EXPLORING PARENTAL INVOLVEMENT IN LEARNERS' EDUCATION: A CASE OF SELECTED JUNIOR PRIMARY SCHOOLS IN THE KAVANGO WEST REGION, NAMIBIA

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Abstract

This study set out to find out how involved parents are in their kids' education in the Kavango West Region. Parents should be equipped with the knowledge necessary to enthusiastically support their children in their academic endeavors, as they are an invaluable resource for students' education. Three primary goals guided the study: (1) finding out how involved parents are in their kids' education at selected junior primary schools; (2) identifying barriers to parents' involvement in students' education at selected junior primary schools; and (3) identifying possible ways to increase parents' involvement in students' education. The qualitative method was applied in this study along with a case study design. In order to facilitate a more comprehensive study in an organic environment, a case study was selected. All in all of twenty-three (23) participants, consisting of three (3) principals, ten (10) teachers and ten (10) parents formed the study sample. Semi-structured interviews and document analysis were employed for data collection. Convenience sampling was employed because it enabled the researcher to take a sample from a conveniently accessible but relevant population. Thematic data analysis was used as it breaks down the data into more manageable smaller groups. The study revealed that most parents are involved in the education of their children, however, they are faced with some barriers. Such barriers include parents' other responsibilities, parents' attitude towards school activities, parents' educational background, dissemination of information in English, parent's financial constraints, and parents' cultural differences. The study further suggested the strategies that the schools could adopt to strengthen parental involvement in the education of their children. Such strategies include building trust between schools and parents; providing home activities; treating parents as partners and major stakeholders; and organising volunteer programs for parents. The study propose that the Ministry of Education, Arts and Culture should have responsibilities to ensure parental involvement. The Ministry of Education, Arts and Culture should recognise the community as a partner in education, and schools should have good lines of communication to keep parents well informed about everything their children are doing at school. The study further suggests that schools should have good lines of communication to keep parents well informed in everything their children are doing at school.

Keywords: Academic achievement, Junior primary, Learners' education, Parent-teacher association, parental involvement, perceptions, socio-economic status

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List of Acronyms

PTA	Parent Teacher Association
PTO	Parent Teacher Organizations
SES	Socioeconomic Status
DEC	Decentralized Ethical Committee
AEC	Advanced Education Certificate
B. Ed	Bachelor of Education
D.ED	Diploma of Education
SP	School Principal
T	Teacher
P	Parent
MoEAC	Ministry of Education, Arts, and Culture
HOD	Head of Department

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Dedication

I dedicate this book to my All-Powerful God, to whom I am grateful for giving me a healthy existence as well as guidance, strength, mental clarity, protection, and abilities. I offer you all of these. My dear wife has supported me financially, emotionally, spiritually, and even morally. She has been my inspiration and my source of strength when I felt like giving up. To my siblings, parents, friends, and, of course, my mentor, Dr. Mungongi, who gave me words of wisdom and motivated me to finish this research.

Declaration

I **Sikwaya Jonathan** hereby declare that this study is my own work and is truer reflection of my reearch, and this work, or any part therefor has be not submmitted for a degree at any other instution.

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Sikwaya Jonathan		October 2024
Name of Student	**Signature**	**Date**

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CHAPTER 1: INTRODUCTION

1.1 Background of the study

Parental engagement has been a fundamental need in education and a vital part of all teacher-student-school initiatives. According to recent studies, family involvement in education boosts student achievement, lowers absenteeism, and gives parents back faith in their kids' education (Garsia & Thomton, 2014). Epstein (2019) concurs that parental participation is essential for students to succeed. According to Emeagwali (2018), parents and other caregivers who are actively involved in their child's education typically have better academic results, higher test scores, better social skills, and better behavior. On the other hand, low parental involvement in their kids' schooling can result in subpar work and a decline in the past.

Schools are now largely responsible for educating students, both intellectually and socially, due to parents' absence of involvement and support in school activities (Amundson, 2018). Parents of school-age children feel that educators have primary responsibility for their children's behavior and overall well-being (Hoover, 2017). As a result, rather than only serving as a support system, the school system is now tasked with taking on the essential job of being a child's primary caretaker, just like parents do. Nonetheless, a child needs their parents' guidance and assistance continuously throughout their lives (Henderson & Mapp, 2018). Even if many parents may not know how to help their children. with schoolwork, mentoring, or assistance, they can still play an active role in the home.

Parental involvement should be understood to encompass all methods of creating and preserving strong relationships with parents that go above and beyond the call of duty. This is in contrast to the limited perception that it is limited to matters like organizing parent-teacher conferences and including parents in school governance bodies (Ministry of Education, Arts & Culture, 2022). Parental engagement ought to involve their readiness to participate in school activities, their initiative in reaching out to teachers, and their willingness to offer recommendations that would strengthen the school policy. For example, by speaking with teachers, parents can discover more about how well their kids are learning. As a result, they would be aware of the challenges their kids have faced and how they get along with other kids at school. Also, this would support parents in realizing their own potential and creating a positive emotional connection with their children which they can use for the benefits of their children.

Since the curriculum in schools should, in theory, reflect the needs of the society for which it is intended, parental involvement is expected to guarantee that the intended goals and objectives are met. Based on this premise, the study investigated the challenges related to parental involvement in the education of their children at a portion of the Kavango West Region.

1.2 Statement of the Problem

The role that parents play in their children's education is vital, thus it is important to provide them with the knowledge they need should participate in their children's school activities. The challenge facing junior elementary education in the Kavango West Region is how to improve students' education by including parents in academic topics. It appears that parents of students and school personnel have different ideas about what parental involvement entails (Fisher, 2019). From this evidence, it can show that learner's academic performance may be impacted by their lack of comprehension in a number of ways. Thus, in junior primary school in the Kavango West Region, the researcher aims to ascertain experimentally how parents engage with their kids' education and identify the obstacles associated with such involvement. Additionally, the study aims to provide tactics that could improve parental involvement in the schooling of their kids.

1.3 Research objectives

The study's guidelines were based on the following objectives:

1.3.1 To investigate how involved parents are in their children's education at selected junior primary schools.

1.3.2 To determine obstacles to parents' involvement in their children's education at selected junior primary schools.

1.3.3 To develop strategies that may enhance parental involment in leaners' education.

1.4 Significance of the study

The study may provide teachers with new ideas for enticing parents to become more involved in their kids' education. Furthermore, principals could learn from the study how to improve the relationships that already exist between schools and parents. The study was a useful reminder to the community of how important it is to involve the community in children's education in order to foster academic success. It might also help the school develop strategies to encourage parents to be more involved in their children's education.

The study gave education policymakers—particularly those in the Ministry of Education, Arts, and Culture—the knowledge they needed to create policies that support student academic performance by involving parents in their children's education. Additionally, this study may add to the body of useful literature already in existence.

1.5 Limitations of the study

Some participants might give incorrect answers out of fear of disclosing all the information required, believing that doing so would reveal activities carried out at their school. The researcher did, however, reassure the participants that their identities and responses would remain private. For the participants who might be afraid to reveal important or accurate information, this was especially beneficial. Three schools in the Kavango West Region's Ncamagoro Circuit are the only subjects of the study. Therefore, while other schools in the area can benefit from it, the results cannot be generalized to other regions.

1.6 Delimitations of the study

This study was limited to three junior primary schools in the Kavango West Region; it did not include any other schools in the area.

1.7 Definition of terms

academic achievement: A student's performance at or above the state-mandated proficiency level is referred to as (Garsia & Thomton, 2018).

Parental involvement: The commitment of parents to actively participate in their children's education and the school is known as (Amundson, 2018).

Educational activities at home: Activities that support education at home are collectively referred to as (Amundson, 2018).

Educational activities: All school-related activities that promote education are referred to as (Amundson, 2018).

School: Describes a school as an open learning environment with tuition fees that was created to satisfy the community's overall needs for training and education. According to Van der Westhuizen (1996), p. 405, a school "operates in a social context, usually in a local community; it is not an independent or isolated entity."

1.8. Conclusion

In brief, the chapter gives an insight of the research probem and brief details on introduction and background of the research and its objectives. The statement of the problem aims at bringing teachers, learners, parents and other concerned stakeholders together. Ultimately, the chapter ended up by definition of terms. The next chapter presents the review of literature.

CHAPTER 2: A REVIEW OF RELATED LITERATURE

2.1 Introduction

The literature on parents' involvement in their children's education is reviewed in this section. The theoretical framework and dwelling theories pertaining to parental involvement in their children's schoolwork are highlighted in this chapter.

2.2 Conceptual structure

The study is based on the theory of Epstein's six categories of parental involvement. The six parental involvement categories comprise Epstein's (2019) framework. A parent's (Type 1) main responsibility is to ensure their child's health and safety through parenting, childrearing, constant supervision, discipline, and guidance at every age. They also have an obligation to create a home environment that promotes learning and behavior.

The fundamental responsibility of schools (Type 2) includes communicating with the school about academic progress (e.g., memos, notices, report cards, conferences). One of the fundamental responsibilities of schools is to include parents in school activities (e.g., workshops, events, or programs for their own educational growth) (Type 3). Schools have an obligation to communicate with parents (Type 4).

The best duty that schools have (Type 5) is to have parents take on decision-making responsibilities in committees that oversee school improvement (such as advisory councils, PTAs, and other school committees or groups). The fundamental obligation to engage in community collaboration (Type 6) describes the participation that takes place when community partners, resources, and services are incorporated into the educational process to support school initiatives, family practices and student learning and development (Epstein,2017). The theory is also believed to bring parents closer to schools and ensure that they play their roles in learners' education both at home and school.

2.3 Parental involvement in learners' education

In recent years, one of the top priorities for schools has been parent involvement. According to Cotton and Wikelund (2017), parents can read aloud to their children, check homework each night, talk with teachers about their progress, vote in school board elections, and attend meetings.

According to Hoover (2017), other educational activities in schools include giving out instructional supplies, holding parent conferences, attending sporting events, arranging a yearly academic day called "academic clinic day," hosting parent seminars, and becoming a member of different organizations such as the Parent Teachers Association (PTA) (Hoover, 2017). The ways in which parents can be involved with their learners are as follows:

2.3.1 Parents read aloud to their children

One engaging way to make sure young people are on the path to learning and all the opportunities reading opens up is to model a love of reading (Amundson, 2018). Through the practice of reading aloud to children, their approach focuses on capacity building and aims to foster a deep love of reading more quickly. Cotton and Wikelund (2017) contend that fostering a love of reading is crucial and advise adults to read aloud to kids more often in order to foster a sense of employment and connection more quickly.

2.3.2 Parents talk to teachers about their children's progress

Parents should establish a positive relationship with their child's teacher and also attend parent-teacher conferences and inquire about ways they can can contribute in the classroom. Parents should also attend Parent-Teacher Conferences (Cotton & Wikelund, 2017). These meetings provide an opportunity for face-to-face interaction. Parents can discuss their child's progress, ask questions, and learn about the teacher's teaching style and expectations. Parents should also participate in school events such as open houses, back-to-school nights, and parent workshops (Cotton & Wikelund, 2017). These gatherings allow parents to meet teachers, learn about classroom routines, and understand the school's culture. Teachers can reach out to parents through phone calls, emails, or newsletters (Cotton & Wikelund, 2017). Parents should share their preferred mode of contact with the teacher and establishing reliable channels ensures important information reaches families effectively. In addition, the parents should approach the teachers with respect and a positive attitude and show appreciation for their efforts and be open to collaboration. When parents and teachers work together, students benefit significantly(Cotton & Wikelund, 2017).

Amundson (2018) reveals that in school where parents are involved in their children's education, learners perform better and their behaviour improves both at home and school. This resonates with DePlanty et al. (2017) who maintain that when parents are involved in children's schools and education, children have higher grades and standardized test scores, improved behaviour at home and school, better social skills and adaptation to school. In schools where parental involvement is

low, the performance of the learners is very low which affects their grades (DePlanty et.al., 2017). The study concluded that these types of parental involvement are strongly associated with achievement gains include parents helping their children at home.

2.3.3 Parents support their children with homework

Parents should assist their children with homework and discuss what they're learning in school. They should be attuned to their needs, providing guidance when necessary while allowing them autonomy to build confidence in their abilities (Hoover, 2017). Parents should regularly read to and with their children. Reading aloud exposes them to varied vocabulary and sentence structures and they should encourage them to read to pets or younger siblings as well (Hoover, 2017). A dedicated homework space should be created which is quiet, well-lit area where the child can focus on their assignments. Having a designated space helps establish a routine and minimizes distractions. Parents should maintain a positive attitude for their children their encouraging their child, celebrate their efforts, and provide constructive feedback. A positive mindset fosters motivation and resilience. Parents should encourage their children to learn from mistakes and discuss misconceptions and guide them toward the right solutions (Hoover, 2017).

2.3.4 Participate in extracurricular activities

Parents should encourage their children to engage in sports, arts, or other enrichment programs. These activities enhance their overall development. Parents should show up at their child's extracurricular events, whether it's a sports game, a school play, or an art exhibition (DePlanty et.al., 2017). They should help in organizing events, chaperone field trips, or assist during club meetings. Parents' active involvement demonstrates commitment and fosters a sense of community among students and parents. Many schools have parent associations or booster clubs dedicated to supporting extracurricular programs, so parents should join these (DePlanty et.al., 2017).

2.3.5 Voting in the school board meetings

Parents should regularly attend school board meetings. These meetings discuss policies, budgets, and educational programs. By participating, parents gain insights into decision-making processes and can use these meetings as a platform to express concerns, ask questions, and advocate for improvements (Hoover, 2017). They should also join Parent-Teacher Associations (PTAs). PTAs play a vital role in connecting parents, teachers, and administrators and in these meetings they can discuss school-related matters, share ideas, and contribute to the school community. Parents should

also advocate for resources, programs, and policies that benefit students and should attend public hearings or community forums to express their views (Hoover, 2017).

According to Hoover (2017), other educational activities in schools include giving out instructional supplies, holding parent conferences, attending sporting events, arranging a yearly academic day called "academic clinic day," hosting parent seminars, and becoming a member of different organizations such as the Parent Teachers Association (PTA). Almost every school has a PTA or PTO, but oftentimes, not many parents are involved in these groups (Grolnick, 2019). These associations and groups provide flexible scheduling for parent-teacher conferences, educational events, and parent-teacher correspondence. They also handle receiving and replying to written correspondence from the teacher. In addition, parents can volunteer in the school lunchroom, library, or classroom (DePlanty et al., 2017). In order to accommodate working parents, numerous schools have scheduled conferences for the evening in addition to the day and shifted the times of school events at different times of the day throughout the year (Grolnick, 2019).

Parents can participate in their children's schools by joining Parent Teacher Associations (PTA) and getting involved in decision-making about the educational services their children receive. For many parents, a major impediment to becoming involved is a lack of time. Working parents are often unable to attend school events during the day. In addition, evenings are the only time these parents have to spend with their children, and they may choose to spend time with their family rather than attend meetings at school (Hoover, 2017). It was, therefore, interesting for the study to find out whether or not parental involvement was active at the three identified schools.

2.3.6 Provision of instructional materials

Parents should create a small library at home with age-appropriate books and encourage regular reading and discuss the stories with their child. Parents should also take their children to the local libraries and borrow books together and explore various genres (Grolnick, 2019). As parents, they should find educational apps related to the child’s interests or subjects and install them on devices and encourage the child to use them (Grolnick, 2019). They should also discover reputable websites that offer interactive learning resources and engage with their children while exploring these sites. Parents should also choose games that enhance critical thinking, problem-solving, and teamwork and also encourage their children to keep a journal where they can write about their day, thoughts, or creative stories (Grolnick, 2019).

After many years of intense effort to increase parental involvement in schools, the results are beginning to appear in educational reseach. The news is good for schools where parental involvement is high, and the benefits for children are encouraging (Amundson, 2018). According to Cotton and Wikelund (2017), the involvement of parents in education includes reading to the child, checking homework every night, discussing the child's progress with teachers, voting in school board elections and attending school meetings. Parents at all socioeconomic levels can "level the playing field" in their child's education by taking the time to get involved. Teachers give kids more attention when they know their parents from school visits (Hoover, 2017). Therefore, it makes parents give school events a priority for attendance and this can help to support children's education.

2.4 Obstacles to parental participation

Homby and Lafaele (2011) list the following as obstacles that keep parents from being involved in their children's education: poor communication between parents and teachers; parents' unfavorable opinions of school invitations; parents' lack of trust in parents regarding their children's education; parents' work demands and lack of time for their children's education; parents with low socioeconomic status; and parents who lack parental support for their children's education.

2.4.1 A breakdown in communication between parents and teachers

In order to increase parental involvement in their children's education and to promote collaboration between educators and parents, effective communication is crucial (Kim, 2016). If there is little to no communication between the parents and the school, then the parents' likelihood of getting involved in their children's education may be reduced. The school should maintain regular communication with the learner's family even in the absence of any issues, to reassure them that their child is doing well, to inform them of happenings in the classroom, and to provide updates on their academic progress (Epstein, 2018). Parents would prefer to know more information than just the negative behaviors their children exhibit at school, parents would prefer to learn more about their children's successes (Baker, 2016). Parents also seems to be more involved when they have easy access to information, they also appear to be more involved when they understand the teachers points of view (Flym, 2017). Communication should include TPAs , annual learners' work folders to be reviewed at home , regular schedule of notices , newsletters , or notes , and clear information regarding school policies and programs. The altimate goal of the communicating

dimesion of parental involvement is to keep family information about what is happening at school, keep them involved in school programs, and keep them up-to-date on the academic progress of their children (Epstein, 2018). Designing activities and practices with this goal in mind will help schools to improve parental involvement levels. Hence , schools should have communication strategies, and good cooperative communication methods, and this efforts will reflect a planned approach (Graham-Cay, 2015).

2.4.2 Parents' negative perceptions of school invitations

How parents react to school invitations has a big impact on how involved they are in their kids' education. Parents are typically invited by the school to participate in school-wide events such as fundraisers, open houses, or community service projects, and to support these efforts. Additionally, they might be included in packets containing details about district and school policies, parent rights and responsibilities regarding school operations, and programs or events at the school (Epstein, 2014). Generally speaking, parents who receive invitations from the school are encouraged to get involved and make their parental involvement more effective (Eccles & Harold, 2017). Parental involvement is severely hampered when parents believe that their children's schools are closed to their involvement. When parents believe that educators don't value their participation, their likelihood of becoming involved is lower (Hoover-Dempsey & Sandler)., 2015). Epstein (2014) indicates that when teachers actively promote parental involvement, parents participate more effectively.

2.4.3 Parents' burden of other additional responsibility

Families typically lack the time necessary to take part in activities associated with school. Parents' capacity to take part in the education of their offspring may be hampered by work obligations and hectic schedules (Hampden-Thompson & Galindo, 2017). This justification is frequently the cause of some parents' incapacity to show up for planned teacher conferences or other school-related events (Hornby & Lafaele, 2011). For time-constrained parents and caregivers, rigid work schedules can make it impossible for many families to volunteer at schools or attend parents' evenings and other school events. Furthermore, taking time off from work is not financially feasible for a lot of families. Parents these days are frequently distracted by the responsibilities and demands of everyday life. Ho (2019) concurs that some parents are unable to because of their demanding flexible work schedules.

2.4.4 Parents' educational background

While some parents did not attend, the majority of parents attended conventional junior high schools, which operated similarly to mini-high schools (Jovenen, 2014). Some parents may become afraid to get actively engaged in their kids' education as their kids' homework becomes more specialized (Fan, 2016). Specialization in curriculum leads to an overall increase in the power disparity between educators and families. This is particularly true when families and teachers have diverse cultural backgrounds, socioeconomic statuses, and educational attainment levels (Thomson & Galindo, 2017). Parents who don't speak English well could be reluctant to send their children or themselves to school out of embarrassment. To encourage and assist their children, parents do not necessarily need to fully comprehend the academic work that their kids are doing. Additionally, parents can make arrangements for their child to receive help from their peers, teacher, or other resource person. Such practices as interactive homework, academy workshops for parents, homework hotlines and learner-led parent/teacher conferences are also helpful in encouraging parental involvement and taking away parents' anxiety about homework difficulty (Repelti, 2018).

2.4.5 Parents' socio-economic status

The socioeconomic standing of a parent or caregiver within a community refers to their financial and social standing (Aiken & Barbarin, 2018). It may have an impact on the physical, emotional, social, linguistic, and cognitive development of a young child (Kibera & Kimokoti, 2017). Low socioeconomic families encounter obstacles to parental involvement in the form of financial difficulties, inadequate pedagogical skills, and infrequent interactions with educators and schools (Horby & Lafaele, 2019). Generally speaking, parents from lower socioeconomic backgrounds socialize their kids less academically (Carolan & Wasserman, 2015). High SES families, on the other hand, typically produce more academic achievement and participate in high-quality activities at home (Fantuzo, 2014).

Parental involvement has been found to be significantly impeded by socioeconomic status. According to Coleman (2014), The socioeconomic status of the parents is the most reliable predictor of a student's academic success, which sparked a wave of research on learner achievement. Coleman (2017) adds that a number of studies have discovered a positive correlation between parental involvement and characteristics of parents that are typically linked to socioeconomic status. For instance, Lareau (2016) discovered that working-class parents assumed

a more supportive role when it came to their involvement with their children's school, whereas upper-middle-class parents were usually involved in school activities and had a say in school decision-making.

Some low-income parents feel that schools discourage their involvement and see them as the problem, and they think that stereotypes of low-income parents as uncaring, uninterested in their children's education, still exist in the educational system (Bran and Gus, 2017). Nevertheless, low-income families may feel unneeded or unable to be involved with their children's school, Henderson (2018) states that children of low-income families benefit to most when parents are involved in the school and parents do not have to be socioeconomic status in order to make a difference.

2.5 Strategies for improving involvement of parents in their kids' education

2.5.1 Build trust between schools and parents

Building trust requires education institutions to prioritize regular communication with parents. They must give all the necessary information and communicate clearly. Teachers can learn a lot from parent-teacher conferences. establish trust and foster positive relationships with parents. Schools can have casual talks and virtual meetings in addition to their regular sessions on the weekends or on holidays. Many of the relationships and expectations required to create safe school environments are based on trust. It is crucial for fostering a positive and productive environment at school as well as for Problem-solving, information exchange, and the development of close-knit teams (Henderson & Mapp, 2014). Being dependable implies that people are aware of your ability, integrity, and character and can rely on you. To create a welcoming environment at school, the parent must have faith in their peers, teachers, and school administration (Antunez, 2016).

2.5.2 Provision of home activities

Homework and activities assigned by teachers are similar, with the sole distinction being that the former requires cooperation from both parents and students. The ideal activities should be brief, interesting, and dynamic. Children should receive assignments from their teachers on a regular basis with a deadline. The package needs to include everything needed to finish the task and shouldn't be too complicated or time-consuming. Parents should receive guidance from schools on how to support their kids with curriculum-related decisions and activities, such as homework at home by participating in at-home activities. Examples of this kind of parental involvement include

parents taking their kids to the museum or assisting them with their homework. These endeavors yield a family that is focused on the school and encourage parents to engage with the curriculum (Gomez & Greenough, 2016). Activities that support home learning give parents information about what their children are learning in the classroom and how to assist them with their homework. This information includes details about the skills that students need to master in every subject at every grade level, policies regarding homework, guidelines for monitoring and discussing schoolwork at home, and family involvement in creating annual goals and organizing assignments (Voltz, 2014).

2.5.3 Treating parents as a partner and the major stakeholder

The most significant stakeholders in the educational system are parents. Schools need to be aware of this and view them as collaborators. More amenities and respect should be extended to parents in order for them to actively engage in their kids' education. Schools must make sure that there are no issues when they transact business or look for information. Parents should be asked to share important information with their kids' teachers and urged to participate more in their education. The best approach is one in which parents are seen as experts on their children and teachers as experts on education (Hornby, 2015). The objective is to create a partnership where parents and educators share authority and knowledge to give kids the best education possible, with each party making a unique contribution. To be a true partnership, parents and teachers need to respect one another, be committed to a variety of activities over the long term, and share planning and decision-making duties.

Seven principles encapsulated the essence of a successful collaboration between parents and school personnel (Bull & Camelo, 2014). Trust is a fundamental component of a successful partnership. It is mandatory for educators to maintain dependable, private, transparent, and truthful connections with parents. In addition, the relationship needs to be built on mutual respect, which includes regard for other people's opinions and dignity. The competence of those involved in their children's education on a professional level should persuade parents. Two-way communication is necessary for effective partnerships in order to facilitate the sharing of ideas and knowledge between all stakeholders. The necessity of safeguarding children is equally crucial, and it is accomplished by early problem identification and resolution, the identification of appropriate strategies and the promotion of knowledge about the protection of children.

2.5.4 Organising volunteer programs

It is essential that schools set up volunteer programs and invite parents to help in the classroom. They will have the opportunity to take part in their kids' education in a genuine academic setting. They will also be able to comprehend their kids' daily schedule and observe their academic progress firsthand. It can also give them a better understanding of their child's daily activities and any obstacles they might encounter. Acknowledging parents is a surefire way to enhance the quantity of parents who engage in volunteer work and encourage them to continue helping in the classroom or school as a whole (Davis, 2016). Inform parents that, regardless of how little they participate, instructors and students value their contributions. Conduct a "needs-pairing" exercise wherein the administration of the school determines what kind of support it needs with help from students and parents (Davis, 2016). For instance, a new fence, help coaching sports, or assistance with meal preparation for the school program. This will also enable them to see their children's academic first-hand performance and understand their everyday routine (Dika & Singh, 2014). It can also provide them with a greater understanding of what their child does daily and what challenges he or she may face.

Although studies frequently highlight parental participation, little is known about how cultural environment affects this involvement. Researching the ways in which parents from different backgrounds interact with schools, adjust to teaching methods, and support their child's education can yield important insights. Narrowing this disparity may result in more successful methods for integrating parents from different cultural origins into their kids' schooling.

2.6 Conclusion

In order for students to learn, grow, and succeed in both their academic and personal lives, parental involvement in their education is crucial. The theoretical framework that guided this investigation was described in this chapter. Though the theory is thought to guarantee that parents fulfill their duties in students' education in both the home and the classroom to bring parents closer to schools, it also shows that parents face different obstacles in Namibia and other countries when it comes to carrying out their roles. This chapter also discussed the methods that educational institutions should employ to raise the amount of parental involvement in their children's education, as it is presently inadequate and impeding their development. The next chapter provides an explanation of the study's methodology.

CHAPTER 3: RESEARCH APPROACH

3.1 Introduction

The methodology used for this study is presented in this chapter. This chapter covers the population, sample, and sampling process, as well as the data collection methods, instruments, procedures, data analysis, and ethical considerations.

3.2 Research Design

This research combined a case study design with a qualitative methodology. As per Jonker and Pennik's (2018) findings, an inductive approach to knowledge building with the goal of producing meaning is a common characteristic of qualitative research. Scholars employ this methodology to examine, probe, and gain knowledge about social phenomena; to unravel the interpretations individuals assign to actions, circumstances, occurrences, or artifacts; or to construct a comprehensive comprehension of specific aspects of social existence (Jonker & Pennik, 2018). In order to help the researcher comprehend experience and context more thoroughly, the qualitative approach is selected (Donaleck, 2016). To supply a complete and comprehensive comprehension of the actual experiences of the participants, a case study was employed to enable a deeper exploration within a natural context (DuPlooy-Colliers et al., 2014) . A case study provides for the collection of relevant information about the impacts of parental involvement in the education of students at the selected schools, with minimal expenditure of effort, time and money (Du Plooy-Colliers et. al, 2016). The case study was selected for this research because it allows for a thorough investigation, in-depth analysis, and comprehensive comprehension of parental involvement in learners' education (Green & Thurgood, 2019).

3.3 Population

The population of the study consisted with parents, teachers, and principals from schools A, B and C in the Kavango West Region. The population for school A is 209, school B is 207 and school C is 305 (Ministry of Education, Arts and Culture (MoEAC), 2022). These figures are inclusive of the principals, teachers and parents. Therefore, the total population for the study is 721.

3.4 The sample and the methods for sampling

Shukla (2020) defines a sample as a particular set of individuals or items from which a researcher may gather data. The sample size is consistently smaller than the population as a whole**.** Therefore,

a total of twenty-three (23) participants, consisting of three (3) principals, ten (10) teachers and ten (10) parents from selected schools took part in this study. The participants were conveniently sampled. Convenience sampling is the process of gathering data from people in the population who are easily accessible to do so. (Du Plooy-Colliers, 2014). For this investigation, convenience sampling was employed because it enables the to take a sample from a conveniently accessible but relevant population. Junior Primary schools that are closer to the researcher's place of residence were used for the study.

3.5 Research methods and instruments

The study used interviews and document analysis as methods of collecting data in exploring parental involvement in learners' education at three selected junior primary schools in the Kavango West region of Namibia.

3.5.1 Semi-structured interview

The interview approach was selected because it is simple to apply leading questions to increase the relevance and utility of the data obtained (Du Plooy, 2016). The researcher can learn more during an interview by observing the respondent's body language, voice, and information (Rule & John, 2015). Because "participants can provide historical information," interviews as research instruments are unique in their purpose (Crewel, 2014, p. 191). According to Alshengeeti (2014), an interview has a highly regulated answering sequence, a low percentage of incomplete responses, and a high return rate. Semi structured interviews were used to collect data.

3.6 Document analysis

In order to acquire information that was not revealed during interviews, records such as school board meeting minutes, parent-teacher association (PTA) meeting minutes, and visitor's book minutes were examined in order to look into the trends of parents' involvement in their kids' schooling. Without the leads supplied by documents, Patton (2014) claims that "document analysis provides a behind-the-scenes look at the program that may not be directly observable and about which the interviewer might not ask appropriate questions" (p. 302). Data gathered through interviews was supplemented and strengthened by the use of document analysis. These records offered insightful data that aided the researcher in comprehending the phenomenon (Mertens, 2015). Docment analysis sheet was used to collect data.

3.7 Data collection procedures

The purpose of interviews is to obtain insight into participants' experiences, emotions, and social environments by eliciting their perspectives on their lives as told in their stories (Fossey et al., 2018). The investigator employed semi-structured interviews. A semi-structured interview was employed where participants were posed to the interviewees in the same order to guarantee uniformity, facilitate comparability during analysis, and reduce interview bias. Using semi-structured interviews also allowed participants' allowing interests and worries to come to light and giving the researcher's perspective a wider observance. Fossey et al. (2018) maintain that semi-structured interviews employ an interview guide with a set of questions to help with more targeted investigation of a particular subject. The benefit of the semi-structured interview in this study is that it created dialogues and relationships between the interviewer and the interviewee. This is an advantage to the interviewer as he/she can generate as much information as possible from the interviewee. There is greater flexibility under this method as the opportunity to restructure questions is always there (Kothari, 2014).

An appointment was made with selected principals, teachers and parents who participated in the research. Individual interviews were carried out with educators and principals in the school after school hours to avoid school activities. For parents, interviews were conducted at their homes during their free time. For parents who cannot/could not communicate in English, the researcher translated the questions into their vernacular language. Each interview lasted for about 45 minutes and all interview sessions were audio-recorded after obtaining permission from the participants. Documents were analysed during the researcher's free time.

3.8 Analyzing data

Flick (2014) asserts that data analysis happens after field access has been identified, sampling choices have been made, and data have been gathered, documented, and expanded upon (e.g. transcribed). In order to produce meaningful patterns, Guest (2014) states that the process of coding is used for thematic data analysis. These stages include becoming acquainted with the data, obtaining preliminary codes, looking for themes within codes, evaluating themes, identifying and labeling themes, and creating the final report. To become acquainted The researcher listened to the interview recordings using the data. Together with the researcher's written notes, the recording was transcribed to determine the types of ideas that surfaced from the participants' responses. The procedure is required because it breaks down the data into more manageable, smaller groups. In

this study, data were first coded then codes were categorized. Categories were developed into themes which were utilized to display the information in connection to the study questions.

3.9 Reliability and validity

In this study, content validation was employed, which entailed verifying the instrument's coverage and content with stakeholders or experts in the subject through methods like focus groups and expert reviews.Validity pertains to the precision of a measure while reliability is about the consistency of a measured in a qualitative study (Mueller, 2018). They both (validity and reliability) were used to assure readers that the findings of the study were credible and trustworthy. It indicated how well a method, technique, or measures on level, barriers, and methods to improve the involvement of parents in their kids' education. Themes were separately coded by the researcher and the consistency of the coding was compared.

3.10 Credibility

According to Fossey et al. (2018), establishing credibility involves making sure that study results accurately represent participants' real-world experiences and the actual value of data obtained from the identification of human reflections. This study's credibility was guaranteed by the application of triangulation techniques. Triangulation is further defined by Fossey et al. (2018) as a technique for gathering data from several sources. To ensure authenticity, all study participants collected their data using identical instruments.

3.11 Transferability

The ability of research results to be implemented in an alternative setting is known as transferability (Kothari, 2014). The degree to which research findings can be applied is known as transferability in a different setting, according to Jonker and Pennik (2018). As a result, transferability was guaranteed in this study by making sure that the precise conclusions are useful and applicable to situations that are similar to this one.

3.12 Dependability

The consistency of research results is known as dependability (Kothari, 2014). Authenticity in qualitative research is rooted in the dependability principle, according to Fossey et al. (2018). In a study, reliability is defined as providing accurate and straightforward information. Therefore, in order to guarantee reliability, the researcher will provide a few direct quotes from participant responses so that readers can evaluate the responses independently. Regular consultation with

relevant literature reviews provided tangible proof and facilitated well-informed assessment of how parental involvement in education affects children.

3.13 Confirmability

Conformability, according to Fossey et al. (2018), is the degree to which study findings represent participant perspectives and experiences. It guarantees that the researcher's position has no bearing on the research's conclusions. This was illustrated in this case by making sure that the research findings would represent respondents' opinions regarding the importance of parental participation in education if the same study were conducted in a comparable setting. Essentially, the identical set of questions will be distributed to each participant using various data generation techniques. Participants attested to the results being accurate representations of their answers.

3.14 Ethical considerations

The ethical guidelines for research are followed by this investigation. The Decentralized Ethical Committee (DEC) provided ethical clearance and permission letters. Permission to access the Ministry of Education, Arts, and Culture schools. Participants gave the researchers their agreement to take part in the research. The participants gave their consent for all interview sessions to be recorded. Participants in the study were informed that their involvement was completely voluntary and that they could revoke their consent at any moment. Participants received assurances that both their identities and the confidentiality of their answers would be maintained. All participants were assigned code to conceal their identities; schools principals were code SP 1 to SP 3, teachers participants were coded T1 to 10 whereas parents were coded P 1 to P 10. The researcher's personal computer's protected folder held the data for three years before it was permanently erased.

3.15 Conclusion

The population, sample, and sampling techniques, research tools for data collection, and data gathering methods, procedures, as well as data analysis were all covered in this chapter. The ethical principles that were adhered to when conducting the study are covered in the conclusion of this chapter. The presentations of the results from the interviews, and document analysis are covered in the chapter that follows.

CHAPTER FOUR: DATA PRESENTION AND DISCUSION

4.1 Introduction

This chapter presents the data acquired from the study on parents' involvement in their children's education. Participants' information was gathered through interviews using a qualitative methodology. The data analysis and discussion of results enabled the researcher to arrive at suitable conclusions and recommendations that answer the research questions stated in chapter one.

In this chapter the data is presented in response to the following research objectives:

- To investigate how involved parents are in their children's education at selected junior primary schools.
- To determine obstacles to parents' involvement in their children's education at selected junior primary schools.
- To develop strategies that may enhance parental involment in leaners' education.

4.2 The participants' biographical details

Table 1: School principals' biographical data

Identities of Principals	Gender	Age range	Years of Experience	Highest qualification
SP 1	Male	36 – 40	5 Years	AEC- North West University
SP 2	Male	46 – 50	5 Years	B-Tech in Ed Management
SP 3	Male	46 – 50	7 Years	Higher Education Diploma in Management

As evident from Table 1 above, all principals who took part in this research were males. They were between the ages of 36 and 50. 5 to 6 years of teaching experience. Their highest qualification are Bachelor of Education Degree (B. ED).

Table 2: Biographical information of school teachers

Teachers identities	Gender	Age range	Experience in teaching	Highest qualification
T 1	Male	25 – 30	3 Years	Bachelor Honours Degree in Junior Primary
T 2	Female	25 – 30	5 Years	Bachelor Honours Degree in Junior Primary
T 3	Male	31 – 35	10 Years	Grade 12
T 4	Female	41 – 45	14 Years	Bachelor's degree in Education
T 5	Female	41 – 45	6 Years	Diploma in Junior Primary
T 6	Male	31 – 35	5 Years	Bachelor Honours Degree in Junior Primary
T 7	Female	31 – 35	7 Years	Diploma in Junior Primary
T 8	Female	25 – 30	5 Years	Honours Degree in Junior Primary
T 9	Female	31 – 35	5 Years	Diploma in Junior Primary
T 10	Male	51 – 55	21 Years	BETD in Lower Primary

From Table 2 above, ten (10) teachers who took part in the study were all lower primary teachers from pre-primary to Grade 3. Among them, only four (4) representing 40 % were males whilst six (6) which is 60% were females. Their age ranged between 25 to 55 years old with 3 to 21 years of teaching experience. The table above depicts that teachers who participanted in this study posssed different teaching qualifications from Diploma in Junior Primary to Bachelor Honours degree in Junior Primary being the highest.

Table 3: Biographical information of parents

Parents identities	Gender	Age range	Experience in parenting	Highest qualification
P 1	Female	55+	13 Years	Standard 5
P 2	Male	46 - 50	22 Years	Standard 8
P 3	Male	41 - 45	17 Years	Grade 10
P 4	Female	25 – 30	4 Years	Diploma in Education
P 5	Male	55+	11 Years	Standard 2
P 6	Male	51 – 55	14 Years	Standard 3
P 7	Male	55+	21 Years	Standard 1
P 8	Male	55+	20 Years	Standard 2
P 9	Male	51 – 55	20 Years	Standard 1
P 10	Female	51 – 55	16 Years	Standard 1

As evident in Table 3 above, three (3) of the participating parents were females and seven (7) were males. Ten (10) participants have a Diploma in Education (D. ED), while eight (8) have a Grade 10 certificate and Standard One is the lowest. Most of them (80%) do not have any qualifications. The parents' experience in parenting ranges from four to twenty-one years. Their age ranges from 25 to 55+ years.

4.3 Level of parental involvement in learner's education

Participants were asked to indicate whether and how parents participate in their childrens' education. All school principals responded that parents do attend PTA and other school activities as per school invitations. They further reported that such school activities include spelling competitions, award ceremonies and sports activities. Teachers responded that they only meet parents when they are invited to attend spelling competitions, pre-primary graduation and PTA meetings. Parents also agreed that they only come to school to discuss with teachers about what and how their children are doing at school as per school invitations. Conversingly, document analysed revealed that how much parental involvement their children receives in their education children in the three schools is low because only few parents turned up for PTA. Records from

minutes of the School Board (SB) meetings at all selected schools revealed that parents are aware of their fundamental responsibilities to see to it that their kids went to school, to provide for their basic needs, and to set up a home environment that made education possible. It was evident from these minutes that parents are also infromed of their other traditional parental responsibilities such as supplying school stationery and books and doing school and home follow-ups for their children. The agenda of the PTA meetings from all three selected schools was presided over by the school principals and teachers, it became clear that all topics discussed and decisions taken were influenced by the staff members.

The involvement of the parents in most meetings was limited by parents. Below are the quotes from participants:

> *Parents visit the school regularly and at any time on call by the school when there's a need for a parent to attend. School community parents visit the school during parents meeting, during parent's leaners books inspection and on individual invitation by teachers to attend to learning problems of their children.* (SP 1).

> *They come when the school invite them, or when they notice something they want to share or get from the school* (SP 2).

> *Parents attend school activities when called for. Contribution level depends on what their attendance is required for* (SP 3).

‘ *We get to meet parents when we have spelling competition, pre-primary graduation and PTA meeting as per school invitation* (T 9).

> *We only come to school to discuss with teachers regarding learners' disciplinary issues, spelling competition, pre-primary graduation and attending PTA meetings* (P8).

Most of the teachers also responded that parents came twice a year as per the school calendar or when they were invited. Below are some of the quotes from teachers' responses:

> *They only come two times per year as per school calendar. This happens when parents are invited to come check learners' books and to talk with them about how they can help their kids at home* (T 6).

> *They only came when they are invited, otherwise they will not come because they believe that education for their children's are under teacher's hands* (T 7).

Parents also indicated their participation in the schooling of children. They reported that they attend meetings as per school's invitations and, whenever they are consulted towards any initiative regarding the schooling of their kids and if they do provide basic necessities like food, clothing and shelter to their children or not. Many of them responded that they get school invitation for meetings, and they are also consulted as schoolboard members, especially when the school need contributions from them. Parents also indicated that they too provide their children with food and uniforms if available. Below are their quotations:

> *We are invited two times per term to come attend parent's meetings and check our children's work. The school also consult t us on most decision, especially contributions such as buying books, pens, school uniform etc.* (P 1).

> *Any decision taken at school we are consulted, mostly through schoolboard members and we are invited twice per term as per school calendar* (P 3).

> *As parents we do try to put our hands towards learner's education as set by the school if it's available* (P 6).

The results showed how important parents are to their children's education. Sheldon (2019), who affirms that effective collaboration relationships between communities, homes, and schools can lead to students' academic success and educational reform, supports this. As a result, parents were given activities that encouraged this kind of involvement regarding their child's development, well-being, security, or the conditions at home that can improve learning for pupils.

If obstacles to parental involvement in education were removed, such as acknowledging the community as a partner, raising awareness of the significance of parental participation, and providing volunteer opportunities, the quality of involvement from parents in education was more likely to improve. There was a higher likelihood of parental motivation to participate in their children's education. As Bailey (2018) explains, involvement of parents in education does not necessarily mean parents should be present every day at school activities that could help children succeed. However, parents might take a short time for at least 15-20 minutes to read together with children each evening and discuss with children what they have read. In addition, teachers might

ask children to tell stories they heard from their parents because, in this way, they provide parents with chances of being actively engaged in their kids' education.

4.4 Obstacles to parents participating in their children's education

Participants were asked to identify the obstacles preventing them from being involved in their kids' education. They reported that they face a variety of barriers, including parents' other responsibilities and attitudes toward school activities; parents' poor educational background; information dissemination in English; financial constraints for parents; and cultural differences among parents. Teachers' and parents' attitudes towards school activities, parents with lack of education, dissemination of information in English, financial constraints and cultural differences among parents. These barriers are presented and discussed further below.

4.4.1 Parents' other responsibilities and attitudes toward school activities

Participants reported that one of the obstacles to parents getting involved in their children's education is parents' responsibilities. Teachers believed that the remoteness of the school plays a role in the sense that the village has traditional activities and hard labour for that matters. Getting time to attend school activities is not easy, as they believe that their field work comes first then school activities. Teachers felt that most parents do not believe in school activities; they rather take their children to the fields to assist them. They also reported that parents have negative attitudes toward school activities as they only arrive at the school after the term when their child fails. Parents responded that their involvement is being discouraged by teachers who miss classes and drink alcohol in the community during school hours. Parents responded that most of them do not attend school activities due to other responsibilities such as looking after cattle and ploughing activities, although they suggested that a PTA meeting should be called afternoon to accommodate them all. Below are the quotes from participants regarding the barrier:

> *Tt's remoteness of the schools plays a role in the sense that the village has traditional activities and hard labour for that matter. Getting time to school activities is not easy. They believe that their field work comes first then school activities* (SP 1).

> *Some parents do not believe in school activities; they rather take their children to the field to help them* (T 7).

> *Parents only came to school at the end of the term when their child failed to come argue with teachers* (T 8).

‘ *Most of us don’t attend school activities as we especially men do look after cattles and going for plough the vields* (P 5).

The above sentiments run concurrent with the findings from agendas and minutes of PTA meeting from at least two selected schools. As per the minutes of PTA meeting analysed, poor attended of parents was consistent at the two selected schools. Both school A and school B scheduled poor attendance of parents as part of their agenda items in one of the PTA meetings. The attendance register at school B showed disparities between a meeting scheduled for 10H00 [that recorded 35% attendance] and the one that took place at 17H00 [that recorded 63%] attendance. In their deliberations at school B, the meeting resolved that PTA meetings being host in the late afternoons as parents are busy in the mornings. At school A, the meeting suggested the provision of refreshment to encourage parents to attend meetings.

Parent’s attitudes constitute the main social influence that the child experiences during his/her earliest years. These attitudes together with the frustrations they impose, the techniques of control, and the provocative they offer serve as originate forces on the child’s behaviour, especially during the formative years (Jones, 2017). Parents who have negative attitudes toward education instil such attitudes in their children, leading them to believe that the learning process is unimportant. On the other hand, parents with positive attitudes toward education have a beneficial impact (Marvin & Rupiper, 2014). To promote a child’s healthy germination, many parenting aspects are required. The attitude that parents approve of plays a major role in a child’s attitude formation.

Parents with too many responsibilities might not have enough time to successfully participate in parental involvement for their children’s education. Accordingly, working parents too, may not participate to a full extent as parents must divide their responsibilities between work and the education of their children. Hence, this necessitates the need for schools to devise ways to involve working parents and those with endless responsibilities by having an open dialogue with them and explaining the importance of their roles as parents in the education of their children.

4.4.2 Parents poor educational background

Principals responded that since their schools are in rural areas most of the community parents are uneducated and it is hard to assist their children with school activities at home as they cannot read and write. Teachers reported that they invite parents to come to school when they notice that their kids are constantly failing

Parents reported that they could not help their children as they should because they were not educated enough. Children could not even ask parents to help them with homework as they knew that their parents could not read and write. Parents further explained that those with poor educational backgrounds do not see the importance of getting involved in the education of their children. Below are the quotes of the participants:

> *Some parents who cannot read and write do not support their children during school holiday to continue learning while at home* (SP1)
>
> *Most of the parents have gone to school up to grade 6, and level of education has limited influence in their children' education* (SP3)
>
> *They do not respect and view school activities as important* (T3)
>
> *When the child is given homework or any schoolwork, the parent cannot do anything for the child because they lack the knowledge* (P6).

Lack of parental involvement due to their level of education was apparent in the documents analyzed. The visitors 'register at both selected schools revealed minimal visits from parents except for those that were invited for disciplinary hearings of their children or to see the principal on financial matters of their children. In one the minutes of SB at school C, it was recorded that *"parents usually think that they are not part and parcel of the school because the schools do not involve them in serious issues especially regarding curricular activities"*. The minutes went on to report that *"due to their low education level, they feel inferior to teachers and even when they participate they do so without any meaningful contributions. In all these, the way and manner the school had handled the parents' serves as reference to other parents to dissuade them from participating in co curricular activities at school"*.

Generally, children learn from their parents first. Given this, parental involvement impacts learners' education as well. Ahmad (2014) claims that diminutive -educational Families are reluctant to get involved in their children's education because they don't trust teachers as much and feel inadequate when speaking with them. Parents with poor educational backgrounds could not even lead and advise their children on the most effective method that help them perform admirably in school activities.

4.4.3 Dissemination of information in English

Participants reported that one among the obstacles to parental participation in learners' education was the dissemination of information in English to parents. With regards teachers agreed that communicating with parents about school activities was impeded by the English language barrier that served as the medium of transmission learners' education. Principals reported that the educational institution's remoteness is heavily involved in the sense that their level of education is very low and cannot understand English to cope with the information thereon. Teachers stated that parents are not understanding some of the formal communication being set out by the school and this could lead to missed opportunities to become involved. Parents responded that those who do not speak English could not understand what was being said to them and, that they would not be understood. Below are the quotes of the participants towards the barrier:

> *It's remoteness plays a role in the sense that most of the parent's level of education is too low, they can't understand communication in English* (SP 3).
>
> *The school used English as an official language most communication, this hampered parental involvement in education* (T 8).
>
> *Parents who do not speak English may not understand or not be understood* (P 9).
>
> *It is very disturbing because some of us can't communicate our problems regarding our child's education* (P 6).

The above notwithstanding, there was some contradictions with regard the pratices schools follow to engage parents. Despite teachers and principals acknowledging that English medium is a barrier, records of parent meetings reveal that both schools still continue to send invitations for parents meetings in English. These meetings are presided in English and the versions of minutes shared with parents are in English. This is despite the fact that most principals and teachers being conversant in the local languages.

The most prominent difficulty that surfaced was the incapacity to comprehend data on educational programs in schools. Due to a lack of prior knowledge, stakeholders' capacity to comprehend, process, and communicate information was hampered (Epstein & Douber, 2014). Some parents found It's challenging to engage in their kids' education as a result of their limited literacy and English proficiency.

4.4.4 Parents' financial constraint

Participants reported that financial constraint is one of the obstacles that stand in the way of parents participating in their kids' education. Teachers felt that financial constraint was a problem because it discouraged parents not to getting involved in school activities, especially when they could not provide what the school asked them to buy for their children. Parents responded that they do not understand why they are still asked to buy everything while it is free education, and this discourages them not to participate in their children's education. Below are the quotes of participants regarding the barrier:

> *Financial constraint discourage parents who do not provide what the school asked* (T 3*).*
>
> *It does not give a good picture to parents who cannot afford to buy what school asked and this may also have demotivated the child as well* (T 4).
>
> *With free education, we are still asked to buy everything like pens and books for our children instead to be for free* (P 6).

Decreased parental involvement in academic matters both at home and at school are linked to financial strain. According to Compass (2017), acute stressors like major life events and chronic stressors like financial strain can affect daily activities, such as parents' ability to participate academically in their children's education, and as a result, they can influence how well families function. Lower levels of parental involvement in the education of their offspring are probably related to the stress that comes with financial limitations. According to Reay (2017), working-class families shaped the differences between them in terms of parental involvement. Therefore, the majority of them struggle to get to school because they live far away, which supports the absence of parental guidance to meetings (Van Wyk, 2014).

4.4.5 Cultural differences among parents

Participants reported that cultural differences among parents are one of the obstacles that prevent parents from being involved in their kids' education. Principals felt that, culturally, most parents' belief that their field work comes first then school work and other things like herding animals. Teachers felt that some cultures only focus on farming, and they rather give off their children to marriage when they reach a certain age, while some Parents thought that teachers were the only ones responsible for educating the child. In this case, they do not see the need to help their children with school work. Below are the quotes of participants:

Some cultures they only believe on farming, this jeopardised the children's education. Some cultures give off their child to marriage when she reaches a certain age (T 1).

Some parents believe that it is only the work of the teachers to educate the child, so they do not see the importance of helping their children at home with school work (T 2).

There is something they consider to be a taboo, so such thing even learners in the class won't take part (T 3).

They belief that the field work comes first, then school and other things, like herding animals (Sp3).

Teachers and school administrators find it more difficult to involve parents because of cultural differences (Denessen, 2017). For instance, some parents might be reluctant to bring up certain topics with teachers out of concern that it might have a negative impact on how the teachers treat their kids. Parents feel uneasy when they see different cultural groups at the school, as Ariza (2015) notes. Teachers' ignorance of cultural variations in nonverbal communication is a major factor in their avoidance of interactions with parents from other cultures. For instance, it might be deemed disrespectful to other cultures to look each other in the eyes while having a conversation (Denessen, 2017). Relationships between people from different cultures are therefore hindered by ignorance of one another's cultures, lifestyles, and values. Each of these, affect parental involvement in their kids' education.

4.5 Strategies to ensure parental involvement in education

Participants were asked about the tactics that could be used to increase parents' involvement in their children's education. In response to the question, they suggested the following strategies; recognize the community as a partner; conduct an awareness for parental involvement, and parents volunteer in school activities.

4.5.1 Recognising the community as a partner in education

Participants suggested that schools recognize the community as an educational partner for their students. Teachers and parents felt that the community should be invited to share ideas and recognized as partners in the schooling of their kids in order to safeguard the educational institution's growth. Below is a list of quotes from the school participants regarding the aforementioned strategy:

Recognize parents and the broader community as collaborators in education, will create effective communication channels between the school, parents and community at large (Sp 2).

> *To invite parents as partners to come give their ideas in regard to their child's education* (T 6).

> *us parents should be more involved as partners to ensure the growth of the school, according to what the school asking from us* (P 9).

Similarly, the above notion was evident in the minutes of the SB meetings at schools A and C. The records reveal that bringing parents on board has been seen as the best way of encouraging them to effectively get involved in the curricular activities at schools. The resolution at school A suggested that school management should not neglect the parents based on their education level but rather identify their talents and experience that can be used to improve any activity engaged by their kids. The PTA meetings 'agenda and minutes at school B also depict *"parents as key stakeholders"* in their deliberations. It was minuted that "*school management should take a role of educating and sensitizing the parents on the importance of being involved in their children's education".*

Parents as partners in education improve schools, strengthen families, and increase learners' achievement and success (Hornby, 2014). The relationship between parents and the school needs to be two-way; the teacher needs vital feedback from the parents regarding the child's social and academic development, and the parents need information about what and how their child is learning (Hornby, 2014). A child who experiences partnership feels that the people who matter most to him or her are collaborating closely for the child's benefit.

4.5.2 Create an awareness for parents to be active participants in their children's education

According to the participants, parents must comprehend how much they as parents participate in their kids' education. In order to provide them (parents) with guidance on where to begin and pointers on how to become involved in a way that benefits the child, a strategy for helping them comprehend the significance and meaning of their involvement should be implemented. The principals recommended that the school raise parents' awareness of how important it is to assist with their kids' education through their involvement and the meaning behind it (parental involvement). Instructors concurred with the principal's recommendation that techniques be discussed in one-on-one meetings with parents in order to create a more robust and effective

achievement in school-related tasks than children whose parents are not involved. This strategy will make them understand how and why they should get actively engaged in their children's education to provide support them. Parents on the other hand suggested that the school should guide them on how they should get actively engaged in their children's education. Below are the quotes from the participants:

> *The school should create an awareness for parents to know the meaning and the value of their parental involvement in the education of their children* (Sp 2).

> *An awareness through one-on-one to be conducted to parents for them to understand as why and how should do parental involvement in the education of their children* (T 8).

> *The school should give us guidance on how we should get involved in the education of our children to support them* (P 5).

In order to both guide and shape their own parental engagement and to understand their child's behavior, parents can utilize the basic cognitive framework known as parental awareness (Newberger, 2018). A child's physical and mental growth depends on the creation of a positive parenting environment. As a result, information on community programs that relate to parental actively engaged in their children's education. information for families, learners, and cultural, recreational, and social support programs should be included.

4.5.3 Providing parental volunteer opportunities for school-related activities

According to one method for boosting parental involvement in their kids' education participants, is for parents to volunteer in school activities. The participants went on to say that while volunteer opportunities allow parents to get more involved without adding too much work, they are also encouraged to offer their time or skills to start new initiatives based on their interests. Since there aren't "room parents" to assign volunteer roles, principals felt that some parents might feel uneasy or unprepared to participate in school-related activities. Teachers emphasized that in order to support their children, parents should volunteer for school-related events, including athletics and numerous other programs. Parents suggested that they receive ongoing information. Below are the quotes from teachers and parents about the said strategy:

> *Some parents may feel insecure or ill equipped to get involved in school related activities* (Sp 1).

> *Parents should volunteer in school programs such as sport events and many others, they only came to school at the end of the term when their children fail and come argue with teachers* (T 1).
>
> *Us parents should be more involved and volunteering to ensure the growth of the school, according to what the teachers or school is asking from us* (P 10).

Parent volunteers can be of great assistance to instructors in areas where they could use an additional pair of hands, such as art projects, holiday celebrations, class fundraisers, and lessons (Erk, 2014). According to Epstein and Jansorn (2014), in order to motivate parents to volunteer in the school, it is essential to enhance scheduling, training, recruiting, and events that include families as audiences and volunteers. The teacher, other students in the class, the volunteer's child, and the school all gain from the parent volunteer experience. Therefore, awareness campaigns should be carried out to help parents understand how important it is for them to participate in their kids' education and how to ensure excellent parental participation and partnerships with the teacher and school.

4.6 Conclusion

The examination of the involvement of parents at three specific schools in the Kavango West Region was the focus of the researcher's chapter. Under the following headings—the level of parental participation, the obstacles to parental participation, and strategies that could be used to enhance parental involvement at particular junior primary schools in the Kavango West Region—both the objectives and the research questions were addressed. Documents including visitor books, minutes from PTA meetings, minutes from school board meetings, and minutes from parents' general meetings were examined in order to gather information not available during the interview and investigate patterns of involvement of parents in their kids' education. Additionally, document analysis was employed to support and enhance the data acquired through interviews.

CHAPTER 5: SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1 Introduction

This chapter provides recommendations and a summary of the findings based on the study. This chapter also makes suggestions for possible directions for future research.

5.2 Summary

This study's goal was to investigate how parents can support their children's learning. education at the junior primary phase . The study employed a case study design and a qualitative methodology. Participants in this study included twenty-three (23) parents, ten (10) teachers, and three (3) principals from particular schools. For this study, convenience sampling was utilized to choose participants and schools. This makes it possible for the researcher to select a sample from a population that is both relevant and easily accessible. To enable a more thorough investigation in a typical setting, a case study was employed. Document analysis and semi-structured interviews were employed to gather data. Records including visitor's books, minutes from PTA meetings, minutes from school board meetings, and minutes from parents' general meetings were analysed to explore and increase the involvement of parents in their children's education. The data was analyzed using thematic analysis through interviews. Findings revealed that when it comes to integrating parental involvement in their students' education, schools face certain obstacles. Still, the findings provide support for the researcher's reservations regarding the conversational belief that it will be difficult, if not impossible, for this educational strategy to be implemented and take root in schools. The researcher acknowledged the generalization of the findings. The findings further regard schools and parents are important partners in a child's education both at home and at school. Parents, irrespective of their social status, are generally believed to desire the best for their offspring. Thus, the results are based on a flame work that asserts that families and parents need to be involved in the educational process in order for schools to properly educate their children.

5.3 Conclusion

The study offered explanations for why parents did not engage with their kids' education in junior primary schools in the Kavango West Region. It also suggested certain tactics that school administrators could use to encourage greater involvement of parents. The research highlighted the significance of involvement from parents as a factor that influences students' academic success in the classroom. Consequently, since The involvement of parents is crucial in both the

organization of the school and the quality of education provided, it ought to be considered in Kavango West Region schools, especially in the junior primary phase. When it comes to educating parents about how to encourage positive parental involvement in school activities, school principals and the school board should assume the initiative.

5.4 Recommendation

Based on its findings, the study suggests the following.

Recommendation to the Ministry of Arts, Culture, and Education:

• The Ministry of Education, Arts and Culture should have the responsibility to ensure that parental involvement is enhanced.

• The community should be acknowledged by the Ministry of Education, Arts and Culture as a partner in education, as opposed to a stakeholder, since a collaboration between educators and parents would foster the growth of successful, well-rounded students.

• When inviting parents to PTA meetings or sending them other communications to keep them updated on what their children are doing at school, schools must to use languages that the parents can comprehend.

Parents and teachers should collaborate and communicate openly at the school to give students a valuable opportunity to develop their social, emotional, and intellectual skills.

• Schools should come up with strategies to include parents who work and those who have endless responsibilities by speaking candidly with them and outlining the importance of their roles in learner's education.

Recommendations for future research

The study advise that in order to ascertain whether the outcomes of additional research are comparable, an investigation focusing on parental involvement in learners' education in other regions of Namibia should be conducted.

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ANNEXES

Certificate of Ethical Clearance, Appendix A

UNAM

UNIVERSITY OF NAMIBIA

ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: DEC: HPC00012 **Date: 07 November 2022**

This Ethical Clearance Certificate is issued by the University of Namibia Ethics Committee (REC) 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 ethics committee.

Title of Project: **EXPLORING PARENTAL INVOLVEMENT IN LEARNERS' EDUCATION : A CASE OF SELECTED JUNIOR PRIMARY SCHOOLS IN THE KAVANGO WEST REGION , NAMIBIA**

Student: JONATHAN SIKWAYA

Student Number: 201212482

Supervisor(s): Dr. EVELINE ANYOLO

Centre for Research Services

Take note of the following:

1. Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the ethics committee. An application to make amendments may be necessary.
2. Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the ethics committee
3. The Principal Researcher must report issues of ethical compliance to the ethics committee (through the Chairperson) at the end of the Project or as may be requested by the ethics committee
4. The ethics committee 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.

The ethics committee wishes you the best in your research.

Dr Angelina Popyeni Amushigamo (Chairperson DEC HPC)

Prof. Davis Mumbengegwi (Head, Multidisciplinary Research)

Research permission letter, Appendix B

CENTRE FOR RESEARCH SERVICES
Office of the Pro-Vice Chancellor: Research, Innovation & Development
University of Namibia, Private Bag 13301, Windhoek, Namibia
340 Mandume Ndemufayo Avenue, Pioneer Park, Office F223 - Faidek, Second Floor
☎ +264 61 206 4673; E-mail:simbulu@unam.na; URL: http://www.unam.edu.na

UNAM
UNIVERSITY OF NAMIBIA

RESEARCH PERMISSION LETTER

Date: 05/12/2022

Student Name: SIKWAYA JONATHAN

Student Number: 201212482

Programme: Master of Education

Approved Research Title: EXPLORING PARENTAL INVOLVEMENT IN LEARNERS' EDUCATION : A CASE OF SELECTED JUNIOR PRIMARY SCHOOLS IN THE KAVANGO WEST REGION , NAMIBIA

TO WHOM IT MAY CONCERN

I hereby confirm that the above-mentioned student is registered at the University of Namibia for the programme indicated. The proposed study met all the requirements as stipulated in the University guidelines and has been approved by the relevant committees.

The proposal adheres to ethical principles as per attached Ethical Clearance Certificate. Permission is hereby granted to carry out the research as described in the approved proposal.

Best Regards

Dr. AEE Shikongo
Head: Postgraduate Support Services
Tel: +264 61 206 3129
E-mail: aeshikongo@unam.na

CENTRE FOR RESEARCH SERVICES
Office of the Director
2022 -12- 05
University of Namibia
UNAM

Regional permission letter, Appendix C

KAVANGO WEST REGIONAL COUNCIL
DIRECTORATE EDUCATION, ARTS AND CULTURE

Tel No: (066) 274200
Email: kavangowesteac@yahoo.com
Enquiries: Leena Muhoka
Ref: 26 / 1 / 16

Private Bag 6193, Nkurenkuru
Namibia

09 December 2022

Mr. Jonathan Sikwaya
P.O.Box 2353
Rundu

RE: PERMISSION TO CONDUCT A RESEARCH STUDY AT SELECTED JUNIOR PRIMARY SCHOOLS IN KAVANGO WEST REGION

1. The Ministry of Education, Arts and Culture Kavango West wishes to acknowledge receipt of your letter dated 07 December 2022, seeking permission to conduct an academic research for your Master in Education: Curriculum, Instruction and Assessment Studies on the topic: **Exploring parental involvement in learner's education at junior primary phase.**

2. Permission is hereby granted to you provided you seek for further clearance from the Circuit Inspector of Education where you wish to conduct your research to ensure that:

   - Permission is sought from the School Principals
   - Teaching and Learning is not interrupted
   - Participation is voluntary

3. Furthermore, you are kindly requested to share your research findings with the Ministry of Education, Kavango West after completion of your study. You may contact the Deputy Director for Programme and Quality Assurance (PQA) for submission of a summary of your research findings.

4. We wish you all the best in conducting your research.

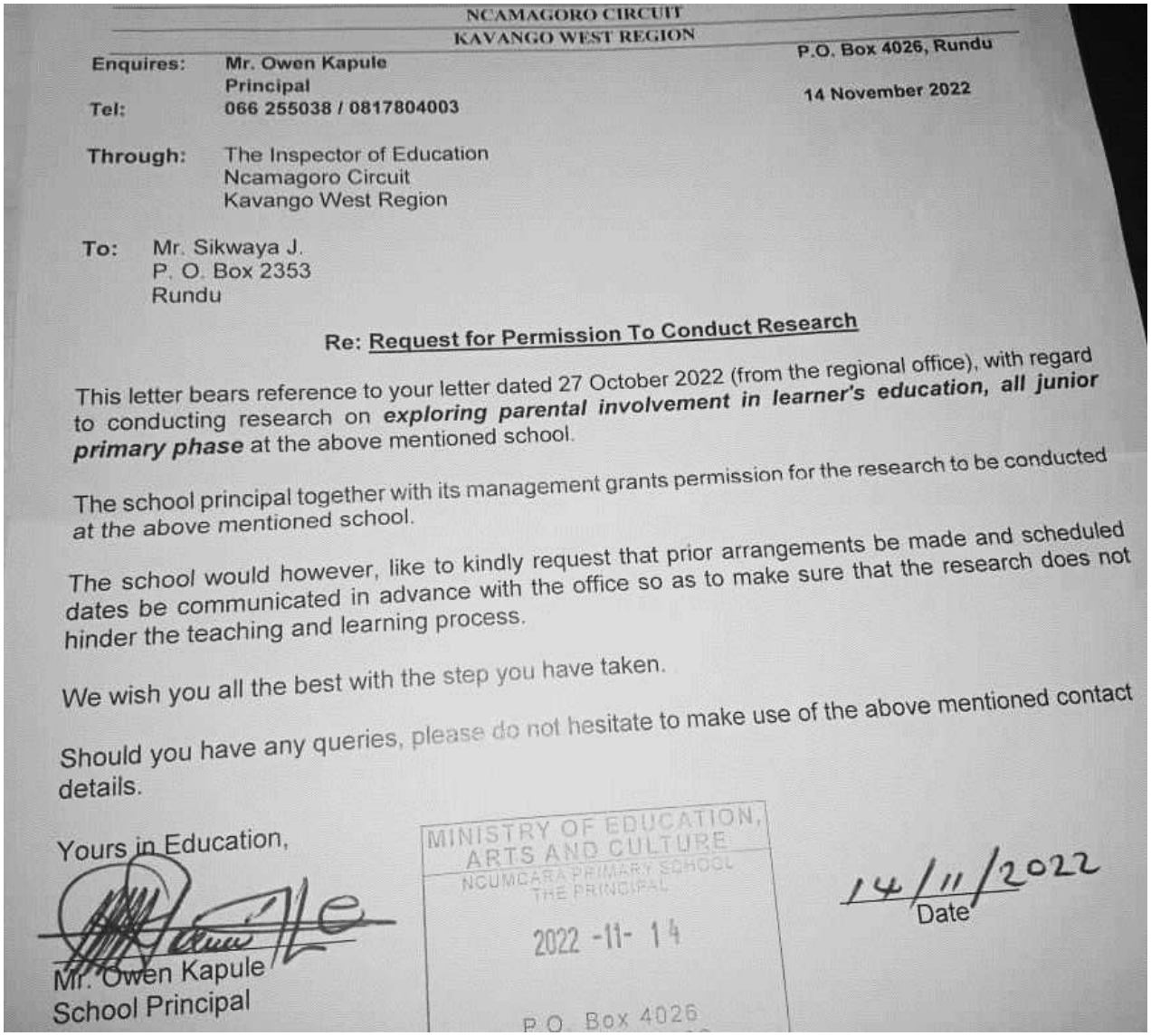
Yours Sincerely,

PONTIANUS V. MUSORE
DIRECTOR OF EDUCATION, ARTS AND CULTURE
KAVANGO WEST

KAVANGO WEST REGIONAL COUNCIL
Office of the Director
Directorate of Education, Arts & Culture
2022 -12- 08
Private Bag 6193
Nkurenkuru

08/12/2022
DATE

School permission letters, Appendix D



NCAMAGORO CIRCUIT
KAVANGO WEST REGION

Enquires: Mr. Owen Kapule
Principal
Tel: 066 255038 / 0817804003

P.O. Box 4026, Rundu

14 November 2022

Through: The Inspector of Education
Ncamagoro Circuit
Kavango West Region

To: Mr. Sikwaya J.
P. O. Box 2353
Rundu

Re: Request for Permission To Conduct Research

This letter bears reference to your letter dated 27 October 2022 (from the regional office), with regard to conducting research on ***exploring parental involvement in learner's education, all junior primary phase*** at the above mentioned school.

The school principal together with its management grants permission for the research to be conducted at the above mentioned school.

The school would however, like to kindly request that prior arrangements be made and scheduled dates be communicated in advance with the office so as to make sure that the research does not hinder the teaching and learning process.

We wish you all the best with the step you have taken.

Should you have any queries, please do not hesitate to make use of the above mentioned contact details.

Yours in Education,

Mr. Owen Kapule
School Principal

MINISTRY OF EDUCATION, ARTS AND CULTURE
NCUMCARA PRIMARY SCHOOL
THE PRINCIPAL
2022 -11- 14
P.O. Box 4026

14/11/2022
Date

KAVANGO WESTREGIONAL COUNCIL

DIRECTORATE OF EDUCATION
KATJINAKATJI CIRCUIT
MPORA COMBINED SCHOOL, P.O.BOX 1679, RUNDU, NAMIBIA

Enquiries	Mrs. Kapule L	Telephone No.	+264-66-686211
Email	mporaps@iway.na	Fax NO	+264-66- 686212
Ref. No		Fax to Email	0886508881
Date	14 November 2023	Cellular no	0817450000

Enquires: Mrs. Kapule Lydia
Acting Principal
Cell: 0817450000

Through: The Inspector of Education
Katjinanakatji Circuit
Kavango West Region

To: Mr. Sikwaya J
P O Box 233
Rundu

Re: Request for Permission to Conduct Research

This letter bears reference to your letter dated 29 October 2022 (from the regional office), with regard to conducting research on exploring parental involvement in learner's education, all junior primary phase at the above mentioned school.

The school principal together with its management grants permission for the research to be conducted at the above mentioned school on 29 November 2022.

The school would however, like to kindly request that communication in advance with the office so as to make sure that the research does not hinder the teaching and learning process be made.

We wish you all the best with the steps you have taken.

Should you have any queries, please do not hesitate to make use of the above mentioned contact details.

Yours in Education

Mrs. Kapule Lydia
School Acting Principal

MINISTRY OF EDUCATION ARTS AND CULTURE
THE PRINCIPAL
MPORA COMBINED SCHOOL
2022 -11- 29
P.O. Box 1679, Rundu
Tel: 066-686211
Fax: 066-686212

29/11/2022
Date

MINISTRY OF EDUCATION ARTS AND CULTURE
KAVANGO WEST REGIONAL COUNCIL
DIRECTORATE OF EDUCATION
NCAGCU COMBINED SCHOOL
NCAMAGORO CIRCUIT

Enquiries: Mr. Litwayi Johannes	P.O Box 3867 Rundu
Cell : +264 813671147 Email address: ncagcusecondaryschool@gmail.com	Namibia 30 November 2022

Through: The Inspector of Education
Ncamagoro Circuit
Kavango West Region

To: Mr. Sikwaya J.
P.O Box 2353
Rundu

RE: Request for permission To Conduct Research

This letter bears reference to your letter dated 27 October 2022 (from the regional office), with regards to conducting research on exploring parental involvement in learner's education, all junior primary phase at the above mentioned school.

The school principal together with its management grants permission for the research to be conducted at the above mentioned school. The school would however, like to kindly request that prior arrangements be made and scheduled dates be communicated in advance with the office so as to make sure that the research does not hinder the teaching and learning process.

We wish you all the best with the step you have taken.

Should you have any queries, please do not hesitate to make use of the above mentioned contact details

Yours in Education,

Mr. Litwayi Johannes
School Principal

Interview schedule for principals, Appendix E

I am Sikwaya Jonathan, Student number: 201212482, undertaking a **Master of Education (Curriculum, Instruction and Assessment Studies)** at Unam. In partial fulfilment of this programme. I am expected to research a topic of my choice. I have chosen **"EXPLORING PARENTAL INVOLVEMENT IN LEARNERS' EDUCATION AT JUNIOR PRIMARY PHASE: A CASE OF SELECTED JUNIOR PRIMARY SCHOOLS IN KAVANGO WEST REGION, NAMIBIA**. The results of the study are intended for making recommendations for future educational policies and programmes. All responses will be kept confidential, without you being identified as a respondent to any question. You have been chosen by virtue of your position as head of the school to participate as the key informant of the study. The interview will not exceed 45 minutes. You can choose to withdraw from the interview at any time. I, therefore kindly request you to participate in this key informant interview.

Research questions

- What are the parental involvement challenges faced by teachers at the selected Junior Primary Schools?
- How do parental involvement challenges affect learners' education at schools?
- What strategies could be adopted in order to ensure parental involvement in schools?

The purpose of this interview is to generate ideas on the parental involvement challenges faced by teachers in Junior Primary schools in the Kavango West Region, Namibia.

Section A: Biographical information

- **Gender**

Female	
Male	

- **Age**

Age Range	
25 – 30	
31 – 35	
36 – 40	
41 – 45	
46 – 50	
51+	

- What is your highest academic qualification?

- How long have you been a principal at this school?

Section: B

Research question 1: What is the parental involvement level in learner's education at selected Junior Primary schools?

1.1. Do parents attend school activities and how is their contribution?

1.2. How often do parents visit the school regarding their children's education?

1.3. How do the school disseminate information to parents? How do they respond to this?

1.4. What activities do the school have in place to involve parental involvement in the education of their children?

Research question 2: What are the barriers to parental involvement in learners' education at schools?

2.1. What obstacles does the school face in promoting parental involvement in the education of their children?

2.2. How does the school deal with these obstacles?

Research question 3: What strategies could be adopted to improve parental involvement in learners' education at school?

3.1. What do you think can be done to improve parental involvement in learners' education?

Thank you very much for your participation!!!!!

Interview schedule for teachers, Appendix F

I am Sikwaya Jonathan, Student number: 201212482, undertaking a **Master of Education (Curriculum, Instruction and Assessment Studies)** at Unam. partially fulfilling this program's requirements. It is required of me to do research on a subject I choose. "A CASE OF SELECTED JUNIOR PRIMARY SCHOOLS IN KAVANGO WEST REGION, NAMIBIA: EXPLORING PARENTAL INVOLVEMENT IN LEARNERS' EDUCATION AT JUNIOR PRIMARY PHASE" is the topic I have selected. The study's conclusions are meant to serve as suggestions for upcoming curricula and policies. No inquiry will reveal your identity to others, and all answers are kept private. Because of your role as the school's head, you have been selected to take part in the study as a key informant. There won't be a 45-minute interview. At any point throughout the interview, you are free to leave. As a result, I respectfully ask that you take part in this critical informant interview.

Section A: Biographical information

- **Gender**

Female	
Male	

- **Age**

Age Range	
25 – 30	
31 – 35	
36 – 40	
41 – 45	

46 – 50	
51+	

- What is your highest academic qualification?
- How long have you been a teacher at this school?

Research question 1: What is the level of parental involvement in learners' education at selected Junior Primary Schools?

1.1 How often do parents attend school TPA? What/why not?

1.2 How often do parents attend school events such as award ceremonies, spelling competitions etc., why/why not?

1.3. How often do parents visit your classroom to check learners' books and ask about their progress? Why/ why not?

1.4. How do you discuss learners' behaviours, such as making noise in class, bullying each other, not doing homework and misbehaving with the parents?

Research question 2: What are the barriers to parental involvement in learner's education at selected Junior Primary Schools?

2.1 What are parents' attitudes towards school activities?

2.2. How do you handle parents with diverse backgrounds in school activities?

2.3 How do you handle parents with a lack of education in helping their children with schoolwork?

2.4 How do you disseminate information to parents who do not speak English regarding their children's school activities in your class?

2.5 How do cultural differences among parents jeopardize their involvement in learners' education in your classroom?

Research question 3: What strategies could be adopted to ensure parental involvement at selected Junior Primary Schools?

3.1. What do you think can be done to improve parental involvement in their learners' education?

Thank you very much for your participation!!!!

Interview schedule for parents, Appendix G

I am Sikwaya Jonathan, Student number: 201212482, undertaking a **Master of Education (Curriculum, Instruction and Assessment Studies)** at Unam. In partial fulfilment of this programme. I am expected to research a topic of my choice. I have chosen **"EXPLORING PARENTAL INVOLVEMENT IN LEARNERS' EDUCATION AT JUNIOR PRIMARY PHASE: A CASE OF SELECTED JUNIOR PRIMARY SCHOOLS IN KAVANGO WEST REGION, NAMIBIA.** The study's conclusions are meant to serve as suggestions for upcoming curricula and policies. No question will reveal your identity to others, and all answers are kept private. Because of your role as the school's head, you have been selected to take part in the study as a key informant. There won't be a 45-minute interview. At any point during the interview, you are free to leave. For this reason, I respectfully ask that you take part in this key informant interview.

Section A: Biographical information

- **Gender**

Female	
Male	

- **Age**

Age Range	
25 – 30	
31 – 35	
36 – 40	
41 – 45	
46 – 50	
51 - 55	
55+	

- What is your highest academic qualification?
- How long have you been a parent at this school?

Research question 1: What is the level of parental involvement in learners' education at selected Junior Primary Schools?

1.1. Do you attend PTA meetings, if so, how is your contribution towards the education of your children?

1.2 Do you attend the school award ceremony, and what do you learn out of it as a parent that would help you to motivate your child's education?

1.3 Does the school involve you in the disciplinary meeting for your child, and if so how does it enhance their education?

1.4 How often does the school invite you regarding your children's education?

1.5 Does the school consult you as a parent towards any initiative regarding children's education?

1.6 Does the management or class teacher invite you regarding your children's behaviours, class attendance, and performance, and how often?

1.7 Do you provide your child with all the basic necessities like food, clothing and shelter, if not why?

Research question 2: In certain junior primary schools, what are the obstacles to parents being involved in their children's education?

2.1. How does a lack of education prevent you from helping your child with schoolwork?

2.2. How do you assist your child with safety in the area after school hours?

2.3. How do staff attitudes enhance your involvement towards the education of your children?

2.4. How do language differences between you as parents and teachers prevent you from getting involved in your child's education?

2.5. How do financial constraints prevent you from your responsibilities, for example when children are asked to buy food, toys and any materials for the school?

2.6 Do you feel that you are properly valued and listened to by the school for your children's education, if not/yes, how?

2.7 How do you assist your child to arrive at school on time in terms of transport to pay attention to the class teacher during teaching hours, her/his attitude towards others etc.?

Research question 3: In which junior primary schools are you choosing to implement strategies to guarantee parental involvement?

3.1. What do you think can the school do to allow you to be involved in the education of your children? Why/why not?

Thank you very much for your participation!!!