

**An investigation into the factors that influence parental
involvement in the development of their children's literacy in
the secondary school level: A case study of a combined school
in the Eastern Cape**

by

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DECLARATION

I, Ndileka Primrose Adam, declare that this dissertation which I hereby submit for the degree of Master of Education in Faculty of Education at the University of Fort Hare, is my own work and has not previously been submitted by me for a degree at this or any other tertiary education institution.

I also declare that as far as I am aware, all references used in this dissertation have been cited and acknowledged.

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Date

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ABSTRACT

The main purpose of this research was to investigate the factors that influence parental involvement in the development of their children's literacy in the senior phase. The concept of parental involvement has been perceived as one of the cornerstones that contribute positively to the effectiveness of the education that children receive. In the South African case, it is embodied in the legislation and is expected to permeate the education process at all levels. Many scholars perceive parental involvement as enhancing the development of children's literacy.

As an interpretive orientated study, this research had an interest in understanding the subjective experiences and general factors that influence parental involvement in the development of their children's literacy in the secondary school level. In line with the protocols of the case study, this study used a combination of methods namely structured interviews, semi-structured interviews, focus groups and document analysis in collecting data.

The findings of the study revealed different opinions on parental involvement. While some parents appreciate the importance of their involvement, there were, however, some parents who perceive it as a responsibility of educators. Despite these views, there were positive contributions that have been brought about by parental involvement in the development of their children's literacy.

The study has also revealed that there are factors that influence parental involvement in the development of their children's literacy in the senior phase such as parents' lack of understanding of their roles, absence of guiding documents, lack of unity among stakeholders, age and qualifications. The intent of this research was to investigate factors that influence parental involvement in the development of their children's literacy in the secondary school level and to give some recommendations on how these can best be addressed.

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ACRONYMS

FGD	Focus Group Discussion
NCS	National Curriculum Statement
OBE	Outcomes Based Education
RNCS	Revised National Curriculum Statement
SASA	South African Schools Act
SGB	School Governing Body
HOD	Head of Department