrong. They also have to make sure children understand the concepts without doing the homework for them (Dawson, 2010).

Hoffses (2018) indicated that supporting children in learning benefit them beyond classroom and to develop a sense of responsibility and work ethics. Hence, Redding (2019:157) added that parents need to present themselves as they need to provide basic necessities, interpret assignment instructions, offer guidance, answer questions, and review children's completed work to foster learning.

Edsys (2018) stated that parents need to encourage consistency in homework and studying to be a regular activity for their children. Meaning parents need to encourage children to spend time doing home works and reviewing concepts learned at school on a regular basis. Further, parents need to have regular eye on children's activity in school and home. They need to give timely advises and correct any abnormal behaviours from the beginning and inspire them to be good citizens. Parents need to help children to be more organised on daily routine such as set study schedules, balancing time between lessons, play time, rest and to emphasise to them that their study time is important (Nokali et al., 2018).

Moreover, Petit (2014:78) clarified that parents must organize quiet study space for their children to make sure their children have a comfortable study area such as a table, and a cup to put pencils. They should inform and remind them about their bedtime and diet which play a vital role in their learning. This is because they need to rest enough and do not need to feel hungry so that they will be able to focus in their learning. This includes the issue of parents asking their children what they want to eat so that they will eat to their best and concentrate in class. Davis (2018:76) added that parents need to play an important role in providing more fruits and vegetables for their children. Hence, they should insist and control children to

ensure that they are eating regularly. This helps to sharpen children's mind, build healthy and energetic bodies and maximise their concentration.

Further, parents need to motivate children in order to boost their confidence so that children will enter the school with confidence every day. Most good learners were not born good learners but received good aptitudes and right motivation. Conversely, as a parent be the supportive voice, offering encouragement as the children work on their home works and tests. Be available to field questions and in still confidence by giving them space and time to do their work (Becton, 2018).

According to Parenting NI (2017:16) say parents need to set aside time to be with their children during their free time in order to read together regularly. This is because reading will expose children to the structure and vocabulary of good literature and will get the child interested in reading more.

Besides, parents need to go out for educational trips with their children such as libraries, museums and zoos in order to have a better understanding of the lessons (Johnson, 2019).

Sometimes learners struggle because other fun activities catch their attention. Parents need to find out that their children are focusing on school work, by considering limiting distractions such as watching TV, playing video games, using smart phones and social media. Therefore, it is parent's responsibility to control the use of social media by keeping them at minimum. This is because over use of social media overrides children's chance to read their books and develop their own interests and explore on their own. Therefore parents need to provide things like books, toys; crafts and friends. This is to allow children to learn how to be in charge of their own agenda and to develop their own interest, skills solutions and expertise (Nelson, 2019).

Parents need to contact the school and communicate with the teacher in order to talk about why their children are struggling or what they can do to help at home. This is because teacher

works with their children and knows the best way to help as they spend a great deal of time with each learner and will have ideas about them. The teacher may recommend fun activities to reinforce concepts and lessons such as flash cards, activities that make each learner feel confident of the subject at hand (Edsys, 2018).

More, parents need to support their children to provide or make reading books at an early age so that they will acquire reading and writing skills. Thus, they should provide their children with books or learning materials like papers, markers, and crayons to make books. This will make children to love reading and writing as well as be proud of their very own books (Boyarshinov, 2017).

In addition, parents need to regularly monitor and supervise their children's schoolwork to make sure their children are doing their work completely every day. It is parents' responsibility to insist by seeing every piece of their children's homework every night (Ministry of Education, 2010).

Further, as many parents have lots of responsibilities they need to get a tutor or other people to help the children even though the first tutor of the child should be the parent. Moreover, if you cannot afford hiring a tutor see friends or family member who could help such as grandmother, siblings, other kids and high school students. Or encourage your child to study with a class member who does well (Dawson, 2010).

The Namibia Ministry of Education (2010:56) says parents improve children's studying space with a table in homes for their children. Parents cooperate with teachers by attending parents' school meetings. After parents attend family literacy programme, they additionally provided support by playing their roles as carers by advancing comfort at home by: providing solar lighting at home for reading, joining local micro-finance groups, monitoring use of school resources, increasing availability of cash within household, producing enough food for

family, learning basic English, reading school and non-school books and newspapers (Kuo, 2016).

Conferring to, Oest (2011:134) recognised that parents assists all lower primary school children in reading and writing, ask all school going children about school, wake children up to go to school, wash and dress them, teach them hygiene, accompany them to school on first day, articulate other family members to encourage children to do their homework to ensure their children succeed.

Likewise, when parents are educated they execute the following roles; taking a role in homework, create a comfortable environment for their children to learn. They also advocate, motivating children to learn. They communicate face to face with the school about the negative behaviours and academic issues for the purpose of tackling them. They respond to teacher and school requests. They interact with school environment, providing rich literacy experiences to children. They help children understand their needs; communicate openly with children providing input and provide guidance regarding behaviours and further study (Bullock, 2014).

2.5 Impact of Family Literacy Program on parents to support their children

FLP is important in the lives of both parents and children as it inspires parents to care for their children's strive for education. For Pelt (2018:157) "richer home literacy environment displays higher levels of reading knowledge and skills".

FLP helps parents to accept their responsibility as first teachers to assist them academically so that they do not just delegate this responsibility to the teachers. Teachers have too many learners to support. So they accept the responsibility seriously and make a difference in their children's lives (Curtiss, 2016).

Additionally, Swain et al. (2013:170) say FLP makes parents support their children and find out what and how they are learning at home and school. They become more involved with

their children's learning, spending more time with them at home, providing them basic skills, teaching them culture, morals that advance their knowledge to perform better.

These parents spend more time educating and motivating their children's intellectual potential to perform better. Parental education forms a supportive environment which is essential for quality parenting (NIED, 2012).

Above and beyond, FLP helps parents to get involved earlier in the education of their children at earlier stage; spending more time doing school activities and exploring the world with their children through a variety of fun and helpful learning activities. For instance nature, reading books together, teaching children basic tasks such as gardening, cooking building which reinforce children's desire to continue learning new things (Learning Liftoff, 2017).

In addition, after parents attended FLP, their attitudes change positively as their interaction, discussion, responsiveness, sensitivity to their children's social, emotional, and intellectual developmental needs became more increased. These parents become more confident in their parenting and decision-making skills so they gain more knowledge of child development. They use more affection, positive reinforcement and less punishment on their children (Burnette, 2009).

Parents gain better understanding of the teacher's job and school curriculum. They become aware of what their children are learning, and start to help when they are requested by teachers. Their perceptions, commitment and ties with school become improved. They become active decision-making team (Olsen and Fuller, 2010:56).

Swain et al. (2014) indicated that FLP enhances parents' desire and appreciation of their central role in their children's literacy development. It improves parents' confidence and attitudes toward supporting children.

Kuo (2016) added that this program improves home learning environment and general parenting skills, increases their capacity to help their children. Further, FLP's engagement provides parents with parenting skills and exposes them to variety of children's educational instructional activities Schwartz (2019).

Parents Education Overview (2016:36) says "when parental education occurs, it provides parents opportunity to bonding with other parents for support and friendship. It also helps parents develop literacy skills, encouraging parents to become full partners in the educational development of their children by attaining knowledge of how to interact with schools' personnel in their children's schools'.

Equally, FLP creates many learning opportunities not only for children but also for adult becoming English language learners. Dynamically, parents work on their own literacy by improving their own reading, writing, speaking as well as numeracy skills particularly on Basic English (Curtiss, 2016).

Moreover, by attending family literacy programmes, parents learn about how their children are taught and become better able to support their children's learning at home. Both parents and children enjoy their experience of learning together; parents become more closely involved with the school and relations with staff improve (Burnette, 2009).

Additionally, Olsen and Fuller (2010:92) say that Family Literacy creates a home environment that encourages learning. Parental involvement enforces parents to express high expectations for their children's achievement and future careers. Parents become involved in their children's education at school and in community when they are cultured in such a way.

In addition, Dwyer and Sweeney (2010:78) says Family Literacy influences parents in understanding the educational process, learning how to work more effectively with their children as their first and lifelong teachers, discovering teaching and discipline styles used by educators that are positive and that reinforce learning, and finding the appropriate times to

speak with school staff regarding their children. This helps parents to accept policies, rules and regulations, teach children with love, peace and apply polite and positive approaches (Vorhaus et al., 2016).

Nonetheless, family literacy is crucial as it was recognised that parents who participated in FLP gains motivation in becoming lifelong-learners. In this regard parents gain increased improvement in their own literacy skills in reading, writing, grammar, and punctuation and reading more. Some of them continue their education and training to learn on a range of courses designed not only to contribute to their children's education but also personal development or their functional skills such as family numeracy, English and IT computer courses (Swain, 2014).

Parents' personality changes in terms of behaviours, self-esteem and confidence. FLP increased parents' involvement with school supporting their children. Further, it also increases their ability to help their children. It also improved in communication with teachers and their children and work with other people (Swain, 2014).

Additionally, (Parents Education Overview part 3, 2018:96) family literacy programme "raises awareness in parents for children's social, emotional, psychological development. It also increases parents' familiarity with school curriculum", encourages parents to help both the school, children to succeed academically. It promotes parents' ability to identify children's strengths and weakness in their academic development informing and influencing them to communicate it to school. Parents' literacy skills increases as they recognise their learning needs during the FLP and start pursuing other courses for enhancing their capacity (Bullock, 2014).

Consequently, children whose parents are involved in their school not only have better grades, but also have fewer behavioural problems and are more sociable (Mcquiggan, 2017).

2.6 Strategies to help improve the effective implementation of FLP

Family Literacy can be developed in different ways and benefit both adults and children (Unesco Family Literacy Program evaluation report, 2016). Therefore some researchers recognized several strategies to be utilised during the implementation of FLP in order to be successful.

Garcia and Hasson (2014:120) say “program coordinators should call meetings and discuss FLP goals during parents and teacher conference” in order to increase their understanding of knowledge about the program.

Crawford and Zygoris-Coe, 2016:95 suggests that schools and families should share information about how the children performs in reading and writing between report cards” to maximise learners performances and parent contacts.

Dwyer and Sweeney (2010:53) say “communication with key people is the most important tool of a successful family literacy program”, as it is a primary building block that takes into accounts the equal participation by all the partners. Key players including learners, parents, families, and community members are the primary focus in the development and implementation of parent and community involvement programs. Other key players may be teachers and administrators.

The program implementers should strive, Van Roekel (2009:65) says “approaching leaders of religious and cultural institutions” to encourage community members to participate in the program. They should also meet with community counsellors, pastors, headman and school administrators; teachers, head of departments, principals, inspectors in education programs as these are the right people to convince parents to take the program seriously.

Similarly, adult education coordinators also need to (Dwyer and Sweeney 2010:134) “invite librarians and CLDCs coordinators to visit initial meeting to share libraries and CLDCs information services” to familiarise parents how to use these facilities for their benefits and

children such as to access, borrow books and read at home. This will increase parents' interest in the program and attend regularly. These personnel will encourage families and children to check out books from the school and community libraries to read more at home.

The families that participated get invited to give testimonies to motivate other families which did not participate to see what the programme does and thereby encourage similar practices in their homes and communities. Games, dramas get played, songs sung and ideas are shared to enlighten the community. They conduct events offering fun, games, drama to parents and children who attend the occasion (Barratt-Pugh and Rohl, 2016).

Crawford and Zygouris-Coe (2016:123) explain that the learning kit as book gifting which helps in enhancing parent–teacher communication and promotes changes in child literacy practices, enabling behaviours of asking for books to read, developing a love and understanding of books, and developing a positive self-concept as a reader in children. Book gifting boosts mother–child bonding, increased literacy skills for adults in the family who had low literacy levels, and a number of fathers or male partners becoming involved in sharing books and singing nursery rhymes to their children (Barratt-Pugh and Rohl, 2016).

To boost parents' participation, at the end of program cycle during the closing events, the Ministry should allow graduation ceremony to ward participants by providing with attendance certificates, for appreciating them for their participation. (Garcia and Hasson, 2016) and (Swain, 2015) Family Literacy campaigns should be conducted through a media in relevant language groups through newspapers, local cable television, radio and community meetings such as preschool screening, kindergarten, grade 1 registration to inform parents about the programme's existence, so that when their children will start grade 1 they are already aware of programme to attend more regularly (Horn, 2017).

A campaign for dads' participation in the program should be included for them to be involved in the learning of their children. The programme needs to incorporate 'male-friendly'

atmosphere. This help increase fathers' confidence in educational involvement for their children's literacy development (Kuo, 2016).

Crawford and Zygouris-Coe (2016:35) says "school-based meetings can also be made for parents, programme coordinator, facilitator and teachers to share information about programme importance, curriculum, and the learning needs of children".

It is important to have sufficient staff as they are needed to operate effective programs. The Ministry needs to recruit enough district coordinators (EO) to link school, district, and formal efforts regarding partnerships. This staff person would work with families, school personnel to associate them for successful achievements of children (Rutherford et al., 2015).

The recruitment of adult educators should consider personnel with adult education qualification and more social value skills adult educators rather than having encyclopaedic expertise. This is because these are the people who are warm, passionate about adult learning and their adult learners, interested in the learners and their communities, had care and love for their adult learners (Ministry of Education, Arts and Culture, 2010). This strategy assists in promoting the effectiveness of programme implementation.

As a key to successful implementation of program, the Ministry should offer each new staff person orientation and training for the program based on overview of the program curriculum content, philosophy, services, goals, policies, procedures. This is because it is important for adult educators and tutors to receive training in order to successfully support the participants learning needs (Family Literacy Outreach, Mount Pleasant Neighbourhood House).

Studies of Educational Reform: Parent and Community Involvement in Education (2015: 138) say "if educators are to implement successful parent involvement program, they require more assistance, so they should receive pre-service and in-service training and refresher courses make them aware of pitfalls and barriers" so that the parents will be interested to start and complete the programme (Hanemann, 2010).

Youngman and Singh (2013: 157) says “adult educators are key agents in the implementation of adult learning, but their concerns and training needs are often neglected”. Therefore the issue of training adult educators deserves greater emphasis and attention.

Having trained personnel is very important because Hanemann (2017:85) explain that trained facilitators are responsible for mediating the learning process and therefore guide participants through a variety of literacy activities” such as reading, discussions, creation of crafts and illustrations. On the other hand, adults are also encouraged to write stories for their children as well as visit libraries, so that they will not spend money to buy books.

The Ministry need to organise exchange visits tours, for male and female personnel to improve the knowledge and practices to integrate the experience gained from the visit into their working environments. Visitors swap to explore various areas outside community, district, region, country or even continent. This helps staff to increase the quality and impact of the programme. Hence, staff need to meet with other organizations and government departments, other personnel from other parts of the world to explore how others offer FLP in an appropriate way in a different context so that they will come and implement those approaches in their contexts (UNESCO report, 2016).

Youngman and Singh (2003:165) says “this issue formed the subject of a thematic workshop at the CONFINTEA V Mid-term Review Meeting held in Bangkok, Thailand in September 2003, where the workshop deliberated on the contributions made when the implementation of adult education programmes involved an important exchange of experience among different regions”.

Yet, exchange visits and experiences offer a bundle of benefits, well beyond just acquiring information, creates common understanding, relationships forged in the fun and hardships of shared experience, commitments to new approaches, and friendships allow sharing ideas, and

assessing the relevance of new approaches. Further, it benefits not just those who travel, but also those who stay home planning backward (Bryan and Bruns, 2018).

Matras, et al. (2013:146) identified several benefits for exchange visits as they lead to mutual knowledge due to practical demonstrations, make it easier for them to understand an idea or a concept and stimulate willingness to take good exemplary action.

UNESCO's report on family literacy program in Turkey (2015:75) say that family literacy is targeted for illiterate and low income families living in socially disadvantaged communities for them to also develop (Lloyd, 2015). Thus, Namibian National Policy on Adult Learning (2003:34) stated that the facilities built for other purposes such as schools and libraries should be shared by both educational programs. It stipulated that this is a vital strategy for maximization of not only resources but also programs execution. According to UNESCO's report on family literacy in Turkey (2015:15) says sources to support FLP should be drawn on both private and public resources such as the buildings where classes are conducted. Resources for funding FLP personnel, teaching and learning materials, and facilities are essential in the development and implementation of parent and community involvement programs (UNESCO, 2015). The National policy on Adult Learning (2001:32) and Clymer et al. (2017:163) stressed that the "state Directorates through Ministries, offices and agencies should spend money on adult learning such as to train employees and buy the necessary materials and pay personnel responsible to run programme (Ann and Friedman, 2019).

Finding the best time to meet is a major hurdle in FLP. Le Roux (2016:71) stated that the programme planners need to check whether time selected to implement the program is appropriate for parents to participate optimally, as this may be a hindrance for parents to attend. So, it is better for the implementers to allow parents to discuss and agree on meeting time for their class (Kim and Byington, 2016).

Conducting research and evaluating the programme is a strong ingredient for the success of community program as it will help to generate new knowledge and increase the existing body of knowledge as well as seek information for decision making to see whether or not the goals, set by program developers, were met (Beney, 2011).

Hereafter, the government need to allow and insist researchers and evaluators to undertake research so that the results tell whether the program has strengths as well as limitations, informing whether the program has success or failures. The results clearly proves that the program is or not achieving all its ambitious objectives (Sullivan, 2017). Research and Evaluations help determine what works well and what could be improved in a program and demonstrate impact to funders; suggest improvements for continued efforts, (Tsey et al., 2016).

Clymer (2017) indicated that instigating various strategies for the effective operation of FLP is essential as it leads to helping parents improve their parental skills and the success of educational initiatives.

2.7 Family literacy programmes in the world

Family literacy programme in various countries in the world was brought by low literacy level. They all had challenges and did their utmost to overcome them as described below.

2.7.1. National Centre for Family Literacy in the USA

NCFL in USA rose as result of low level of literacy in the country. The country faced a discouraging diversity of learning needs throughout the country. Each challenge reflected the uniqueness of each community which was too difficult for the government to solve at once.

Challenges faced

The challenges of educational barriers the programme faced were English illiteracy, cultural and career barrier to success. There was also high dropout rate which was multiplied by rapid growth of immigrant population among the Hispanic community.

How challenges were addressed

The government tried to address this by maximizing resources through blending public and private funds to support programme services for all family members, raising public awareness on economic burdens of the low literacy and improving the educational attainment of the most at risk adults, children and families with insufficient literacy skills. This is particularly those whose literacy level showed 14%, and 38% and children in grade 4 below basic reading level. The government also tried to strengthen family and community ties (Hanemann 2017).

How Family Literacy Programme was offered

The government launched Parent and Child Education (PACE) programme which was spearheaded by Sharon Darling and blended public and private funds. Consequently, the government received a favourable attention from various donor trusts to support the programme, such as Williams R. Kenan, Jr. Charitable and Toyota. With these support programme expanded the model to National Centre for Family Literacy (NCFL) which spread throughout the country and provided training, public awareness, advocacy and other services to about 6000 family literacy programmes in US.

Since then, (Desmond and Elfert, 2011) NCFL provided training and technical assistance to more than 150000 teachers and programme administrators. They offered distance learning opportunities and programme assessment tools online through Verizon Foundation's free website Thinkfinity.org. Other NCFL initiatives, both private and public funded, have provided training and resources in areas such as workforce development, financial literacy, English as Second Language, volunteerism and community partnership. The components of the programme were children's education, adult education parenting education and interactive literacy activities between parents and children (Kim and Byington, 2016).

Programme achievements

Programme evaluation done by Kim (2016) found out that both adults and children who participated made long term gains: Adults obtained high school equivalence, had job, enrolled in some form of post-secondary education or job training programme, or continuing adult basic education working toward high school equivalence certificate. Children were prepared for kindergarten as they enter, they had higher standardized test scores in reading, language and Math, received higher class grades, and continue to be successful in school. Families improved in literacy skills and behaviours. Participants increased interest and need for the programme. This indicates accumulation of parental support to children.

2.7.2 Family Basic Education in Uganda

FABE in Uganda was established because of illiteracy in the country. It mostly targeted families in Bugiri district, one of the poorest districts in Uganda. Its primary school performs below national average and its adult literacy rates are among the lowest in the country.

How Family Literacy Programme was offered

The programme worked with teachers and adult educators trained in family literacy methods. Programme offered components of adult basic literacy and numeracy sessions for parents only, based on school curriculum but structured differently from adult learners. Joint parent-child sessions structured toward shared learning- include activities like playing games, telling and writing stories together. Home learning activities- used stories, folklore to extend learning at home (Hanemann, 2017).

The aim was to strengthen parental support for children's educational needs and equip parents with basic knowledge on school learning methods. Increased parenting skills create awareness of family learning.

Challenges faced The programme had difficulty to enable parents to play an active role in community affairs using the school as an entry point. They addressed this problem by implementing advanced programme. As a result, diverse empowerment outcomes emerged. Participating schools received a package of materials, while parents made low cost, home-made teaching/learning materials on their own or joint parent child sessions. FABLE developed a teacher guide for adult educators, and teachers. The programme introduced participatory techniques and made use of combined primary school teachers and adult literacy educators. They used English and local language as medium of instruction (Parry et al., 2014).

Achievements

Consequently, parents were interacting with children in reading, writing, numeracy, doing homework and checking books. Parents themselves correctly read, calculate, and record writing short messages.

2.7.3 Family literacy project in SA

Desmond and Elfert (2011) explain that Family Literacy Project in South Africa was also established due to the problem of low literacy level in adults and children.

Challenges faced

The challenge was worsened by bad infrastructures, programme participant members' workload which conveyed absenteeism and lack of books.

How challenges were addressed

(Hanemann, 2017) described that the programme overcame this by establishing three community libraries and eight box libraries run by project facilitators assisted by group members to promote reading in the community.

How Family Literacy Programme was offered

The project staff have developed learning materials and easy to read books that are available in both Zulu and English. The topics covered are early literacy development, parenting, HIV/AIDS and resilience. Facilitators are provided with all units lesson plans, posters and leaflets. Adults, teenage, children's groups were supplied with stationeries. Group members do not leave the project until they want to as there is no defined end for the programme. Facilitators and group members are from the community in which they operate. Group members are women aged between 21 and 79 with average of 48.

Achievements

It was learned that children who are supported by their parents usually do well at school which motivated adults to continue offering this support. Well supported facilitators are key to successful implementation of the programme (Le Roux, 2016).

2.7.4 Family Literacy Programme in the Namibian context

Family literacy in Namibia rose as a result of variation in education provision by colonial apartheid law in the country. This gave rise to high illiteracy rates in the adult population which prompted the development of FLP in order to promote parents' education so as to make them aware of their supportive role in their children's first years of school. The government conducted a survey in 2004 to investigate if the country actually needed FLP and to determine ways that could assist parents to support their children. The programme was piloted in 2005 (Desmond and Elfert, 2011).

How Family Literacy was offered

The full implementation of FLP in Namibia started in 2006 provided through the Directorate of Education, Department of Adult Basic Education in all 13 regions with 3 centres per region by then. In 2007, 874 participants enrolled in 9 regions with 83 males and 791 females. Only 25 males and 443 females completed. The programme provided training

workshop to facilitators who worked for a renewable contract of 4 months as well as to Education Officer who motivated and monitored lesson facilitations. The aim is to equip them with understanding of the importance of the parents' roles in their children's development of literacy skills (Ramarumo, and Mckay, 2008).

Parents alone were trained in the sessions like early childhood development, storytelling and reading, songs and music, child protection, children's rights, HIV/AIDS and nutrition. The sessions were designed to help promoters develop skills in facilitating groups, designing and writing session outlines. The programme was offered for the duration of 4 months, the first school term. Participants received certificates at the end of the programme (Hanemann, 2017).

Achievements

After programme implementation (Desmond and Elfert 2011) noted that they experienced stronger parent-teacher/school relation, improved confidence on learners, reinforcement, expansion of programme desired, certificates received and programme appreciation by promoters and participants. This did not mean that they have achieved all goals.

Challenges faced

Programme experienced problems of high absenteeism's and dropout rates by both male and female participants. Programme's total dependence on government provision of materials which was always delayed which frustrated promoters and parents. Misconception by elders that educating children is a task for teachers who are paid to do so, bad infrastructures and lack of transport which hampered the visiting and monitoring of classes, promoters leaving for greener pastures, negative attitudes of school principals, late payments of promoters, low participation of men in the programme (Hanemann, 2017).

Solution to these problems

Desmond and Elfert (2011) stated that the Directorate has sought recommendations from individual regions though some issues still remain unresolved.

Nonetheless, the programme is offered but was not evaluated and the government is spending more money on it. Yet the programme is not meeting its goals as expected.

Desmond and Elfert (2011) discussed that in USA the NCFL provided training, awareness and advocacy services to approximately 6000 family literacy programmes, which are numerous. It was further reported that FACE programme which served the Native American families expanded from 500 participants in 1991 to more than 4500 in 2005 which indicates increase interest and need for the programmes. But in Namibia it was discussed that initially the enrolment rate was high but thereafter was a tremendous dropout in both gender. The question remains why and how to address this? What topics are not included which discouraged participants to attend? It was also mentioned that the programme rely solely on the government for the supply of materials. Why would donors not be interested in supporting the programme in Namibia? What should be done to attract donor support and gain public interest and need for the programme?

More evaluation is needed to assess the need of expansion on learning necessities. America has a good example when embedded workforce development, financial literacy, volunteerism, community partnerships in programme components for poverty eradication, and uplifting literacy rates in supplements to parental support. Very few researches were made in Namibia regarding FLP. Therefore, more researches need to be undertaken in order to assess the need of improvement. For the few who are attending the programme are they really positively acquiring any skill to support their children's learning? Therefore, the purpose of this study is to fill this gap as required.

2.8 Recommendation

Favourable education practices must also be established to encourage a link between school learning and community indigenous knowledge, practices and cultural heritage and involve various stake holders in the planning, implementation, monitoring and shaping of what goes on at school.

Ordinary events or facilities such as class visits, school open days, and school compounds must also be transformed into effective learning opportunities.

Home visits should be organised to help parents to create both learning space at home and homemade teaching and learning materials.

The programme should develop teachers' guide for educator, each participating school should receive a package of materials, while parents make low cost, home-made teaching/learning materials on their own.

Teaching approach used should combine professional teachers and para-professional adult literacy educators. English and local languages should be used as languages of instructions.

Content of family learning should be expanded and emphasise literacy and contextualize basic education in a broader sense. This is because some of the members joined the programme may be interested in learning more about how to help their children and concurrently develop their own literacy skills.

Public awareness and advocacy should be provided. FL programmes should be marketed further in order to gain the support of local and central governments and win funders for sector-wide support.

FLP should well support their facilitators for successful implementation of the programme.

2.9 Summary of the chapter

. This chapter presented first the theoretical framework of the study and the different literature related to the type of support that Family Literacy graduates parents render to their

children in earlier grades of their formal schooling in Oshana Region. It also discussed the impact of FLP on parents to support their first graders. In addition, this chapter presented the recommendations on the strategies to put in place in order to help improve the implementation of FLP in Oshana Region. It also present family literacy programmes in the world as well as the recommendations to improve such programmes. The next chapter presents the methodology of the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter presented a comprehensive review of literature for the study. This chapter discusses the research methodology of the study, the research design, the target population, sample and sampling strategies used in the study. More, this chapter also presented the data collection instruments used in the study, the issues of validity, data analysis and the pilot study. In this chapter, each of the presented aspects above will be defined and its existence in the current research study will be justified. Lastly, this chapter presents the consideration of ethical issues which were considered in this study.

3.2 Research Approach

Creswell (2013:135) describe research approach as refers to a plan and procedure that consists of the steps of broad assumptions to detailed method of data collection, analysis and interpretation. Hence, in this study qualitative research approach was applied using the inductive approach of analysis in order to investigate the type of support FLP graduate parents render to their first graders, the impact that FLP has on parents to support their children and strategies to improve the implementation of FLP. The researcher interviewed and obtained textual descriptive based information from the participants. The researcher identified trends in thoughts and opinions of the participants.

3.3 Research philosophy

Creswell (2017) opines that philosophy is a belief that guides the collection, presentation and analysis of phenomenological data. There are several ways of showing one's (the

researcher's) worldviews. Some situations could demonstrate worldviews such as positivism, advocacy/ participatory, constructivism, interpretative, transformative and pragmatism in the collection, presentation and analysis of data (Creswell, 2017). The researcher in this study was guided by the interpretative research philosophy.

The interpretative research philosophy supports the belief that reality is constructed by subjective perception. It is concerned with understanding the lived experiences by individual respondents (Thomas, 2010). In this study the goal for opting interpretative philosophy was to understand the kind of support that FLP participants give to their children in readiness for the first grades of formal schooling and how Family Literacy Programme impact the type of support that Family Literacy Programme graduate parents give to their first graders in Oshana Region.

The researcher generated information, through in-depth open-ended interviews, from FLP graduate parents in the field as key informants about the phenomena under study. The researcher spent time in the field conversing with these FLP graduate parents asking them open-ended questions on the type of support parents render to their 1st graders in Oshana Region. The researcher listened and explored their perspectives, experiences, feelings on a phenomena (Sunday, 2015).

The researcher interpreted findings narratively as told by the respondents from the field, described the experiences and perceptions of subjects making sense of textual data which were unclear (Thanh 1st and Thanh 2nd, 2015).

3.4 Research Design

Research design refers to framework of methods and techniques chosen by a researcher to conduct a study in order to minimise bias and increase trust on collected and analysed research information (Mertens, 2010). Parker (2009-2019:18) mentions qualitative research designs are amongst many case studies, phenomenological, participatory, focus groups,

ethnography, grounded theory, action research and archival research. However, this study was guided by phenomenological research design. Giorgi (2012:45) described phenomenology as a qualitative research method that is used to describe how human beings experience a certain phenomenon. This philosophy allowed the researcher to delve into the perceptions, perspectives, understandings and feelings of parents who actually participated in FLP. Hence, the researcher conducted an in-depth individual interview having face-to-face conversation with the participants.

3.5 Target Population

Banerjee and Chaudhury (2010:138) define population as a complete set of people with specialised set of characteristics to which the results of the study will be generalized. It is the larger group of people from which the sample is properly drawn because the whole population cannot be studied. There are 43 primary schools providing Family Literacy Programme with about 85 parents who participated and completed the programme in the year 2019 in Oshana region. Therefore, the target population of this study included all parents who attended FLP at all primary schools providing Family Literacy Programme in Oshana Region.

3.6 Sample and sampling procedures

Goodwin (2010:75) describes sample as a portion of subjects properly drawn out from a target population to which the result of the study will be generalised. Therefore the researcher has selected a sample from the target population to be researched. Because it is a qualitative research, the initial about 6 rich informants were judgementally and conveniently selected first followed by snowballed individuals that were identified by the initial 5 reaching a total of 15 rich informant parents from the community for the study.

Bhat (2013:19) expresses snowball sampling method known as chain referral a non-probability sampling technique in which the samples have traits that are rare to find in which the existing subjects provide referrals to recruit samples required for the study.

Crossman (2018:11) says the researcher begins with a small population of known individuals and expands the sample by asking those initial participants to identify others that should participate in the study.

3.7 Research Methods

3.7.1 Semi structured Interviews

The study employed semi-structured interview in order to help guide the researcher during conversation with participants through the interview process. The researcher opt this method to be able to focus, be flexible in probing when gathering data. This method allows the researcher to get more detailed open-ended data, from participants as key informants to understand their thoughts, experiences and opinions (Dejonckheere and Vaughn, 2019).

3.7.2 Document Analysis

(Bowen, 2009) define document analysis as refers to a form of qualitative research which documents are interpreted by the researcher to give voice and meaning around topic under study. Hence, qualitatively the researcher also analysed documents as a form of qualitative research where she drew upon multiple sources of evidence in which she selected the paragraphs with content relevant to the researched topic under study.

3.8 Research Instruments and procedures

Since most of the respondents were unable to read and write, the researcher constructed an interview guide that employed open-ended questions to give respondents a chance to explain their answers (Schuman 1966, 2008; Wenemark, 2009; Singer and Couper, 2011). The interview questions were constructed in English with 4 sections. Section A consisted of

questions provoking the types of support that FL graduate parents render to their first graders in formal school in Oshana Region, Section C triggered information on how FLP impacted on the type of support that FLP graduate parents render to their first graders of formal school in Oshana region, section D generated information on strategies to be used to help in the full improvement of implementation of FLP in Oshana region.

The interview questions were translated in a vernacular language and administered to 15 parents who completed FLP in Oshana Region. The audio was later translated into English in order to facilitate recording of data, presentation and analysis. After hours the researcher went in the residential area where the participants lived. Through referral the researcher identified one participant from the program facilitator who later referred the researcher to other participants (Dey, 2012). The researcher made appointment with the respondents to agree the convenient place, time and duration through mobile network. The researcher met participants individually administered a face-to-face in-depth interview. The researcher asked questions, added more new questions and probed as necessary. The interviews were audio taped with permission of the respondents lasted for ten minutes. The respondents were informed to withdraw from the study at any time they feel so (Agee, 2019).

Using a checklist that was designed for document analysis, the researcher analysed documents, coded the content, organised it into themes similar to how focus group and interview transcripts are analysed (O'Leary, 2014). Hence, the researcher review, evaluate and interpreted the selected content in order to gain understanding to give a voice and meaning around it (Bowen, 2016). Thus, she searched convergence and corroboration through different sources. The researcher tabulated data into tables according to research questions (Bowen, 2017).

3.9 Data presentation and analysis

Sridhar (2018:45) explains data analysis as a process of inspecting, cleansing, transforming and modelling data with the goal of discovering useful information, arriving at conclusions and supporting decision-making bodies. Anderson (2010:155) explains data presentation as referring to the summarising, organising data into tables and narration form which is more easily readable and interpretable. Therefore, the researcher interpreted data arranging them into themes or categories according to research questions. The researcher presented and discussed the eminent and repeating poignant and most representative research findings quotes from the interviews and documents in order to build a story. This helped the researcher to mention key points and themes that related to the research questions rather than reporting everything said by interviewees (Verdinelli, 2013).

Therefore the researcher, started familiarising herself with data by reading and re-reading the data, writing down the impressions, looking for meanings and determine pieces of data that have value and transcribe data (Bhatia, 2018).

Hence the researcher revisited the research questions with focus on their analysis in order to obtain data that related to particular research questions. The researcher examined data as it relates to the respondents and the literature reviewed (Chun, 2013).

The researcher categorized the data and created a framework where the researcher coded and indexed data. She started identifying broader ideas, concepts, behaviours, interactions and phrases. She assigned codes to data by labelling and defining each piece of data making it easy to organise and retrieve (Bhatia, 2018).

The researcher then identified patterns and made connections, by identifying themes and looked for relative important responses received to questions; identify data or pattern that answer research questions and found area to be explored further (Bryman, 2012). In other words, the researcher maintained an iterative and progressive process where for example the

research had to keep *thinking* about things and start *noticing new things* in a spiral way of the data. The researcher also had to continue to be recursive. The recursive process called for the researcher to be aware that one part can call the researcher back to a previous part. For example, while the researcher is busy *collecting* things the researcher might simultaneously start *noticing* new things to *collect*. Lastly, the researcher had to keep a Holographic stance to notice that each step in the process contains the entire process. For example, when first *noticing* things the researcher had to already mentally start *collecting* and *thinking* about those things (Seidel, 1998).

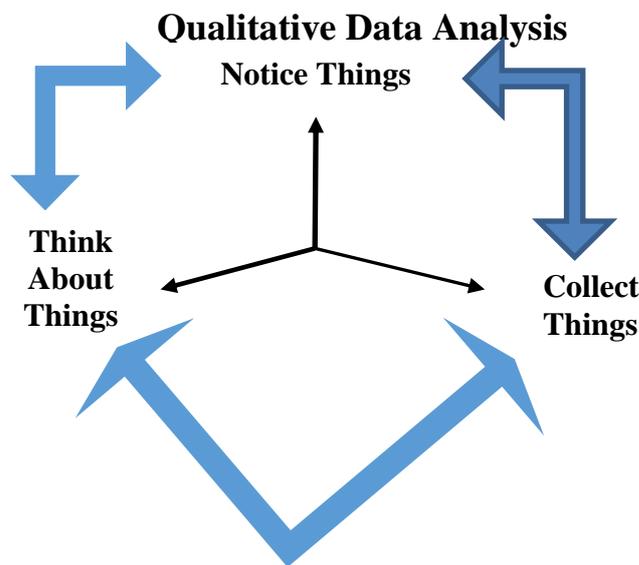


Figure 1 (Seidel, 1998 Qualitative Data Analysis)

Finally the story was narrated in words.

3.10 Data verification and elimination of bias

Anney (2010:89) explain data verification as a check to ensure that data entered exactly matches the original source using strategies and criterions”. Simudic (2013:125) define bias as refers to “intentionally or unintentionally trend from the truth in data collection, analysis, interpretation and publication which can cause false conclusions.

Therefore to avoid errors in data processing, ensure quality and credibility in data collected, the researcher asked a co-worker to read the input data while checking it against the original narrated document (Teach Computer Science, 1999-2019).

Anney (2014:84) researched that invested sufficient time in the field interviewing participants to become familiar with the setting and context to build trust and to get to know the data to get rich data the researcher also allowed participants to clarify their intentions, correct errors and provide additional information (Moon 2016). The researcher tried to maintain neutrality by trying not to give her own views when the participants were exposed to the research questions and follow ups (Krefting, 2017).

To eliminate bias during data collection the researcher crafted and asked participants open-ended questions in order to collect more detailed and meaningful data (Namit, and Seiden, 2018). With the permission of the participants, the researcher used snowball sampling method in which the existing subject provided referrals to recruit samples to ensure honesty (Bhat, 2013).

3.11 Research Ethics

David and Resnik (2015:91) describes research ethics refers to discipline that guide standards of conduct which distinguish between acceptable and unacceptable behaviours in an inquiry that involves human and animals as subjects in order to protect their rights, dignity and welfare. Thus, in this study the researcher abided to the following principles to keep the participants safe and respected.

3.11.1 Obtaining Permission and informed consent

The researcher obtained research certificate from the UNAM Research Committee, obtain permission from office of the Permanent Secretary, Regional Director, as well as school principals. The researcher also obtained verbal consent from the respondents. The researcher informed participants what the study was all about, for them to understand what the study

was all about. She explained the purpose and benefits of the participants and community at large. She further asked the participants if they are willing to participate in the study and granted them right to withdraw from research at any time they feel so, as participation was voluntary.

3.11.2 Confidentiality, anonymous respect, non-discrimination and safety

The researcher informed participants about how their information and research materials will be used such as photos and audio to secure their consent. The researcher informed participants that their records will be stored in a secured cabinet with limited access (Resnic, 2015). Respondents' personal identities were made anonymous where no one including the researcher and supervisors were able to identify any subject afterward. The researcher respected all the participants and treated them fairly; she respected their human dignity, privacy and autonomy. The researcher strive avoiding discrimination against participants on the basis of sex, race, and ethnicity. The researcher offered safety of peace of mind to participants; she also strove minimizing psychological harms and risks.

3.12 Summary of the chapter

This chapter had presented definitions of the key research terms, and outlined the relevant research instrument. The most suitable instrument for data collection was presented. The philosophy, research strategies and sampling method for this study were also discussed and justified. Data analysis, validity and reliability of the research instrument and limitations of bias in the research were also discussed. The chapter also discussed ethical considerations in the study. The next chapter will discuss the results and interpretation of the findings.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

In this chapter the researcher focuses on the presentation, analyses and interpretation of the findings of the study. The researcher further presented the main findings of the study following the research questions of the study, which were:

1. What is the type of support rendered by Family Literacy Programme graduate parents to their children in earlier grades of their formal schooling in Oshana Region?
2. How does Family Literacy Programme impact the type of support that Family Literacy Programme graduate parents give to their first graders?
3. What strategies could be put in place to help in the improvement of the implementation of Family Literacy Programme in Oshana Region?

4.2 Presentation and discussion of data

In the context of gathering data, with a cycle of interrogating the literature review of this study, repeated statements that inclined towards possible patterns and relationships in formed subthemes were eventually grouped together to form themes. The summary of such themes with their subthemes are therefore presented in the table below. Thereafter, the researcher presented the information of data analysed from the documents in a narration form.

THEMES	SUB-THEMES
Theme 1: Types of support rendered by Family Literacy graduate parents to their children in earlier	Sub-theme 1.1: Assist in homework
	Sub-theme 1.2: Organise and motivate children to learn
	Sub-theme 1.3: Taking children out
	Sub-theme 1.4: Link with school
	Sub-theme 1.5: Monitor children's learning

<p>grades of their formal schooling</p>	<p>Sub-theme 1.6: Provide basic needs and learning materials</p>
<p>Theme 2: Impact of FLP on the support that FLP graduate parents give to their first graders</p>	<p>Sub-theme 2.1: Accepting responsibilities</p>
	<p>Sub-theme 2.2: Involvement in children’s learning</p>
	<p>Sub-theme 2.3: Positive changes in parents’ attitudes toward education</p>
	<p>Sub-theme 2.4 Link between home and school</p>
	<p>Sub-theme 2.5 Awareness in school curriculum, parents and teachers’ job.</p>
<p>Theme 3: Strategies to help improve the implementation</p>	<p>Sub-theme 3.1: Motivating parents to attend the programme</p>
	<p>Sub-theme 3.2: Monitoring and evaluation</p>
	<p>Sub-theme 3.3: Effective implementation of the</p>

	programme
	Sub-theme 3.4 : Consciousness raising
	Sub-theme 3.5: Joint ventures and partnerships with other stakeholders
	Sub-theme 3.6: Exchange visits
	Sub-theme 3.7: Share resources and provide learning materials
	Sub-theme 3.8: Award participant
	Sub-theme 3.9: Research and evaluation

Table 4.1: Themes and sub-themes

4.3 Theme 1: Presentation of the types of support that Family Literacy graduate parents give to their first graders of their formal schooling

Under this theme parents were asked to elucidate what types of support that Family Literacy graduate parents give to their first graders of their formal schooling, they had this to say: *“I direct my child to complete the tasks she is given by their teacher” (participant14)*

“I remind my child to learn as they forget and concentrate too much on playing” (participant 3)

“I provide food to eat at home and lunch box to eat at school. I also offer books, erasers, pencils and colouring pens to study well” (participant 10)

Based on the above it is evident that parents support their children to do their homework. The results also confirmed that parents remind their children to learn when they forget or concentrate too much on playing. They also ensure their children have food as well as stationaries both at home and school to study well.

The findings above correspond with the findings of Hoffses (2018) who indicated that supporting children in learning benefits them beyond classroom and help them develop a

sense of responsibility and work ethics. Redding (2019:157) added that parents need to present themselves as they need to provide basic necessities, interpret assignment instructions, offer guidance, answer questions, and review children's completed work to foster learning.

4.3.1 Sub-theme: Assist in homework

When parents were asked to illustrate how they assist their children in homework, they had this to say: *"I assist my child to complete the tasks she was given from school"* (participant 2)

"I used to refer my child to neighbours to assist where I do not understand or when I am too busy" (participant 4) Following Seidel's (1998) way of working with qualitative data, the researcher insisted to probe areas that needed clarification as they loomed. Once such a probe was made, another participant said, *"I provide information that my child was sent to school to research"* (participant 10)

It is clear from the above that parents do assist their children in completing their homework. When they do not understand the content or have no time, they do not leave the children unassisted but rather ask someone like neighbours to assist on their behalf. Parents assist children to provide information as children are too young to know everything (*like historical, cultural and traditional information*).

The findings above collaborates with the findings of Dawson (2010) who found out that parents should assist children on home works to be an independent to succeed. Parents only need to help, support, check in with them, steer, and give right direction if children are going in the wrong. They just have to make sure children understand the concepts without doing the homework for them. He also added that many parents have lots of responsibilities so they need to get a tutor or other people like friends, or family members to help the children even though the first tutor of the child should be the parent.

The participants indicated that the type of support they give to their children after attending FLP is to help children in doing homework. It is their vital responsibility because they have experience which will be as a source of information. Therefore they tried to support their children to understand concepts, complete tasks, given to school, provide information on their projects for their academic success. They revealed that they also ensured their children's homework are complete by referring children to other people to help when they are too busy or do not understand how to assist the child.

4.3.2 Sub-theme: Organise and motivate children to learn

On this issue as participants were asked to give their views on how they organise and motivate their children to learn, they responded as follow:

“I arrange a relaxed study place and always encourage my child to study” (participant 7)

Observing that there was a need for more information, the researcher probed the next participant who responded that *“I set time and remind my child to read and write” (participant 9)*

The researcher continued probing another participant who expressed that *“I insist on regular school activities, inspiring my child to love school” (participant 6)*

The researcher probed the another participant responded that *“in the evening I inform my children to go to bed early so that they will concentrate in class” (participant 4)*

Researcher insisted to probe for more enlightenment as another participant revealed that *“I always make sure my children have enough variety of food such as fruits and vegetables to help them in building their bodies and sharpen their mind to learn effectively” (participant 2).*

Based on the above, it is evident that FLP graduate parents organise and motivate their children's learning in various ways e.g. by arranging quite study place, setting time, reminding them to do school activities like reading and writing regularly. They encourage

and inspire them to learn and love school; they monitor their sleeping time to ensure they sleep early to rest enough for the next day's sessions. The results revealed that these parents are responsible by ensuring their children have balanced diet

The above findings concur with the finding of Petit (2014:78) who clarified that parents must organize quiet study space for their children to make sure their children have a comfortable study area such as a table, cup to put pencils. They should inform and remind them about their bedtime and diet which play a vital role in their learning. This is because they need to rest enough and do not need to feel hungry so that they will be able to focus in their learning. This includes the issue of parents asking their children what they want to eat so that they will eat to their best and concentrate in class. Davis (2018:76) added that parents need to play an important role in providing more fruits and vegetables for their children. Hence, they should insist and control children are eating regularly. This helps to sharpen children's mind, build healthy and energetic bodies and maximise their concentration.

Furthermore, the findings concurred with what Becton (2018) emphasised that parents need to motivate children in order to boost their confidence so that children will enter the school with confidence every day. Most good learners were not born good learners but received good attitudes and right motivation. Parents should be the supportive voice, offering encouragement as the children work on their home works and tests. Be available to field questions and instill confidence by giving them space and time to do their work.

4.3.3 Sub-theme: Taking children out

When participants were asked to comment on how they handle the issue of taking their children out the participants responded as follow.

"I take my child out to library to read books" (participant 5)

After being probed for clarity, the other participants said, *"I send my child to village to see farms and forests to learn different types of animals and areas" (participant 4)* Noticing that

the next participant had a slight angle of talk on the subject, the researcher probed the participant to open up and say something, *“When I go to town for shopping I take my child along to learn areas, names of shops and people there”* (participant 15)

It is evident from the above that FLP graduate parents see the importance of taking their children out. They do not just keep them at home but when they go out they take them along with to variety and simply nearby and easily accessible places. This helps children to learn places like villages and shops, people, animals, and even libraries to get access to reading books. The results of the study revealed that FLP graduate parents understand the importance of taking children out to expose them to the environment to acquire knowledge and skills which will help them at school. As this implies that parents do not necessary need to have a lot of money to take their children out but even arears around them can help children acquire knowledge.

These findings supports the findings of Johnson (2019) who reinforced that parent need to go out for educational trips with their children such as libraries, museums and zoos in order to have a better understanding of the lessons.

4.3.4 Sub-theme: Link with school

When parents were asked to give their views on how they contact the school and communicate with teachers this is what the participants had to say:

“I go to my child’s school and talk to their teacher to hear her progress” (participant 1)

“I communicate with the teacher often to hear what my child had to learn” (participant 9)

As the researcher noticed that previous respondent stated a related point further probed the respondent expressed that *“I call the teacher to ask where my child needs to improve”* (participant 11)

It is evident from the above that FLP graduate parents do not just keep quite or work in isolation to assist children but they always corroborate with schools by directly going to

school, call to talk to their children's class teachers to discuss, their children's progress, what they have to be taught and where their children have to improve.

The findings above supports the findings of Edsy (2018) who mentioned that parents need to contact the school and communicate with the teacher in order to talk about why their children are struggling or what they can do to help at home. This is because teacher works with their children and knows the best way to help as they spend a great deal of time with each learner and will have ideas.

4.3.5 Sub-theme: Monitor children's learning

In response to the request to parents to express how they monitor their children's learning, the participant parents responded that they support their children by observing their learning. As children may excess in activities, parents make sure that their children read, write and do Mathematics every day, control things that interrupt their concentration, manage time to do other activities like playing, sleeping, and that of learning. Regarding this matter, this is what they said:

"I make sure my child read, write and do Mathematics every day" (participant 12)

The researcher probed to get additional description *"I control too much of watching TV, and playing games" (participant5)*

Progressively, another participant articulated that *"I balance her time of playing, sleeping and studying" (participant 13)*

It is evident that FLP graduate parents are active in monitor their children's learning. They monitor their learning by making sure that their children read, write and do mathematics daily. They also control things that interrupt their studies such as TV and games. They balance their time for their activities such playing, sleeping and studying.

The findings above support the findings of Ministry of Education, (2010) which stated that parents need to regularly monitor and supervise their children's schoolwork to make sure

their children are doing their work completely every day. It is parents' responsibility to insist by seeing every piece of their children's homework every night. Nelson (2019) also identified that it is parent's responsibility to control the use of social media by keeping them at minimum. This is because over use of social media overrides children's chance to read their books and develop their own interests and explore on their own.

4.3.6 Sub-theme: Provide basic needs and learning materials

In response to the question on how parents ensure the provision of basic needs and learning materials for their children's education, this is what they had to say:

"I make sure my child have eaten well to concentrate in class" (participant 7)

"I buy my child food and stationaries to make sure he studies well" (participant 4)

To enrich the findings, the researcher inquired the other participant who said *"I cook healthy food for my child to have energy and study well (participant 9)*

It is evident that FLP graduate parents support their children by taking care of their children's basic needs by buying them stationaries and foods and make sure they have eaten in order to be strong, focus and perform well in school. The researcher is convinced that these parents do not only wait for the government to supply but make effort as necessary.

The findings above supports the findings of Kuo (2016) who cited that after parents attend FLP; they play a role as carers by increasing availability of cash within household produce enough food for family.

Further, the findings concurred with Boyarshinov (2017) who stated that parents need to support their children to provide or make reading books at an early age so that they will acquire reading and writing skills. Thus, they should provide their children with books or learning materials like papers, markers, and crayons to make books. This will make children love reading and writing as well as be proud of their very own books.

4.4 Theme 2: Impact of FLP on the support that FLP graduate parents give to their first graders

Under this theme the participants were interviewed to give their views and experiences on how the programme influences them to support their children's education. The participants responded with the following:

“This program convinced us to accept the responsibility of assisting our children in school work at home” (participant 11)

To understand better how the programme influences, the researcher inquired a participant who stated that *“FLP influenced us to be involved in children's education” (participant 4)*

Expressing the same point, researcher probed another participant who added that *“FLP taught us what our children have to learn so that we know what activities to engage them at home” (participant 9)*

It is evident that FLP has influenced the graduate parents to be actively involved and participate in their children's education as well as familiarise them with school curriculum. The programme convinced them to accept their role as first teachers of children.

The findings above correspond with the findings of Swain et al. (2014) who indicated that that FLP enhances parents' desire and appreciation of their central role in their children's literacy development. It improves parents' confidence and attitudes toward supporting children.

Additionally, Kuo (2016) added that this program improves home learning environment and general parenting skills, increases their capacity to help their children. Further, FLP provide parents with parenting skills and expose them to variety of children's educational instructional activities (Schwartz, 2019).

4.4.1 Sub-theme: Accepting responsibilities

As parents were interviewed on the issue regarding the concern on how the programme influenced them to accept their responsibilities as first teachers this is what they had to say.

“I received information from the programme that education starts from home. I am convinced that I am responsible to teach my child discipline, culture, religion, and hygiene”
(participant 2)

“We were taught to be positive about supporting our children’s education like homework and even insist in reading, writing and counting. If we just wait for the teacher to do everything the child will fail or even drop out from school.” (Participant 10)

Identifying that the participants are clearly expressing their views, the researcher probed the next participant who said *“We learned that it’s our responsibility to teach our children to be responsible persons in life and to respect everyone”* (participant 6)

It is clear from the above that the programme influenced FLP graduate parents to accept their responsibilities as children’s first teachers by informing them that education starts from home. They are convinced that they have a responsibility to play too. The result of the study revealed that the programme familiarised them with what they had to teach their children at home like discipline, culture, religion, hygiene and more. The programme issued positive attitudes to support children to avoid children to solely depending on the teachers’ support.

The findings above supports the findings of Curtiss (2016) that FLP helps parents to accept their responsibilities as first teachers to assist them academically so that they do not just delegate this responsibility to the teachers. Teachers have too many learners to support. So they accept the responsibility seriously and make a difference in their children’s lives.

Additionally, the findings also concurred with Swain et al. (2013:170) who said FLP makes parents to support children and find out what and how they are learning at home and school.

They become more involved with their children's learning, spending more time with them at home, providing them basic skills, teaching them culture, morals that advance their knowledge to perform better.

4.4.2 Sub-theme: Involvement in children's education

In response to the request for the parents to express their views regarding the issue of parental involvement in their children's education, they pointed out that:

"I was convinced to spend time with my child reading books, counting numbers, and colouring (participant 4)

After probing for clarification, another participant expressed that *"FLP erudite me that it is my responsibility as a parent to follow up if my child schoolwork are complete"* (participant 7)

Noticing that the participant said related views, the researcher probed another participant who said *"FLP made me understand that I am a first teacher of my child, so I have to teach her several things initially at home. We also cook, shop, clean the house, do laundry, as well as horticulture."* (Participant 11)

It is clear from above that FLP has influenced graduate parents to spend time with their children doing school related activities. It also influenced these parents to involve children in doing house chores which helps them acquire skills to help them during lessons.

The findings above support the findings of Learning Liftoff (2017) who indicated that FLP helps parents to get involved earlier in the education of their children. It influences them to spend more time doing school activities and explore the world with their children through a variety of fun. FLP impart parents' helpful learning activities for instance exploring nature, reading books together, teaching children basic tasks such as gardening, cooking which reinforce children's desire to continue learning new things.

4.4.3 Sub-theme: Positive changes in parents attitudes toward children's education

As parents were asked to opine on the issue of how FLP changes parents' attitudes toward their children's education, the participants responded as follow:

"After attending this programme, I became a new person, I sit and discuss with my child and listen and answer back his questions." (Participant 3)

After some clarification, the researcher inquired another respondent who stated, *"I listen to my children, show love and peace when teaching my child which I was not able to do before." (Participant 9)*

Noticing that the respondent stated related views, the researcher probe the next respondent who said, *"Now I even contact school and attend parents meetings." (Participant 1)*

The responses of the participants evidently implied that FLP positively changed graduate parents attitudes toward their children's education. The programme influenced parents to do what they did not use to do like listening to their children's questions and concerns, have time to discuss, read, show love and peace, contact school as well as attend parents' meetings. It is believed that now these became their daily routines with passion as parents understood that it will help their children to become successful people in future.

The findings above support the findings of Burnette (2009) who cited that after parents attended FLP their attitudes changed positively as their interaction, discussion, responsiveness, sensitivity to their children's social, emotional, and intellectual developmental needs increased. These parents became more confident in their parenting and decision-making. They gained more knowledge and skills of child development. They used more affection, positive reinforcement and less punishment on their children

Further, Olsen and Fuller (2010:56) added that after attending FLP parents gained better understanding of the teacher's job and school curriculum. They became aware of what their

children are learning, and start to help when they are requested by teachers. Their perceptions, commitment and ties with school improved. They became active decision-making team.

4.4.4 Sub-theme: Link between home and school

In response to the issue regarding how the programme influenced them to connect with home and school, the participants responded with the following citations:

“We were cultured to always contact the school to be aware of what the child is learning”
(Participant 12)

After being inquired for clarity, the next participant mentioned that *“I was informed that it is vital for the parent to communicate with teacher to see the progress of the child”* (Participant 4)

As the researcher progressively probed, another respondent cited that *“I was convinced to be in touch with school to see the weakness and improvement of the child’s learning”* (participant 15)

Based on the above it is evident that FLP positively influenced parents to connect with their children’s school teachers in order to be aware of the school curriculum and see their children’s weaknesses and progress in learning.

The findings above support the findings of Burnette (2009) who cited that when parents are educated they execute the following roles. Parents became more closely involved with the school and relations with staff improved.

In addition, they communicated face to face with the school about the negative behaviours and academic issues of the children for the purpose of tackling them. They responded to teacher and school requests, interacted with school environment, in order to provide literacy rich experiences to children. They also helped children understand their needs; communicated

openly with children providing input and guidance regarding behaviours and further study (Bullock, 2014).

4.4.5 Sub-theme: Awareness in school curriculum, parents and teachers' job

When parents were interviewed on the issue regarding how the programme raised their consciousness or of parents' awareness on school curriculum and teacher's job, the participants asserted:

"I became familiar with what my child is learning at school and what I will tackle at home, because she cannot just depend on the teachers effort" (Participant 6)

"I grasped that I had a role to play in my child's education; as I cannot just let my child's success to depend solely on the teacher who has many learners at school to support". (Participant 8)

Realising that respondents described in details, the researcher probed another respondent who said *"I was imparted of what my child had to learn and that I must not just wait for my child to learn from school, but I have also to teach her at home" (Participant 3)*

Based on the above it is evident that FLP familiarised the graduate parents with the school curriculum. With FLP parents became aware of what to teach their children at home. The results revealed that parents realised their responsibilities to fulfil their tasks.

The findings above support the findings of (Parents Education Overview part 3, 2018:96) which cited that family literacy programme raises awareness in parents to increases parents' familiarity with school curriculum; encourages parents to help both the school and children to succeed academically.

Moreover, by attending family literacy programmes, parents learn about how their children are taught and become better able to support their children's learning at home. Both parents and children enjoy their experience of learning together; parents become more closely involved with the school and relations with staff improve (Burnette, 2009).

4.4.6 Sub-theme: Parents motivation to become lifelong learners

As parents were asked how the programme motivated them parents' motivation to become lifelong learners, the participants expressed their views as follow:

“FLP helped me to recognise I was not too old to learn, but then during the course I realized that I was not able to read and write with understanding, so I need to attend NLPN and AUPE in order to be able to assist my child in homework that requires reading and writing”.

(Participant 13)

The researcher probed directing another participant to area of investigation, who responded,

“I just realized that I cannot always refer my child to be assisted by other people because I have difficulty in reading, writing, and speaking English. This motivated me to attend literacy classes to gain these skills” (Participant 5)

Based on the above it is convincingly that if these parents could not attend FLP, they could not recognise their need to learn and be motivated to attend other programmes (NLPN and AUPE) which will enable them to execute their tasks as adults and parents concurrently. Otherwise they could not break the cage of dependency and inability to act. The researcher is convinced that FLP is a tool that helps motivating parents to become lifelong learners and independent citizens.

The findings above support the findings of Bullock (2014) who cited that parents literacy skills increases as they recognised their learning needs during the FLP and start pursuing other courses for enhancing their capacity

In addition, the findings also supported the findings of, Swain (2014) who recognised that parents who participated in FLP gained motivation in becoming lifelong-learners. In this regard parents gained increased improvement in their own literacy skills in reading, writing, grammar, and punctuation and reading more. Some of them continued their education and training to learn on a range of courses designed not only to contribute to their children's

education but also personal development or their functional skills such as family numeracy, English and IT computer courses.

4.5 Theme 3: Strategies to help improve the implementation of FLP

Under this theme the participants were asked to give their views on the type of strategies they think would help improve the implementation of the programme. Their responses were as follow:

*“Officers need to make opening meetings to motivate parents to participate in the program”
(Participant 10)*

“Officer should visit centre on a regular basis to motivate parents, access program activities, see weakness and where to improve “(Participant 8)

“The ministry should employ people who study the field of adult education” (Participant 3)

It is clearly evident that if Adult Education Officers do not play a big role to organise meetings and visit centres regularly in order to motivate parents it would be difficult for parents to participate in the programme. Further the responses of the respondents evidently convinced the researcher that Adult Education Officers alone cannot make it to convince parents to attend the programme but they need assistance of the school teachers and principals to work as a team and make parents understand their roles as first teachers. Thus, teachers and principals need to show the importance of the programme to parents so that parents will be serious in attending and support children at home.

The findings above supports the findings of Clymer (2017) who indicated that instigating various strategies for the effective operation of FLP is essential as it leads to helping parents improve their parental skills and the success of educational initiatives.

4.5.1 Sub-theme: Motivating parents to attend programme

Parents were asked to give their opinions on how they think motivating parents to attend the programme would improve its implementation. The participants suggested:

“The officers should call meetings to motivate parents to attend the program” (Participant 6)

After probing for clarification, another participant said *“Officers and parents need to come together to discuss the programme’s goal, so parents will understand the importance of the programme as well as their responsibilities” (Participant 14)*

Noticing the responses relate points, the researcher probed another participant who said *“Most of the parents read from the teachers and principal’s faces if they are also acknowledging the programme, therefore they should also be given a mandate to talk to parents motivating them to attend the programme” (Participant 7)*

The researcher probed another respondent who said *“Some parents do not know where regional libraries and CLDCs are located, their importance’s, and type of services they offer. Therefore, adult education officers need to request librarians and CLDC coordinators to be present during initial meeting to acquaint parents to utilise these facilities. This helps parents and children to get information and learn” (participant 12)*

Based on the above, it is evident that respondents believe that if officers and parents school staffs meet and discuss programme goals and objectives will boost parents motivation to attend the programme and support children. This is due to the fact that Education Officers will highlight the importance of the programme as well as parents’ responsibilities in children’s lives. The responses of the respondents confirm that if parents are acquainted with information regarding the existence, importance and services of the available relevant resource (libraries and CLDCs) in the region, their understanding and attendances will optimally be enhanced.

The findings above support the findings of Garcia and Hasson (2014:120) who cited that programme coordinators should call meetings and discuss program goals during parents’ and teachers’ conference in order to increase their understanding of knowledge about the programme. Findings support also the findings of McGee and Morrow (2015) that these

meetings allow family member and teachers to share information, ideas and specialised skills in a non- threatening environment.

Furthermore, adult education coordinators should also Dwyer and Sweeney (2010:134) “invite librarians and CLDCs coordinators to visit initial meeting to share libraries and CLDCs information services” and familiarise parents how to access an utilise these facilities, borrow books and read at home. This will increase parents’ interest in the programme and attend regularly.

4.5.2 Sub-theme: Monitoring and evaluation

In response to the issue regarding how monitoring and evaluation would improve the implementation of family literacy programme; this is what they had to say:

“Officers should pay regular visits to classes and see the action and progress of the programme and to see if things are done properly” (Participant 3)

As participant offered perspective, the researcher probed the other participant who cited that *“It is good if officers monitor the classes, because parents see the programme is valued when officers pay visits to the centres and speak to us. Facilitator also teach us with confidence when they are visited and monitored” (Participant 10)*

Observing that respondent offered related suggestions, researcher inquired another participant who said *“Officers need to re-look at curriculum as it needs to be updated, so that it will go hand in hand with school curriculum” (Participant 1)*

Based on the respondents’ responses, it is revealed that monitoring and evaluation of the programme contributes to the effective implementation of the programme if Education officers visit centres regularly, as this would forester promoters to facilitate their lessons with confidence, and parents value the importance of the programme. The parents’ participation improves and strengthened. The programme implementers too will be able to see the need of up-dating programme’s curriculum.

The findings above concurred with the findings of Madziwa (2016) who indicated that implementers need to regularly check on the progress of the program if it is going on the right direction. They need to look on activities, use of resources, time and materials if they are used efficiently in order to meet the set goals and objectives.

4.5.3 Sub-theme: Effective implementation of the programme

The participants were interviewed on how they think FLP would effectively be implemented.

This is what they had to say:

“The government need to employ people with adult education qualifications, because they show love for their work and community” (Participant 5)

Another participant expressed, *“There is a need to provide employees with workshops so that they improve their performances and work efficiently and effectively” (Participant 12)*

Noticing that participant expressed a different recommendation, the researcher probed another participant who responded, *“People who will facilitate the program need to be well trained in order to deliver content well” (Participant 6)*

Based on the above it is evident that if the ministry wants the programme to be effectively implements and yield good results they must focus on recruiting staff with relevant qualifications (people specialised in Adult Education). This is because respondents confirmed that these people show love for their work and community. Based on the respondents responses it is clearly evident that recruiting personnel’s who specialised in adult education helps in avoiding challenges of underperformances, spending more on trainings and implications in implementation.

The findings above support the findings of Ministry of Education, Arts and Culture (2010) which cited that the recruitment of adult educators should consider personnel with adult education qualification and more value social skills adult educators rather than having encyclopaedic expertise. This is because these are the people who are warm, passionate about

adult learning and their adult learners, interested in the learners and their communities. They have care and love for their adult learners.

Further, this strategy assists in promoting the effectiveness of programme implementation. Youngman and Singh (2013: 157) says adult educators are key agents in the implementation of adult learning, but their concerns and training needs are often neglected. Therefore, the issue of training adult educators deserves greater emphasis and attention. Studies of Educational reform: parents and community Involvement in Education (2015:138) cited that if educators are to implement successful parent involvement programme, they require more assistance, so they should receive pre-service and in-service training and refresher courses to make them aware of pitfalls and barriers for parental involvement and successful programme implementation.

4.5.4 Sub-theme: Consciousness raising

Parents were asked to suggest how programme awareness would be raised in order to improve its implementation. A participant specified:

“Government should make program awareness to community” (Participant 4)

Another participant added *“Officers need to use radio to let people know the programme’s existence” (Participant 8)*

The researcher probed the next participant who cited *“Officers should campaign not only for female but also for male participation” (Participant 13)*

It is evidently clear from the above that the programme will be effectively implemented if the government raise awareness campaign, and make the community aware about the programme existence. Familiarising the community about aims, goals and objectives through medias such radios which will cause parents to attend the programme. The results of the study reveal that respondents insisted for the campaigns not leave out motivation of male parents as they are also parents and first teachers with a significant role to play in their children’s lives .

The findings above are similar to the findings of Horn (2017) who cited that Family Literacy campaigns should be conducted through a media in relevant language groups through newspapers, local cable television, radio and community meetings such as preschool screening, kindergarten and grade 1 registration. This is to inform parents about the programme's existence, so that when their children will start grade 1, they are already aware of the programme to attend more regularly.

In addition, a campaign for dads' participation in the programme should be included for them to be involved in the learning of their children. This help to increase fathers' confidence in educational involvement for their children's literacy development (Kuo, 2016).

4.5.5 Sub-theme: Joint ventures and partnerships with other stakeholders

In response to the issue concerning how joint venture and partnership with other stakeholders would be used to improve the implementation of the programme, a participant itemised:

“Officers need to work hand in hand with community leaders to pass messages to community people” (Participant 9)

Another participant stated *“Pastors and councillors need to be approached to encourage people to attend the programme. Community understand them much better” (Participant 11)*

The researcher asked another to clarify, the participant commented *“Officers should consult other officers like grade 1 teachers, principal to support in convincing community to participate in the programme” (Participant 7)*

Based on the above respondents clearly evident that Adult Education Officers need to recognise and work hand-in-hand with other community stakeholders (pastors and constituency councillors) to help pass messages and motivate parents to attend the programme. The respondents believe that it is important because the community believes and understand them better.

The findings above are similar to the findings of Dwyer and Sweeney (2010:53) who said that communication with key people is the most important tool of a successful family literacy programme, as it is a primary building block that takes into account the equal participation by all the partners. Key players including learners, parents, families, and community members are the primary focus in the development and implementation of parent and community involvement programmes. Other key players may be teachers and administrators. Further, the programme implementers should strive (Van Roekel, 2009:65) approaching leaders of religious and cultural institutions to encourage community members to participate in the programme. They should also meet with community counsellors, pastors, and headman and school administrators; teachers, head of departments, principals, inspectors in education programmes as these are the right people to convince parents to take the programme seriously.

4.5.6 Sub-theme: Exchange visits

In reaction to the question concerning how exchange visits would improve the implementation of the programme. The participants cited as follow:

“Officers should visit other regions to see how others are doing there, so that they will do well” (Participant 1)

“The employees for the program need to take tours for experience’s sake to see what others are doing there” (Participant 5)

Noticing that participants expressed same comments, researcher probed another other participant who cited *“I think it’s better if all parents, fathers and mothers, would see how other parents attend the program in other areas” (Participant 15).*

It is clearly evidently from the findings that if staffs take tours to visit other regions they get new different experience, innovations and practices in the region. Therefore, the results of the study confirms that employees need to take exchange visit with other staffs of even parent

from other region or parts of the world to experience what others are doing in other areas in order to develop our country.

The findings above supports the findings of Bryan and Bruns (2018) who found out that exchange visits and experiences offer a bundle of benefits, well beyond just acquiring information, creates common understanding, relationships forged in the fun and hardships of shared experience, commitments to new approaches, and friendships allow, sharing ideas, and assessing the relevance of new approaches. Further, it benefits not just those who travel, but also those who stay home planning backward

Further, findings support Matras, et al. (2013:146) who also identified several benefits for exchange visits as it lead to mutual knowledge due to practical demonstrations, make it easier to understand an idea or a concept and stimulate willingness to take good exemplary action.

4.5.7 Sub-theme: Share resources and provide learning materials

In reaction to the question concerning how sharing resources and providing learning materials would improve the implementation of the programme, the participants opined;

“Some teachers and school principals need to stop treating class rooms and school as their own possessions, but rather to share them for intended purposes because some statements like (the new classes are too clean for literacy) are too discouraging”. (Participant 10)

“Other employees like teachers need to avail classes to other users like FLP promoter for other programmes like literacy. As we hear them saying no, these are my books; you cannot come here I have to lock my class, check other rooms” (Participant 6)

Observing that last participants offered same comments, researcher probed another participant who cited, *“The Ministry needs to give books to parents as a gift to continue reading with children at home” (Participant 14)*

Based on the responses above it is evident that there is a need for mutual understanding, cooperation among the directorate of education both formal and adult education divisions.

They need to work as a team sharing resources. The results revealed that there is a need for negative attitudes to be stopped as they do not give a good picture to parents but shows discrimination and lack of corroboration among the employees of the same ministry. Respondents also revealed that parents have no reading books to read with their children at home, which they request the ministry to provide.

The findings above are similar to the findings of Namibian National Policy on Adult Learning (2003:34) stated the facilities built for other purposes such as schools and libraries should be shared by both educational programmes. It stipulated that this is a vital strategy for maximization” of not only resources but also programs execution. According to UNESCO report on family literacy in Turkey (2015:15) sources to support FLP should be drawn on both private and public resources such as the buildings where classes are conducted. Resources for funding FLP personnel, teaching and learning materials, and facilities are essential in the development and implementation of parent and community involvement programs (UNESCO, 2015). The National policy on Adult Learning (2001:32) and Clymer et al. (2017:163) stressed that the state Directorates through Ministries, offices and agencies should spend money on adult learning such as to train employees and buy the necessary materials and pay personnel responsible to run the programme (Ann and Friedman, 2019).

4.5.8 Sub-theme: Awarding participants

When parents were interviewed on the issue concerning how would award programme participant improve the implementation of the programme, a participant responded:

“Parents who are given certificates to thank them for attending the program, also motivates other parents to come” (Participant 5)

Another participant cited: *“We appreciate the government for providing us with gifts, award trophy at regional award ceremony and even learning materials like books for sessions. It has encouraged us to attend in big number” (Participant 12)*

One more respondent added, *“Awards help motivate participants to avoid dropping out and be serious in attending session activities.” (Participant 2)*

Based on the responses above it is evident that the respondents suggested for giving programme participants awards and gifts at award ceremonies as this would help improve their attendances and encourage other parents to complete the programme. The researcher believes that this will make them feel recognised.

The findings above support the findings of Garcia and Hasson (2016) and (Swain, 2015) who cited that to boost parents’ participation, at the end of programme’s cycle during the closing events, the Ministry should allow graduation ceremony to award participants by providing with attendance certificates, for appreciating them for their participation.

Further, book gifting boosts mother–child bonding, increased literacy skills for adults in the family who had low literacy levels, and a number of fathers or male partners becoming involved in sharing books and singing nursery rhymes to their children (Barratt-Pugh and Rohl, 2016).

4.5.9 Sub-theme: Research and evaluation

In reaction to the question concerning how research and evaluation would improve the implementation of the programme, the participants point out:

“The government needs to encourage and allow researchers to assess the program’s benefits to parents and children” (Participant 13)

“The government needs to investigate the weakness of the program to see where it fails” (Participant 1)

After inquiry to elicit meaning on the comment, another respondent cited that *“There is a need to re-evaluate this programme to see where to improve. They need to see if the curriculum comprehends with children’s” (Participant 10)*

Based on the responses it is evident that respondents suggested for the government to encourage researchers to take researches and evaluate the programme because this would help in identifying strengths, weaknesses of the programme in order to see where to improve.

The findings above harmonise with the findings of Sullivan (2017) who cited that the government need to allow and insist researchers and evaluators to undertake research so that the results tell whether the programme has strengths as well as limitations, informing whether the programme has success or failures. The results clearly proves that the program is or not achieving all its ambitious objectives.

Further, research and evaluations help determine what works well and what could be improved in a program demonstrate impact to funders; suggest improvements for continued efforts, (Tsey et al., 2016).

4.6 Analysed Documents

On this fragment the researcher presents information analysed from documents selected that supports reviewed literature and research findings. The researcher highlights the contents of the data that was analysed as shown in table 4.2 below.

Documents selected	Data analysed
Family Literacy Programme Training Manual Khomas Region -2013 Namibian Ministry of Education, Arts and Culture and United Nations Children’s Fund (2018)	Theme 3: Type of support parents render to their first graders -Item (a) Parent’s accountabilities toward children’s school activities

Ministry of Education, DAE. Family literacy Training manual -2016	Theme 2: Impact of parental education on parents to support children -Item (a) Reinforcement of parents' positive attitudes toward children's education
	Theme 3: Strategies to help improve the implementation FLP
National Policy on Adult Learning -2003	-Item (a) Use of facilities
Ministry of Education, Directorate of Adult Education-2011	Item (b) Successful implementation of FLP

Table 4.2 Content analysed

4.6.1 Theme 1: Type of support parents render to their first graders

Under this theme the researcher presents analysis of items identified in selected documents regarding the type of support parents render to their first graders of formal school.

Item (a) Parent's accountability to children's school activities

Namibian Ministry of Education, Arts and Culture and United Nations Children's Fund (2018:30) also signposted that parents and caregivers have a responsibility to be respectful to school personnel and to make efforts to engage in activities that will improve their parenting skills and ability to support their child's healthy development. Parents' role also includes providing their children with a home environment conducive to learning and personal development. Parents are expected to promote healthy behaviour in the home and to adhere to the principle of positive discipline. The evidence above infer that parents have major roles to play in many developmental areas of the children. So they should not just keep quiet and

hoping the teachers will take care of everything. There are certain responsibilities which cannot be taken care by the school personnel but can only be undertaken by a parent.

Ministry of Education, DAE, Family literacy Training manual (2016:10) confirmed that parents need to take part in the following: get more involved in school work, support their children with school work including moral support, teach their children cultural values moral and life skills, interact and discuss frequently with their children at home about school work and life in general. These evidences reveal that all these tasks are just responsibilities for the parents and not the teachers. If parents fulfil them they will help a child to succeed in school.

Family Literacy Programme Training Manual Khomas Region (2013) says “parents’ roles are to tell their children stories in order to pass on cultural traditions and history. They also make books for children to read in order to save on costs of buying books and take their children out”. This evidence suggests parents to help support children to learn better.

4.6.2 Theme 2: Impact of parental education on parents to support children

Under this theme the researcher presents the subjects identified in documents to be analysed regarding the effects of FLP on parent support:

Item (a) Reinforcement of parents’ positive attitudes toward children’s education

The researcher analysed the document named Ministry of Education, DAE, Family Literacy Training manual (2016:4) states that FLP is used to increase the literacy strengths and address needs of children, family and community while promoting adult involvement in education, mutual relationships between parents and their children as well as the school. The researcher identified that the programme has a positive reinforcement on parents to their children’s education.

The researcher also analysed another document of the Ministry of Education, DAE, Family Literacy Training manual (2016:10) which uttered that parents who attended FLP classes are more confident in their parenting skills. They also become part of the decision making team

at school and have a better understanding of the teacher's job and school curriculum. The researcher learned that the programme is helpful in helping parents to support their children to learn.

4.6.3 Theme 3: Strategies to improve the implementation of FLP

Under this theme the researcher presents information identified from the documents selected to be examined as:

(a) Use of facilities

Concerning this issue, the researcher analysed that the National Policy on Adult Learning (2003) advocated for the sharing use of available facilities as a vital strategy for the maximisation of resources available for learning. The researcher learned that this helps in saving the resources and cut the government budgets. So, education section should learn to share resources. Schools and other personnel need to be more involved in the planning of the FLP.

(b) Successful implementation of FLP

The researcher also analysed the document; Ministry of Education, Directorate of Adult Education (2011) which penned that a successful implementation of FLP requires intense reorientation of trainers and family literacy promoters. The researcher found out that for the programme to be effectively implemented, implementers should be equipped with understanding of adult education.

4.7 Summary of the chapter

This chapter presented the main findings of the study on the type of support FLP graduate render to their first graders in Oshana region. This chapter also presented in great depth the impact of FLP which confirms that FLP graduate parents give support to their first graders in the region. It also presented the strategies that can be put in place in order to improve on the implementation of FLP. Data analysed from the documents were also presented in a narration

form. The findings were presented in the form of themes and sub-themes which were discussed and direct citations were used as evidence to support these findings. The following chapter presents a conclusion and recommendations of the study.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the conclusions and recommendations based on the findings of the types of support rendered by Family Literacy graduate parents to their children in earlier grades of their formal schooling in Oshana region, impact of FLP on the support that FLP graduate parents give to their first graders and the strategies to help improve the implementation of FLP in the region. Further, this chapter presented area of further study and conclusions.

5.2 Conclusions

5.2.1 Theme 1: The types of support that Family Literacy graduate parents give to their first graders of their formal schooling

Under this theme, the findings of the study discovered several types of support that FLP graduate parents give to their first graders of formal school: assist their children in homework to perform well and become independent in future, organise time, place and motivate children to learn. Furthermore, the findings unveiled that parents' routine takes their children out to libraries and other places to read books and explore nature in order to expand their knowledge. The participants indicated that they habitually contact school and communicate with teachers to hear the children's weaknesses and what to teach their children at home in order to improve intellectually. The participants pointed out that they also monitor their children's learning to ensure their school activities are accomplished on time. The participants in the study detailed that they also provide their children with basic needs and learning materials to make sure they are learning well.

The researcher is convinced that FLP graduates have gained the necessary knowledge and skills to support the children to effectively start and learn well at school. The researcher found out that children are receiving the essential support from their parents. The programme

is supportive not only in providing parental skills to support children in learning but also enabling parents themselves identify their own learning needs and embark on courses to enhance their knowledge. In other words, if FLP did not exist, all the above could not be possible.

5.2.2 Theme 2: Impact of FLP on the support that FLP graduate parents give to their first graders

The findings of this study discovered several ways that FLP impacted parents to support their children's education. The findings indicated that FLP impacted parents to accept their responsibility in supporting the children to learn at home. The study revealed that FLP influenced the parents to be highly involved in the education of their children in order to perform well in school. The findings of the study unveiled that the program positively changed parents' attitudes toward their children's education by listening to them, showing them peace, love when teaching them at home. In addition, FLP influenced parents to have a link between home and school as well as differentiating parents and teachers' job. More so, the study found that FLP have impacted parents to become lifelong learners by undertaking other programs as NLPN, AUPE to learn English language, IT to learn computer in order to effectively support their children at home.

The researcher is convinced that FLP is the necessary programme that convinces parents to give the necessary support to children to be ready to start school and continue learning. The programme influences parents to receive and appreciate education, positively change their attitudes toward children's and own learning. It also influences them to understand the importance of education, differentiate their roles as children's first teachers and how they should teach them. The programme links home-school, familiarise parents with school curriculum and motivate parents to become lifelong learners.

5.2.3 Theme 3: Strategies to help improve the implementation of FLP

The findings of this study discovered various proposed strategies that would help in the implementation of the programme. The participants suggested for the Directorate to improve on implementing the program effectively, they need to use the following strategies:

Officers should hold meetings with parents to discuss program goals and objectives and to motivate them to attend. Meetings will help them to understand each other in a non-threatening atmosphere. The participants suggested that the section should improve on monitoring and evaluating the program by visiting centres regularly and evaluate activities in order to see where to improve. The results of the study unveiled that it is good to employ specialised trained staff and offer them pre or in-service training to effectively implement the programme. The findings of the study also exposed that the section should be involved in making campaigns for community cognizance rising. The participants added that the officers should attempt to join ventures and partnerships with other stakeholders in order to be successful in convincing the community to appreciate the programme. In addition, the study also divulged that the Ministry should cooperate in sharing resources and providing learning materials which would help in saving resources.

The findings of the study revealed that the section of adult education need to award participant to appreciate them for their participation. More so, they also need to allow and motivate investigators to make research and evaluation in order to see where to improve.

The researcher is convinced that there are several strategies that would help improve the effective implementation of FLP. However, the results of the study revealed that participants proposed for these various strategies to be put in place in order to overcome them and succeed.

5.3 Recommendations

5.3.1 Theme 1: Types of support rendered by Family Literacy graduate parents to their children in earlier grades of their formal schooling

The Ministry need to maintain FLP to highlight the type of support parents need to render to their children.

5.3.2 Theme 2: Impact of FLP on the support that FLP graduate parents give to their first graders

The Ministry should continue to influence parents to accept their responsibilities in order to support children to learn. Stakeholders like Directors; Deputy Directors, Education Officers should raise their voices to speak and heard by the community. They should insist on staff collaboration and community active participation not only on FLP but also other programmes like NLPN, AUPE and ASDSE trainings.

5.3.3 Theme 3: Strategies to help improve the implementation of FLP

Ministry of Education, Arts and Culture should hold meetings with parents to discuss programme's goals and objectives. It was also acknowledged that there is a need to review and update program curriculum, and to regularly monitor and evaluate the programme.

Further, the Ministry need to employ specialised trained staff and offer pre- or in-service training to ensure effective implementation of the programme.

Ministry of Education, Arts and Culture should join ventures with other stakeholders so that they do not work in isolation. They should also make a provision for funding the division exercises as adult education is all about community education. They should invite donor supporters to assist and meet the government halfway for subsidizing the programme.

In addition, it was recognised that there is a need to educate staff employed for other programs to learn to economically and enthusiastically share resources with FLP implementers.

Moreover, The Ministry of Education, Arts and Culture need to make campaigns for community awareness rising by using media, make learning materials available to the participants and learners, award participants to appreciate parents who participated in the program. The Ministry should also make research and evaluation on the programme regularly.

5.4 Area of further research

A qualitative study focused on the type of support FLP graduate parents render to their early graders in Oshana Region therefore, a quantitative further study need to be undertaken in order to measure the frequencies of these practices among parents. Other questions need to be investigated remain as: what are the performances of the children of the FLP graduate parents? What are several challenges that hinder the effective implementation of the programme? In literature review, researcher learned that few parents participate in the programme; why do parents hesitate to participate in the programme? (What should the government do?) How to attract FLP participants and donor supports in Namibia?

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APPENDIX A: INTERVIEW GUIDE

SECTION A

Type of support that FL graduate parents render to their first graders in formal school in Oshana region

1. Briefly explain how you assist your children in grade 1 for them to succeed in their learning

1.1 What activities do you engage your Grade 1 with when they are at home?

1.2 It is important for parents to assist Grade 1s after school? Why do you feel that way?

1.3 Who should assist the Grade 1s after school between the father and mother? Why do you say so?

SECTION B

Information related to how FLP impacted on the type of support that FLP graduate parents render to their first graders of formal school in Oshana region

2. Describe how Family Literacy Programme influenced you to support your first grade children?

2.1 How did FLP prepare you on how to support Grade 1s after school?

2.2 What knowledge have you gained from FLP that has prepared you to help Grade 1s after school?

2.3 Would you recommend FLP to any parent with regard to helping Grade 1S after classes? Why?

SECTION D

Information on strategies to be used to help in the improvement of implementation of FLP in Oshana region

3. According to the fact that few parents attend family literacy programme, can you briefly suggest various methods, and attitudes to be used in order to improve the successful implementation of this programme in Namibia?

3.1 Due to parents' poor attendance for FLP: What do you think should be done in order to improve the implementation of FLP in Oshana region?

3.2 Who should play a role in this regard?

3.3 What role do you think these people should play?

APPENDIX B: INFORMED CONSENT FORM

INFORMED CONSENT FORM

Thank you for agreeing to participate in this study, which will take place from July 8, 2019 to August 8, 2019. This form details the purpose of this study, a description of the involvement required and your rights as a participant.

The purpose of this study is:

- To gain insight into what type of support FLP graduate parents render to their first graders in Oshana region.

The benefits of the research will be:

- To better understand the type of support parents give to their children in first grades.
- To identify significant impacts of FLP on its participants.
- To recognize enthusiastic strategies to help improve the implementation of FLP

The methods that will be used to meet this purpose include:

- One-on-one interviews

You are encouraged to ask questions or raise concerns at any time about the nature of the study or the methods I am using.

Our discussion will be audio taped to help me accurately capture your insights in your own words. The tapes will only be heard by me for the purpose of this study. If you feel uncomfortable with the recorder, you may ask that it be turned off at any time.

You also have the right to withdraw from the study at any time. At any point you choose to withdraw from the study all information you provide (including tapes) will be destroyed and omitted from the final paper.

Insights gathered by you and other participants will be used in writing a qualitative research report, which will be read by my professors. Though direct quotes from you may be used in the paper, your name and other identifying information will be kept anonymous.

By signing this consent form I certify that I _____ agree to
(Print full name here)
the terms of this agreement.

(Signature)

(Date)

APPENDIX C: DOCUMENT ANALYSIS CHECKLIST

Theme 1: Type of support that parents give to their first graders of formal school	✓
Parents accountabilities	
Facilitating in homework's	
Motivation	
Going out	
Home-school communication	
Monitoring of children's learning	
Provision of basic needs and learning materials	
Theme 2: Impact of Family Literacy Program on parents to support their children	
Influences of FLP on parental support	
Parents acquiescent responsibilities	
Parents level of involvement in children's' education	
Parents type of attitudes toward (both parents and)education	
Parents' link between home and school	
Curriculum awareness	
Lifelong learning	
Theme 3: Strategies to help improve the effective implementation of FLP	
Strategies to help improve implementation of FLP	
Consultation	
Programme observations	
Recruitment	
Allocation of resources	
Programme Awareness	
Partnering	
Interchange experiences	

APPENDIX D: PERMISSION REQUEST LETTER

15.02.2018

The Permanent Secretary
Ministry Of Education, Arts and Culture
Private Bag 13186
Windhoek

Dear Sir/Madam

RE: REQUEST TO CARRY OUT TYPE OF SUPPORT PARENTS GIVE TO THEIR FIRST GRADERS RESEARCH IN THE MINISTRY OF EDUCATION, ARTS AND CULTURE IN OSHAKATI CIRCUIT, OSHANA REGION.

I, Hilya N. Emvula, an education officer in the Department of Adult and lifelong learning in Oshana Region and concurrently a master student at the University of Namibia. I would like to conduct research on type of support parents give to their first graders.

The rationale of the study is to investigate the type of support parents give to their first graders **in order to find out the effects of** attending family literacy programme. The study will serve as partial fulfilment of the requirements of a master's degree at the University of Namibia.

The research will involve interviewing parents. The study will also include document analysis as a method for subjective interpretation of text data using systematic classification process of coding and identifying themes or patterns.

I therefore seek authorisation to carry out the research in your ministry. The study is arranged to be carried out on **01. April 2018 until 30 April 2018**. Once permission is granted, I will make appointments with the aforesaid education staff members to ensure that they will embrace my research activity in their daily schedules.

Participation in the study will be voluntary based and all data collected will be treated confidentially. The findings, recommendations and conclusions of the study will be made available to the University of Namibia and Ministry of education, arts and culture.

Yours faithfully

Hilya .N. Emvula

CELLPHONE: 0812929387,

E-MAILE: hilyaemvula9@gmail.com' P.O.BOX, Oshakati

APPENDIX E: PERMISSION OFFER LETTER MINISTRY OF EDUCATION



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Tel: +264 61 -2933200

Govt. Office Park

Fax: +264 61- 2933922

Enquiries: C. Muchila/ G. Munene

Email: Cavin.Muchila@moe.gov.na/gml2munene@yahoo.co.uk

Luther Street,

Private Bag 13186

Windhoek

Namibia

File no: 11/1/1

Ms. Hilya. N. Emvula

Po Box 5518

Oshakati

Cell: 0816494074

Dear Ms. Hilya

SUBJECT: PERMISSION TO CONDUCT RESEARCH IN OSHANA REGION.

Kindly be informed that permission to conduct an academic research for your Master's degree Studies in "*The impact of Family Literacy Programmes on Supporting First Grades of Schooling*" in the Oshana Region, is here with granted. You are further requested to present the letter of approval to the Regional Director to ensure that research ethics are adhered to and disruption of curriculum delivery is avoided.

Furthermore, we humbly request you to share your research findings with the ministry. You may contact Mr C. Muchila/ Mr. G. Munene at the Directorate: Programmes and Quality Assurance (PQA) for provision of summary of your research findings.

I wish you the best in conducting your research and I look forward to hearing from you soon.

Sincerely yours

SANET L. STEENKAMP
PERMANENT SECRETARY

Date

APPENDIX F: ETHICAL CLEARANCE LETTER



ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE/307/2017 Date: 10 October, 2017

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: The Impact Of Family Literacy Programmes On Supporting First Grades Of Schooling In Oshakati Circuit In Oshana Region.

Researcher: Hilya N. Emvula

Student Number: 200214705

Faculty: Faculty of Education

Supervisor(s): Dr. N. Mbukusa

Take note of the following:

- (a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
- (b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
- (c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
- (d) The UREC retains the right to:
 - (i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
 - (ii) Request for an ethical compliance report at any point during the course of the research.

UREC wishes you the best in your research.

Prof. P. Odonkor: UREC Chairperson

A handwritten signature in black ink, appearing to be "P. Odonkor", written over a horizontal line.

Ms. P. Claassen: UREC Secretary

A handwritten signature in black ink, appearing to be "P. Claassen", written over a horizontal line.