

# MIDLANDS STATE UNIVERSITY

## FACULTY OF EDUCATION



### DEPARTMENT OF POLICY STUDIES AND LEADERSHIP

Parental involvement in school counseling: A case study of Matenda Cluster in Zvishavane

District

By

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*This dissertation is submitted in partial fulfillment of the requirements of the Bachelor of Education in Educational Management and Leadership at Midlands State University.*

DECEMBER 2020

**APPROVAL FORM**

The undersigned certify that they have supervised the student Kwiri Caroline’s dissertation entitled **Parental involvement in school counseling: A case study of Matenda Cluster in Zvishavane District** submitted in partial fulfillment of the requirements of the Bachelor of Education in Educational Management and Leadership at Midlands State University.

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**DATE**

## DECLARATION

I, the undersigned do hereby declare that this dissertation is a product of my sole effort and the research study and findings have not been submitted anywhere else for the purpose of acquiring a degree. Other sources of information that the study has used have been duly acknowledged and a reference page generated to that effect.

Date .....

Caroline Kwiri.....

## **DEDICATIONS**

I dedicate this research to my husband Matinie Kwiri and my three children Isheanesu, Tawananyasha and Hannah.

## Abstract

The study seeks to assess parental involvement in primary school counseling. The objectives of the study were to investigate parental support towards the counselling of learners in reducing absenteeism, examine the importance of parents in counselling, to investigate the collaboration that exists between the school and parents in counselling as well as suggesting ways of improving and to find out the factors affecting parental involvement in school counseling. The case study research design was adopted to guide the research process. The area of study was Matenda Cluster in Zvishavane District in Midlands Province. The population consisted of fifteen parents and nine teachers from three primary schools in Matenda cluster in Zvishavane District. The researcher used purposive sampling in the selection. This exploration accumulated information from parents and teachers by utilizing questionnaires and interviews. The major findings were that school heads and teachers had limited understanding of parental involvement, parents are illiterate, parents have financial constraints to assist their children and weak communication channels between the school and the community. The research's major conclusions were that School heads and teachers have superiority complex in engaging parents and parents feel inferior to be involved, parents have challenges when assisting their children with homework, the schools are located in rural areas and coupled by a poor socio-economic background and most parents come from very poor, disadvantaged backgrounds so they are failing to provide educational materials for their children and parents were failing to attend to meetings and other school activities. The researcher also recommended the inclusion of parental involvement in teacher training (Colleges and Universities) curriculum, non-formal adult education to cater for illiterate parents, income generating projects to redress poverty and schools to devise efficient communication mechanism

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## **ABBREVIATIONS AND ACRONYMS**

PI	Parental involvement
PTA	Parent-Teacher Association
SDA	School Development Association
SDC	School Development Committee
SI	Statutory Instrument
UNDRC	United Nations Declaration on the Rights of Children

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## **Chapter 1**

### **1.1 Introduction**

The chapter unfolds the introduction to the study, the background to the study, problem statement of the study, followed by the research aim followed by objectives, and research questions that were guiding the study. The chapter also provides the outline of the significance of the study, limitations and delimitations, and the definitions of terms frequently used in this study are displayed in this chapter. Conclusively, it closes with the structure of the study.

### **1.2 Background to the study**

Naheed, Muhammad & Lateef (2016) say that education as a practice can be effective practice when parents demonstrate attention and are participating in the learning processes of their off-springs. Furthermore, the authors, argues that children whose parents are actively involved and who get attention from parents tend to excel in their academic spheres and become valuable assets in their communities. Involving parents in school counseling is of prior importance. It contributes a lot to children's academic achievement and also to the development of the school. Hornby and Hafaee (2011) state that parental involvement has a positive impact on personal and social well being. Viewing the given statement, it can be noted that parental involvement in counseling has an impact on their children's remedy. Also, in counseling the parents involvement enhances the learner to feel safe and confident in the presence of guardians. Some of the problems could have emanated from home, so with the involvement of parents the quicker the remedy. Given this, it is noted that parents involvement enable them to acquire skills of counseling from the counselor during the session later apply them at home or in similar circumstances. Some problems could have begun at home and left unnoticed, so through parental involvement they can easily identify

the root cause of the problem. For example in our African set up if a problem arises whereby a learner plays truancy and performs dismally at school parents can easily tell that the child could have inherited the habit from aunts and uncles. The help of the counselor and the involvement of the parent in the counseling session can help the parent understand that the problem is not hereditary but the need to extinct the bad behavior through counseling.

On the other hand parental involvement is connected to student achievement and improves the school climate. Parents as major stakeholders need to be involved in the counseling of learners. Primary Schools need to involve parents as much as possible in counseling. Parents as the sole stakeholders of the school and they need to be aware of the activities of the school. The schools and the parents need to work hand in glove. According to Garcia and Thornton (2014) current research shows that the involvement of family in learning helps to improve student performance reduces absenteeism and re establish parent's confidence in their children's education. This can be explained by saying once parents are involved in counseling some of the problems are addressed for example absenteeism and hence higher achievement in school. If parents are involved it contributes a lot to their children's learning. Studies have indicated that involvement of parents contribute a lot towards learner performance because it reduces absenteeism and re establish parents' trust in their child's academics(Garcia & Thornton, 2014). Hofmeyer, (2018) is of the view that parents who generate an atmosphere of studying, tend to fight school dropout compared to a family in which the learning situation is not considered. The more families come to their children's academic work, the more convinced the education and broad-spectrum life result occur (Fagbeminiyi, 2011). The educational positive development and educational positive accomplishment can be accredited to the quality and quantity of assistance the learner receives which in turn influences the intensity of attempt put forward to attain their greatest in academic achievement. Parents play an important role in the development of successive inclusion programmes and hence many

countries provide guidelines for active participation and involvement of parents in their children's education.(Leyser and Kirk, 2011) True cooperation implies partnership in the planning and implementation of the decisions, norms and values of the community. Successful cooperation between the school and the family depends largely on the communication whereby parents are included as important partners in the encouraging, maintaining and enhancing this cooperation.

A research in Zimbabwe has located that Parental Involvement in ongoing school activities has resulted in reduced absenteeism among learners (Hapanyengw1, Chataika and Dirwai, 2018). This educational positive development can be accredited to the quality and quantity of assistance learners receive from home.

According to Mapuranga etal (2014), The Zimbabwean government initiated the democratic governance of public schools through the use of School Development Committees (SDC) and these are initiatives where parents are actively involved in the school activities. Playing the role as SDC members show that communities are part of the school process that are being conducted and they can be argued to be taking the role of decision making.

### **1.3 Statement of the problem**

This problem topic seeks to identify the impact of parental involvement in primary school counseling in Matenda Cluster of Zvishavane District. The focus is on the impact that parental involvement has on primary school counseling and also to suggest ways on how parents can be involved in school counseling.

There was a record of school dropouts, drug abuse, truancy, absenteeism and a record of poor performance in public examinations in Matenda Cluster Zvishavane District. Such problems call for a need to examine the role of parents in primary school counseling. Statistics from registers indicated that there was 5 % absenteeism weekly, mainly on infant

grades. There was also a record of school dropouts before the end of primary education. Furthermore the rise in truancy from Early Childhood Development up to grade 7 could be noted. The use of drugs like (mbanje) recorded at some schools from grade 5 learners and the learners shifted the blame on their guardians for inciting them to drug abuse. The observed challenges are prompting this research in the hope that it will proffer solutions to the observed challenges. The findings will throw light on the need for stronger evidence-based practices and policies for school counseling programs and the strong desire for schools to collaborate with parents. Training and competence-building programs for school counselors could improve the service delivery. Egebe Anyi (2017) alludes that parents also should be included in guidance and counseling programmes through giving them progressive reports of their children.

#### **1.4 Research objectives**

1. To investigate the support parents provide towards the counselling of learners to reduce absenteeism, truancy, dropouts and drug abuse.
2. To examine the importance of Parental involvement in counselling.
3. To investigate the collaboration that exists between schools and parents in counselling sessions as well as suggesting ways of improving it.
4. To find out the factors affecting parental involvement in school counseling.

#### **1.5 Research questions**

1. What kinds of support do parents provide towards the counseling of learners?
2. What is the importance of parental involvement in counseling?
3. What kind of collaborations do parents engage in with teachers in counseling?

4. What are the factors affecting parental involvement in school counseling?

### **1.6 Significance of the study**

The study seeks to examine how teachers and parents are involved in counselling to stimulate learners' performance as well as addressing issues of absenteeism, drug abuse, truancy and dropouts. It seeks to understand the collaborative activities that involves the school and home in the education procedure of children. It is based on the notion that counselling is a collective job that includes parents in way to develop the academic accomplishment of learners. The study was based in a rural community that is Matenda cluster. The thrust of this study is to assess whether there is a partnership that exist between home (parent) and schools in the study area.

The study seeks to verify whether parents from the marginalised community assist in counselling learners for educational achievement. This study will help the policymakers on how to formulate their policies with the idea of engaging parents in primary school initiatives. The study will also assist teachers and administrators in the cluster to appreciate the need to have parents in school counseling programmers. Furthermore the study will shed light to parents and the local community on the importance of team work for the betterment of primary school education. The researcher as a teacher at Matenda rural school was motivated to conduct the research with the aim to find out whether parental involvement is being undertaken in the periphery.

### **1.7 Assumptions**

1. Professional counseling is required at schools.
2. There are clear guidelines to confidentiality in counseling.
3. Parental consent is of paramount importance in counseling.

## **1.8 Delimitations of the study**

BluChic (2020) says delimitations are choices made by the researcher which should be mentioned. They describe the boundaries the researcher has set for the study.

### **1.8.1 Physical Scope/Boundary**

The research was limited to only three schools in Matenda cluster in Zvishavane Runde Rural District. The cluster consisted of seven primary schools but the researcher chose a sample of three schools that are Matenda, Hanawa and Mwezhe Primary schools. The schools covered a geographical area of approximately 30 square kilometers. The learner enrolment approximately 1350 in totality. The researcher was based at Matenda primary school. The population target was five parents and three teachers from each school, giving a total number of participants to twenty four.

### **1.8.2 Theoretical Scope**

The study was to investigate the parental involvement in counseling within Matenda cluster. The research dwelt in primary school activities only and how parents were involved. Teachers and parents were chosen to partake in the report from Matenda cluster. It focused on other primary schools in the district. Therefore, the results obtained cannot be generalized to other schools. The schools were chosen mainly because the researcher was a local teacher.

## **1.9 Limitations of the study**

BluChic (2020) says limitations are influences that the researcher cannot control. They are the shortcomings, conditions or influences that cannot be controlled by the researcher that place restrictions on the methodology and conclusions.

Time constraints limited the researcher resulting in a small population considered leaving out others. Out of seven schools in the cluster the researcher only selected 3 schools. The time to

travel to the other schools was limited due to classroom commitments. In addition, time limited the study because the research was to be carried out on a given time, to circumvent this problem the researcher worked tirelessly during the weekends and on free time during the week. The researcher also sacrificed some nights to work through the document.

The analysis dwelt completely on rural day primary schools, therefore it was not simple to over simplify the findings to other schools in urban set up where environment of education are diverse. The study focused on teachers and parents of the three schools in the cluster. The sampling technique and sample size consequently prevented the generalization of the finding to a wider populace. However, this limitation can open up doors for other research areas.

Financial constrains limited the researcher to fully conduct her study. Transport and communication cost were among the chiefly financial constrains which were faced in conducting the study. To overcome this limitation, the researcher conducted the field work within the cluster where she was employed for convenience and to minimize costs. Also the researcher utilized the available funds from her personal savings so as to accomplish the purpose of the study. The researcher also came up with income generating projects for example, selling sweets, freezits and stationery in order to boost her coffers.

The research was conducted with a limited number of participants that included three teachers from each school and five parents from each school hence, these participants produced limited results that didn't have an impact on an extensive range of people. Therefore, the result of the study cannot be generalized to all educational situations. However this limitation will open doors to other research topics.

The research study suffered a harsh reality since the interviews were carried out during the onset of the covid 19 lockdown. The researcher had to opt for purposive convenient sampling when the data was collected since the schools were closed due to the covid 19

pandemic the schools targeted were also closed and for the research to go on, the researcher had to look for other teachers and parents for the delivery of questionnaires. Also the interviews did not have a hundred percent turn up due to the covid 19 lockdown

### **1.10 Definitions of Key Terms**

#### **Parent**

Parent is a close somebody or a close family member who is in charge for a child's life, upbringing and welfare (Glueck&Reschly, 2014). In this study a parent is any mature person who is a caregiver and responsible for up bring, wellbeing of a child. This study refers a parent as an individual who plays the role of a caregiver to children.

#### **Counseling**

Akinade (2012) defines guidance and counseling as a process of helping an individual become fully aware of him and the ways in which he is responding to the influences of his environment. It further assists him to establish some personal meaning for this behavior and to develop and classify a set of goals and values for future behavior. Okoye (2010) viewed counseling as an interactional relationship designed to facilitate the personal development of information leading to effective decision making and awareness of the self. Counseling can be defined by the researcher as used in the research as the assistance rendered to learners by both teachers and parents so that they positively adjust and excel in academic achievement.

**Parental involvement** refers to the quantity of input a parent exhibits when it comes to education of children (Althoff, 2010). Bailey (2017) defines parental involvement as the encouragement a learner receives from a custodian, family, or mature person in their home-life. The researcher will use the abbreviation PI for parental involvement as the topic unfolds.

**Academic achievement** is the educational accomplishment and it correlate absolutely to the learning result of the children. This is usually deliberate by assessment which is governed to the students throughout the learning period (Page, 2016).

## **1.11 Summary**

The chapter presented the introduction and background on which the research is cemented, and clarified the problem that prompted the study. It also showed the general outline of the study which contained the research problem, question, purpose, objectives, and significance of the study and definition of terms. Lastly, the chapter closed with the structure of the research and a summary

## **Chapter 2**

### **Brief Review of Related Literature**

#### **2.1 Introduction**

This section serves as literature reconsideration on Parental involvement and it lays the basis for this study. Theoretical framework dwelt on Epstein's theory of overlapping spheres of influence as the theoretical underpinnings of the study. The literature on the research questions given and thereafter justice was done by giving the summary.

#### **2.2 Theoretical framework**

Blanton & Kegley (2016) define a theory as a set of assumptions postulating the correlation between variables. Theory plays a central role in a research as it helps in deep understanding of a phenomenon and that no single theory can fully explain a phenomenon (Blanton & Kegley, 2016). Theoretically, the issue of involving parents can be seen from many theoretical circles such as overlapping spheres of influence, seminal theory of family and community capital, systems theory, or Bronfenbrenner's ecological model among others.

##### **2.2.1 Epstein's theory of overlapping spheres.**

The study was motivated by the Epstein's theory of overlapping spheres of influence as the theoretical underpinnings of the study. This section discussed the framework which is related to the issue of parental involvement in education. Epstein's theory, discussed the typology of parent involvement and the overlapping spheres that influences parent involvement. Joyce Epstein's School-Family-Community Partnership Model is an influential model used to examine and define the relationship between schools, families, and communities (Bailey, 2017). In her arguments Epstein's framework indicated that there are overlapping spheres of influence which are the family, school and the community. Charamba (2016) indicates the overlap should consider the role of the community and not only to be limited to parents and school interaction.

Parent involvement is an experience which should broaden yonder the domains of the home and school. Proponents of the theory believed that different layers of the community, affects the child's development in different ways. Epstein argued that involvement of parents includes three spheres of influence which are the parent, school and the community. The theory bases its argument on that if a working relationship among the school, family and the community are established and the three worked cooperatively and collaboratively there are higher chances that learners perform their best. If the three spheres are working together effectively they can contribute towards the student's success positively (Bailey, 2017). Epstein (1996) as cited in Haines (2012) postulates that if the school, parents, and the community come together and share the same educational goals for learners, children will succeed in achieving academic goals.

The theory is somehow linked to the systems theory which state that for effective study of the child's development in totality one must look at the child, the immediate family and how the child interact with that family. The founders of the school of thought the theory is interrelated

to the education system as it encourages teachers to have a sound relationship with the community (Epstein & Sanders, 2006). For this theory to be effective in dealing with children there is need to consider the primary socialization process of the child and the family and then the school will fulfill the secondary role of socialization (Haines, 2012). The school should support and reinforce the primary relation between parents and children so as to foster an environment that makes parents to be part of their children's academic process.

The most important factors to positively influence child development in education both parents and teachers must have the knowledge of their duties towards the child. According to Haines (2012) the theory elaborated that learners are best supported when the family and the school share common grounds and when they come together to achieve them. The spheres of influence indicated by Epstein are the family, school and the community and these are the ones that overlap and in turn increase communication and collaboration. There are three contexts in which children teach namely the family, the school and the community thus, the involvement of each aspect is of much importance towards the academic achievement of learners. The overlapping spheres come in when guardians perform educational activities at home which are in line with what the teachers perform at school. One can say that these activities include counseling of children to behave well, for example eating habits, the way they socialize with others and communicating ways. It also includes the aspects of parenting that ends when the child is at the school going age and the educators are responsible for imparting knowledge to the child.

In his theory Epstein suggested several types of parenting which are parenting, communicating, volunteering, learning at home, decision making and collaborating with the community (Bailey, 2017). The six types of parental involvement were summarised by

(Sibanda 2015). The author postulates that parenting involves the establishment of a supportive home environment for the children; communicating refers to a way of designing and conducting a meaningful two-way communication that is home-to-school and school-to-home based. Further, Sibanda (2016) indicate that home learning, pertain empowering parents with skills and ideas on how best they can assist their children with homework and other school activities. Decision making covers accommodating parents in school decision making process and as part of the school management board, and in the case of Zimbabwe these will be the SDCs or SDAs. Lastly, the author talks about community collaboration which encompasses recognition and incorporation of community services and resources to support and strengthen schools, students and their families. From Epstein's theory of overlapping spheres of influence, it can be understood that each circle represents the influence that is the family, schools and community. They all overlap on the common element which is the child. The interaction of the three spheres produces a positive effect on the educational and the general development of the child.

The parent-child association is set with extraordinary permissible contemplation by the state to deal with child abuse or negligence. It is the duty of every parent to make it a point that children in their custody obtain an instruction. The best interest of the child is put forward in every matter that concerns the child, hence, it can be assumed that by getting involved in the child's education parents are fulfilling this mandate. This is in line with (Mawere et al., 2015) who indicated that the United Nations Declaration on the Rights of the Child (UNDRC) (1959) maintain that the paramount attention of the child shall be the directing principle of those in charge for his/her education and guidance. According to Tshabalala (2013) Parenting involvement in Zimbabwe is anchored by two legislative instruments which are the Statutory Instrument 87 of 1992 (SI87) and Statutory Instrument 379 of 1998 (SI379). The SI87 is for private schools whereas SI379 is for public or government schools (Tshabalala,

2013;Nyandoro, Mapfumo&Makoni, 2013; Mawere et al, 2015) as in the Education Act which probed to lawfully introduce parental involvement in schools (Mawere et al, 2015). The provisions from the Statutory Instruments above are a positive signal that parents play a decisive function in the education system.

### **2.2.2 Discussion on Epstein theory**

The theory is based on parental involvement in education. This gives light in the importance of counseling of learners to attain high achievement. Parental involvement in counselling is of beneficial as it creates positive attitude towards school, increase attendance and decrease truancy and increase academic performance. When parents come out and condemn absenteeism, drug abuse, playing truancy and school dropouts there is greater achievement in education. The theory looks at the interaction of the child with the external environment such as the immediate family, friends and these have an effect towards the positive or negative development of the child. At times learners respect and listen to their parents than teachers. The theory emphasizes on communication and collaboration, for example, the teacher gives learners homework and it is the duty of the parents to make sure that the homework is done properly.

Additionally, parents have been at the centre of teaching and learning process through attending of consultation days where child performance is actively shared between teacher and parent. The school and the parent share information on child assistance when need arises. (Mawere, et al., 2015). Furthermore, the school issues parents with academic report that shows the overall performance of the child. The report contains in it the performance, conduct of the child and a section where the parent has to sign which is an understandable signal that parents are actively involved in the teaching and learning. Through the report book communication and collaboration is seen, when the marks are not pleasing parents will

talk with the concerned child on why he/she failed and together they map the way forward thus counseling to some extent.

The theory encourages the school to support and reinforce the primary relation between parents and children so as to foster an environment that makes parents to be part of their children's academic process. Once parents are part of the academic process then victory is certain.

### **2.3 The support parents provide towards the counseling of learners to enhance education of children.**

Mawere, et al, (2015) asserts that the idea of involving parents in child's education is dated back. It was before the academic system has been formalized that educational activities have been evidence. This is in line with Tshuma&Ncube, (2016) who say that even before formal education was established parents were actively involved in different ways. Moreover, Mawere, et al, (2015) argue that since that time, Parental involvement has a positive outcome on children's knowledge and growth. During that period, families and communities handled education at home. Parental involvement was active during that time and it was based on parents teaching morals to their children on the code of conduct expected in the society. Bailey (2017) indicated that families instilled the moral code of conduct that were expected necessary for a health functioning in the society. By teaching the socialization process, they automatically qualified as the primary and chief instructor of their children (Masabo et al., 2017). This was a green light of parental involvement.

### **2.4 The importance of parental involvement.**

Parents' collaboration is not only of benefit for their children, there are also possible gains for all parties; for instance according to Ackerman(2014)

- Parents increase interaction with their children, become more responsive and sensitive to their needs and more confident in their parenting skills.
- Educators acquire a better understanding of families' culture and diversity, feel more comfortable at work and improve their morale.
- Schools by involving parents and the community, tend to establish better reputations in the community.

Furthermore, the school provides parents with academic report that shows the overall performance of the child. The report contains in it the performance, conduct of the child and a section where the parent has to sign which is an understandable signal that parents are actively involved in the teaching and learning. This is supported by Egebe Anyi (2017) when he said parents also should be included in guidance and counselling programme through giving them progressive reports of their children. Mawere et al (2015) believe that the care and education of children are the natural right of parents and the duty is primarily theirs. All these commissions point to the fact that parental involvement in education of young children is crucial in the early years. They go on to say, the common goal for this partnership is the welfare of the child. It therefore implies that each partner has knowledge, skills and a sense of caring to bring to that relationship. Each has a need for each other. Parents and teachers become co-workers and colleagues in a joint effort to help the child develop fully. Benjamin Franklin once said, "Tell me and I forget. Teach me and I remember. Involve me and I learn." In order for a student to truly succeed, there must be some type of involvement. Parental involvement is a certain asset that most successful students all share. In contrast, some parents sometimes blame teachers for their child's low learning potential. This is false, since learning starts at home. A child needs to be taught morals, values and book knowledge in

order to succeed in life. The introduction of statutory instruments 87 of 1992 and 70 of 1993 in non-government and government schools respectively gave power and authority to parents in their educational involvement in schools hence educational development in schools officially became vested upon the shoulders of parents

### **2.5 Collaborations parents engage in with teachers in counseling.**

This involves the school working alongside the society by identifying important assets which are in the community to strengthen and support the school. Parents may also provide linkages to partnership with business, agencies, cultural institutions or other resources in the community. In Zimbabwe, parents are involved in their children's academic work through attending consultation days to find out from the teachers how their children are performing in class. These parent teacher conferences provide a two way communication between teachers and parents. At such conferences, parents provide teachers with information on pupils' life outside the school. The system also permits parents and teachers to ask questions, discuss common concerns in helping pupils and plan together programs for improving pupils' learning and development. Mawere et al (2015) parents also find ways to become more effective as parents and as teachers of their children. The teachers act as role models for parents to copy effective techniques on how to handle children at different stages of their development.

### **2.6 Ways of improving parental involvement.**

Trust between parents and teachers is based on a sound rapport which in turn yields good communication skills between the two parties. A school positive climate is vital for parents will feel valued and respected (Horvatin, 2011). Schools should therefore make it mandatory to create a warm, friendly and inviting environment to attract their parents' participation (Haines, 2012). The use of different methods can be adopted to ensure parental involvement

like including meetings with school committees and consultations. This was suggested by (Compton, 2016) who specified that schools have to consider offering training to parents of learners who are economically crippled to help build their child's vocabulary skills. Chindanya, (2011) postulated that the Zimbabwean Education Act of 1987 point out that parents can be occupied in schools through fund-raising, infrastructure development and maintenance and management of school resources.

### **2.7 Factors that influence parental involvement**

There are several obstacles that constrain the parent's ability to be actively involved in school counseling and these include the family resources, parents or child's socioeconomic status among others. Considering the dire economic situation prevailing in the country, familial involvement in children's academic Endeavour is greatly inhibited. Most parents spend their time on economic activities that are aimed at sourcing for basic needs of the family. Work commitment is considered to be a disadvantage towards the participation of parent in the academic support of their children. Thus, parents who are economically disadvantaged are least likely to be involved in the educational activities of their children (Mutch & Collins, 2012) the same issue was found by the study by Compton (2016) who indicated that children from economically under privileged families fail to copy up with others as compared to those from the elite families. Lack of parental involvement is more pronounced especially with learners from economically disadvantaged families. This might be an outcome of parent or familial engrossment in their academic. According to Horvatin (2011) poverty stricken families are unable to support their children academically or involved in the child's counselling thereby impacts the child's school achievement. Poverty is the prominent factor that contributes to low parental involvement. From the analysis, poverty seems to be the main factor affecting the effective parental involvement in schools especially in families of low incomes. Moreover, findings in the study in South Africa indicated that parental involvement

is being affected by issue that include poverty, poor education and poor communication skills connecting the parents and the school (Oji, 2017).

Parents from low socio-economic background are influenced by work commitment to give full attention to their children. Maluleke (2014) argued that parental commitment to work overpowers parental involvement in school counselling. Page (2016) argued that work commitments frequently hinder low-income parents from parental involvement. The same issue was found in South Africa by Haines (2012) who indicated that the socio-economic disparities in the South Africa society have left many rural citizens disempowered. Naheed et al., (2016) are of the opinion that family earnings are very significant matter that influence to the learning outcomes of children. A study in Charamba (2016) alluded to this by indicating that work commitments and time constrains negatively impact possibly because their work does not promote flexibility to attend to school activities.

Dysfunctional families especially those with parents who are on drug addicts and alcohol or substance abuse often suffer from absence of PI in the school activities. The kids are not only being exposed to use and abuse of substance but they often lack support towards their academic and they have no one who could assist with homework. Study by (Horvatin, 2011) concurs to this by arguing that children from dysfunctional families lack help from parents even on doing their homework. Additionally, the author points out that these kind of parents may not be there for the child as they spend time away, perhaps hard to reach, may not keep engagements, sand occasionally show up to school under the effect of substance. This affects the child's education as the children goes to school with a baggage of societal, physical and emotional difficulties and this inhibit them from accomplishing realization in the school (Haines, 2012).

## **2.9 Summary**

This chapter kicked off with the introduction then the theoretical framework based on the Epstein's theory of overlapping spheres of influence as the theoretical underpinnings of the study. Literature review on the research questions 1-3 was fairly done and this marked the exodus of chapter 2

## **Chapter 3**

### **Research Methodology**

#### **3.1 Introduction**

This chapter lays an insight into the research methodology to be used in this study. It discusses the methods and procedures for data collection. Research methodology outlines the specific techniques utilized, measuring instruments employed and the series of activities done in making measurements. The aim of this chapter is to give the detailed approach and techniques employed in obtaining and analysing data for the study. It then further discusses the research approach, research design, the study population and sampling, the data collection methods employed, the analysis of data, and ethical considerations.

#### **3.2 Research Design**

A research design is a process of planning and organizing components that comprise the research study (Creswell, 2014). This means it is a plan that guides the study. The case study research design was used to guide the research process.

##### **3.2.1 Case study**

Natalie (2015) defines a case study as an in-depth study of a particular situation rather than a sweeping statistical survey. It is an approach to studying a social phenomenon thorough analysis of an individual case. In this study, the case study will be Matenda Cluster in

Zvishavane District. The Case study allows the development of richer and more comprehensive explanations that capture the complexity of social life (Neuman, 2011).

### **3.2.1.1 Strengths of the case study**

It stands as an examination of a specific phenomenon in a small area for example; in this research 3 schools were representative of the whole cluster which had 7 schools. In this research it saved money since the budget was very tight with the high inflation rate, for example transport costs since rural schools are quite distant from each other. It also saved resources since printing and photocopying was very costly and the paper work only focus on 3 schools in the cluster which has 7 schools. Furthermore considering the timeframe of the study, it saved time and gave room to thorough research on the small area preferred.

### **3.2.1.2 Weaknesses of the case study**

The researcher's own subjective feeling may influence the case study (researcher bias). A case study typically relate to single projects, or small clusters of projects such that their results usually cannot be generalised to their entire portfolio of projects. In this research the findings may not relate to other schools in the cluster since only 3 schools from Matenda cluster were understudy hence the significance of the study was limited to these 3 schools. Also the study focussed on rural school setup and urban schools were left out.

## **Recommendations**

The researcher had to review case studies developed by others to see if they were appropriate and to see if the area of research was worth taking.

## **3.3 Research Instruments**

Jimoh (2010) says that, research instruments are tools used in gathering data or medium through which facts are presented. The researcher used interviews and questionnaires as instruments of data gathering. This was to ensure accuracy by compensation of shortcomings by one of the techniques.

### **3.3.1 Questionnaire**

Chikoko and Mhloyi (2010), define a questionnaire as a document containing questions designed to solicit information appropriate for analysis. A questionnaire consists of a set of written coherent questions presented to respondents for answers. A respondent in the cluster of Matenda answered by writing what they thought was the most relevant response to the set question on their involvement in school counseling. Cohen et al. (2011) postulated that rich qualitative data could be obtained from open-ended questions because it allowed the respondents to elaborate on their viewpoints. In this research the population was scattered some at Mwezhe, some at Hanawa and others at Matenda. Questionnaires were used to collect data on how parents were involved in school counselling. Parents were given questionnaires on how they were involved in school counselling. Questionnaires were distributed to educators so as to assess the educators experience and knowledge about parental involvement. The questionnaire was divided into two categories which were section A which consisted of biographical information such as: age, gender, educational level and teaching experience. Section B will consist of PI concepts and factors and it consisted of two parts and the first part comprised of objective test questions where the participant had to answer using the likert scale. The last part had open-ended questions and enough space provided for the educators to jot down their responses.

#### **3.3.1.1 Strengths of questionnaires**

The questionnaires gathered data on parental involvement in school counseling which was on the ground. Some new views cropped up from the questionnaires that will lead to future research. It allowed more opportunities for creativity and self expression. Questionnaires collected large amounts of information from a number of people in a short period of time and high chances were there to reduce bias by the evaluator because the same questions were asked to a number of people.

#### **3.3.1.2 Weaknesses of questionnaires**

Some questions were not answered due to illiteracy rate from some parents. Main weakness was misinterpretation of questions, for example some dwelt on administrative issues leaving out the core purpose of the study which was parental involvement in counseling.

#### **3.3.1.3 Ways of overcoming weaknesses**

The researcher made a follow up in order to collect all questionnaires disposed. The questionnaires strictly focused on questions under parental involvement in school counseling, and avoided administrative issues.

#### **3.3.2 Interview**

Interviews provided an opportunity for the researcher to investigate ideas and beliefs of participants further and to gather data not obtained by other methods such as observation or survey (Cohen et al., 2011). This is supported by Cohen, Manion & Morrison, (2011) saying that important aspects in interviews include maintaining a relaxed manner, asking clear questions, note-taking, appropriate use of follow-up question or probes, establishing trust, and keeping track of responses. Interview guides were designed focusing on participants' perceptions on the parental involvement, school involvement and the behaviors of children. In the interview guides, the researcher included the main themes that were likely to emerge in

the discussions of the questions. Two groups were interviewed, first the teachers and secondly parents. The researcher utilized unstructured interviews as an economic way of gathering data in her study as they were flexible and few restrictions were placed on the respondents answer. Semi-structured interviews assisted as source of data collection aimed at gathering the participants' perceptions with regards to PI. The interviews were conducted at the schools. The interview process lasted for an hour per each group.

### **3.3.2.1 Strengths of interviews**

The advantage of using interview, it provided information from the parents who were illiterate, who were not able to write but were good at expressing themselves verbally on issues of parental counseling. Interviews allowed parents to express their thoughts using their own words.

### **3.3.2.2 Weakness of interviews**

There was fear of parents failing to turn up due to work commitment and chiefly because of the covid 19 pandemic. Also parents came late for the interview. Some parents showed up to school under the effect alcohol.

### **3.3.2.3 Ways of overcoming weaknesses**

The researcher had to program the interviews on a suitable day like (chisi) exempted for any work so as to attain 100% turn up. The researcher had to strictly maintain social distancing as per health requirements in regard to covid 19 pandemic. The researcher had to focus on the topic of parental involvement in school counseling and avoid administrative issues, for example, how school funds were used.

## **3.4 Validity and Reliability of Research Instruments**

### **3.4.1 Validity of Research Instruments**

Validity refers to the degree to which an instrument accurately measures what it intends to measure.

#### **3.4.1.1 Questionnaire.**

The questionnaire was preferred because it measured valid data from parents and teachers. It also gave the degree to which research findings were generalized across different environmental contexts of interest for example in the rural setup.

#### **3.4.1.2 Interviews**

The interviews were also used to provide the researcher with valid data. It allowed to probe for greater depth or explanation on how counseling sessions were done, hence answered the questions on parental involvement in school counseling for example whether the parents support school counseling.

### **3.4.2 Reliability of Research Instruments**

Reliability refers to the way of assessing the quality of the measurement procedure used to collect data. In order to consider a result valid, the measurement procedure must first be reliable.

#### **3.4.2.1 Questionnaire.**

The questionnaire was reliable because parents and teacher had the opportunity of responding to the questions at their own pace, thereby increasing chances of soliciting reliable data from the parents and teachers. The researcher got reliable information from the parents on the ground as well as the teachers at the chosen schools.

#### **3.4.2.2 Interviews**

Interviewer recorded parents and teacher's oral responses as the interview progressed leading to reliability. Interviews allowed parents and teachers to express their thoughts using their own words.

### **3.5 Population**

A population is a set of all individuals of interest that enabled the researcher to answer the research questions (Shaughnessy, Zechmeister&Zechmeister 2012). Thus in this study the researcher viewed population as parents and teachers from three primary schools of Matenda Cluster with an enrolment of 1350 learners. The research consisted of eight participants, three teachers and five parents from each school. Thus the population consisted of 24 participants in totality.

### **3.6 Sampling Procedures**

Springer (2010) defines a sample as a group consisting or comprises of individuals who actually participate in a given research study. According to Creswell (2012) a sampling procedure is simply the method of taking a subset of subjects that is representative of the entire population. The procedure of sampling is highly essential due to large size of the population and consequently it will be impracticality and prohibitive cost of testing each member of any population. The researcher adopted the purposive sampling in the selection. Purposive sampling involves the selection of the most crucial information-rich experts or cases who provides the researcher with the most wanted information on the study being conducted. Cohen, Lawrence & Keith, (2011) highlighted that purposive sampling is a method used in selecting knowledgeable participants about the case, that is those with better knowledge about a particular case through their professional role or experiences. The researcher collected data from three teachers and five parents from each school. Thus the

participants were 9 teachers and 15 parents summing up to 24 participants in the research study.

### **3.6.1 Purposive Sampling to select teachers**

The researcher selected three teachers from each school. The researcher identified two teachers who were in the guidance and counseling committee first. The researcher also included the Teacher in Charge for they had experienced in running counseling sessions.

### **3.6.2 Purposive Sampling to select parents**

The researcher started with a large sample and employed a screening process until parents with the required characteristics were identified. The parents included were those parents with children who play truancy, absentees, drug addicts and drop outs. The selection criteria excluded close relatives of teachers at the mentioned schools and parents who live in the teachers cottages.

### **3.6.3 Purposive Sampling to select schools**

The researcher used purposive sampling to select 3 primary schools in Matenda cluster. Automatically Matenda cluster was preferred as the researcher was a local teacher there. The schools that benefited were those near Matenda where the researcher was located.

### **Strengths of purposive sampling.**

Purposive sampling saved time, money and resources. The researcher spent few financial resources, and the exercise completed within a reasonable time. The researcher selected parents who were directly involved in the problem under study, for example parents of learners who played truancy, late comers, absentees and drop outs. The researcher selected

teachers who had professional experience in counseling for example teachers who were in the Guidance and counseling committee.

### **Weakness of purposive sampling**

It led to conflicts on why some parents or teachers were selected and others left out. Not all parents of learners who needed counseling were involved since a small number was used in regard to the school enrolment.

### **Ways of overcoming the weaknesses**

The researcher explained briefly to school heads why the need to select the teachers in the professional field. The few selected parents were asked to explain the gospel of parental involvement to other parents. To complete the research on the stipulated time the purposive sampling was adopted.

### **3.7 Sample**

Shaughnessy, Zechmeister and Zechmeister (2012) define a sample as a representative of the population which exhibits the same distribution of characteristics of the population. On the other hand Tayie (2011) defines a sample as simply a subset of the population which is a representative of the whole population. Sampling technique adopted was purposive sampling. The sample had sufficient size to warrant statistical analysis. The entire sample involved was three teachers and five parents from the three schools selected in Matenda cluster.

### **3.8 Data collection procedures**

Primary and secondary data was collected to achieve the objectives. The goal for all data collection was to capture quality evidence that allowed analysis to lead to the formulation of convincing and credible answers to the questions that have been posted. After selecting and finalizing the gathering tools, the researcher visited the schools under investigation for prior

permission from the school heads for collecting necessary data. Subsequently the researcher discussed in detail her investigation with the heads and asked for permission from them to collect data and subjects (teachers and parents) were told about the nature of the study and purpose of the study. Before assigning task, instructions were given on each respondent. Good rapport with the teachers and parents at concerned school were established before doing interviews.

### **3.8.1 Collecting data using a questionnaire**

The questionnaire was used to collect data from teachers and parents. Open-ended questionnaire were adopted to gather more information from the teachers regarding the objective of the study. Firstly Questionnaires were distributed to teachers so as to assess the teachers experience and knowledge about parental involvement. Secondly Parents were given questionnaires on how they were involved in school counselling. The questionnaire was divided into two categories which were section A which consisted of biographical information such as: age, gender, educational level and teaching experience. Section B part one to part three consisted of PI concepts with objective test questions where the participants had to answer using the likert scale. The last part had open-ended questions and enough space was provided for the educators to jot down their responses. Data was cross examined to ascertain accuracy, completeness and uniformity.

### **3:8.2 Collecting data using an interview schedule**

The researcher utilized unstructured interviews as an economic way of gathering data in her study. An interview guide was used to solicit information from parents. It had questions on their involvement in the children's academic performance. The interviews were conducted at the mentioned schools. The interview process lasted approximately an hour per group since two groups were interviewed (teachers and parents). During the interview, the researcher

wrote down the data useful for the topic under study. The researcher conducted interviews first to teachers and finally parents. The researcher made sure not to miss any valuable information in the interviews concerning parental involvement in school counselling. Interview schedules were used to generate data, as such the data generated was recorded the recorded data was stored as soft copy in computers and flash drives. Hard copies were also kept in files. The stored data will be encrypted for security reasons.

### **3.9 Data Analysis**

Data collected was presented in various forms depending on data collected. Data was cross examined to ascertain accuracy, completeness and uniformity. Tables and graphs were used. Interpretation of data gathered using different data gathering techniques was reported. After the constructing of tables and graphs, the data was analyzed, discussed and conclusions in relation to methodologies used in analyzing the effectiveness of parental involvement in school counseling. The researcher then compared the information obtained from subjects that is from teachers and parents comparing the same ideas from varied sources or instruments. Qualitative data analysis encompasses categorizing and interpreting raw data by grouping the data into new knowledge (Cohen et al., 2011).

#### **3.9.1 Qualitative data Analysis**

The qualitative data analysis encompasses categorizing and interpreting raw data by grouping the data into new knowledge (Cohen et al., 2011). Qualitative data analysis is usually generated into some form of explanation, understanding or interpretation of the participants and the situation surrounding them. The analysis helped in presenting data collected and conclusion from the interviews recorded. The collected data was analyzed by thematic data

analysis methods. De Vos et al (2011) explain thematic data analysis as the process of bringing order, structure and meaning to a mass of collected data.

### **3.10 Ethical Considerations**

Magwa&Magwa (2015) define ethics as the code of conduct of researchers carrying out research. Therefore ethics are the norms for conduct that distinguish between acceptable and unacceptable behaviour. On the same path Neuman (2014). Define ethics as what is or what is not legitimate to do during a research process Consistent with the ethical requirements of research, the researcher observed and respected the following ethical principles, namely: consulting the district offices to negotiate entry into the study area; ensuring informed consent from all parents in the study; adhering to confidentiality; no harm to participants, anonymity to protect the participants' identities and right to privacy.

#### **3.10.1 Right to informed consent**

Informed consent is giving as much information as possible about research to parents and teachers so that they make well-informed decisions. The purpose is to conduct research openly and without deception (Silverman, 2013). Parents and teachers were given information regarding all the aspects of the study and upon understanding the information they signed the consent forms as a sign of accepting to be part of the study.

#### **3.10.2 Right to Confidentiality**

Confidentiality is an ethical principle that protects the respondents making sure that their information is not disclosed. Confidentiality is important because it safeguards some of the private information that the parents will share regarding their involvement in school counseling. Therefore, it requires that the researcher takes steps to ensure research data and its sources remain confidential unless participants have given consent for their disclosure

(Silveman, 2013). In this study, confidentiality was guarded by destroying all the information provided by parents and teachers.

### **3.10.3 Right to Anonymity**

Anonymity is the ethical principle that participants remain nameless. This means that the participant's identity was protected from disclosure and remains unknown (Neuman, 2011). To protect the identity of parents and teachers, the participants were assigned numbers to make sure that their information will remain anonymous. Their names were not used at all to ensure that anybody who reads the results will not identify the research participants.

### **3.10.4 Freedom from Harm**

Social science research should be done in a way that minimizes harm to individuals (Silverman, 2013). The researcher avoided any sort of harm to parents by stopping the interview whenever the parents won't feel comfortable and keeping by their information confidential to avoid legal harm.

### **3.10.5 Voluntary participation**

Neuman (2011) states that the researcher must not coerce anyone into participating. If people are forced to participate, their participation is no longer voluntary. This will be unethical. The researcher ensured that participation in this research was on voluntary basis, because forcing parents and teachers to participate in a study is unethical.

### **3.10.6 Freedom to withdraw**

Polit and Beck (2008) further assert that there is freedom to withdraw. Thus, the participants were informed that they could withdraw from the study at any point if they feel uneasy with their involvement in the study. Parents and teachers were to withdraw from the study if they felt they no longer want. The researcher explained briefly to them that there were no hard and fast rules that forced them to participate.

### **3.10.7 Right to privacy**

Allen (2017) says maintaining the privacy of participants is an important consideration for any researcher; no participant should ever be forced to reveal information to the researcher that the participant does not wish to reveal. The researcher did not invade the participants' privacy as well as share private information with third parties. The researcher made sure that questions for both questionnaires and interview guide were without ambiguity.

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## **CHAPTER 4**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents and analyses the data collected for the purpose of investigating parental involvement in school counseling. In this chapter the researcher analyzed and interpreted the data collected from teachers and parents in Matenda Cluster. The data was gathered through the use of questionnaires and interviews from twenty four participants. The data presented are in line with the research objectives and research questions outlined in chapter one of this study. A combination of quantitative and qualitative analysis was used for statistical and qualitative data respectively. Presentation of statistical data was done using tables and graphs while content analysis was applied to qualitative data.

#### **4.2 Response rate**

A response rate is a mathematical formula that is calculated by researchers and is used as a tool to understand the degree of success in obtaining completed interviews from a sample (Lavrakas, 2008). According to FluidSurveys (2014) Response rates refers to the number of people who completed a survey divided by the number of people who make up the total sample group.

**Table 4.1 Response rate**

<b>Participants</b>	<b>Proposed</b>	<b>Final</b>	<b>Percentage</b>
<b>Teachers</b>	<b>9</b>	<b>9</b>	<b>100%</b>
<b>Parents</b>	<b>15</b>	<b>13</b>	<b>86.6%</b>
<b>Total</b>	<b>24</b>	<b>22</b>	<b>91.6%</b>

Response rates are usually not 100% and this affects the validity and reliability of the research's findings. This part will therefore examine both the questionnaire and interview response rates to determine whether the findings could be generalized and be acceptable as representative of the entire population. 24 questionnaires were individually distributed to 7 male and 17 female participants, with 2 interview groups that of parents and teachers. 24 questionnaires were returned from the study. This translated to a response rate of 100%. However, the interview suffered a harsh reality that out of the 24 respondents only 22 attended. This was mainly due to the Covvid 19 era. Two parents failed to turn up for the interview because they feared their exposure to public places. The response rate was summarized on the table above.

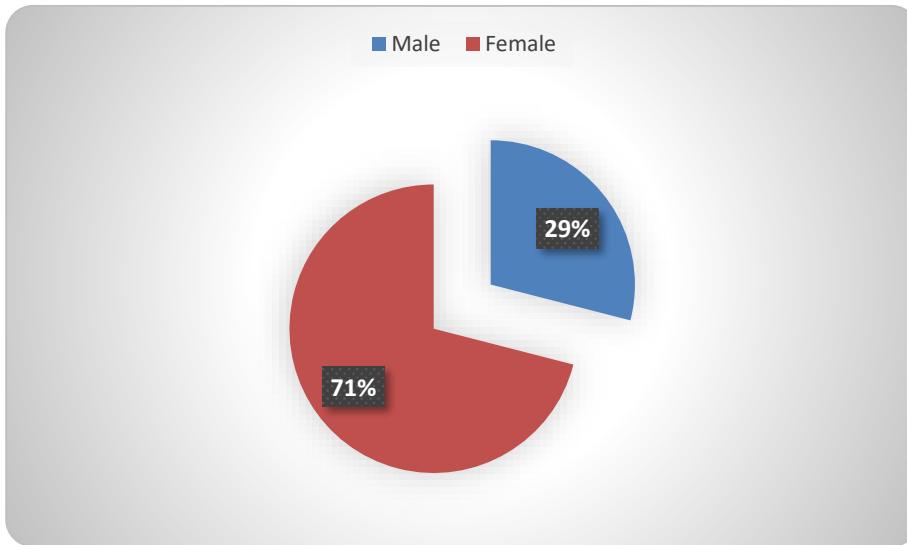
### **4.3 Demographic data**

#### **Biographical Information**

Hereunder follows the presentation, discussion and analysis of the biographical information which are gender, age, teacher experience, educational qualification and position of participants.

### 4.3.1 Gender of participants

Figure 4.1 respondents by gender



The figure above shows the gender of participants in percentages. Participants of this study were mainly females who were 17 out of 24 (71%) against males who were 7 out of 24 (29%). The study consisted of 24 participants. The gender of participants was of much importance as the researcher tried to understand the level of involvement by different gender. The researcher seeks to understand which gender has the highest parental involvement in the teaching and learning of learners.

### 4.3.2 Age of participants

Table 4.2 Respondents by age

AGE	FREQUENCY	PERCENTAGE
≤30	1	%
30-35	2	8%
36-40	9	38%
41-45	7	29%
46-50	5	21%

The table above shows the age of participants in the study. The ages of participants ranged from 29-49 years. The table shows that one participant was 29 years and thus 4%. The age ranges 30-35 consisted of 2 participants representing 8% of the sample. The cohort 36-40 consisted of 9 participants representing 38%, this was the highest age range recorded in the research. Age range 41-45 consisted of 7 participants thus constituting 29% of the sample. The age ranges of 46-50 were 5 participants constituting 29%. The age of participants was considered important in the research as the age and maturity is considered important in the education of children. In this way the research believes that the older the participant is the higher the chance that participant might be involved in the learners counseling. The modal age range was 36-30 which was believed to be the active age in counseling of children.

### 4.3.3 Teaching experience of teachers

**Table 4.3 Respondents by teaching experience**

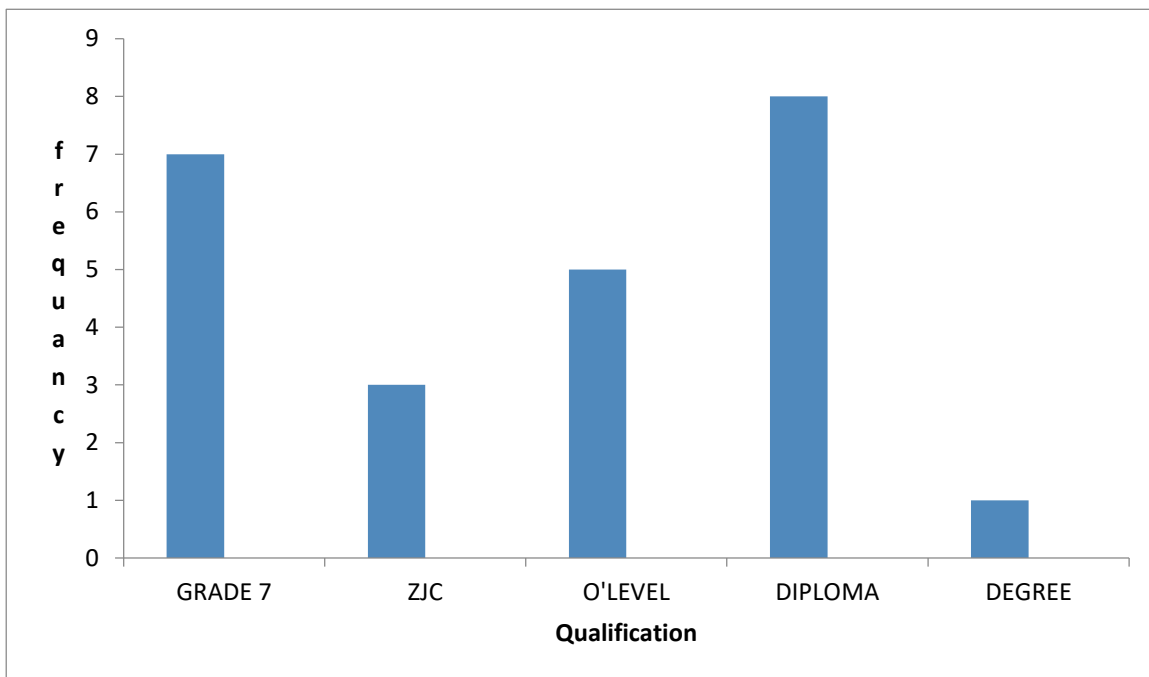
Teaching experience	Frequency	Percentage
6-10	2	22%
11-15	3	34%
16-20	2	22%
21-25	2	22%

The table above shows the teaching experience of teachers in the research. The length of service of participants ranged from 6-25 years. The table shows that the number of participants who were between the years of 6-10 was 2 thus representing 22% of the total sample. The cohort of 11-15 consisted of 3 participants representing 34% of the sample. Those with experience between 16-20 years consisted of 2 participants thus constituting 22% of the sample. The year's range of 21-25 was 2 constituting 22%. The experience of

participants was considered important in the research as the age and maturity is considered important in the education of children. In this way the researcher believes that the older the participant is the higher the chance that participant might be involved in the learners' counseling.

#### 4.3.4 Qualification

**Figure 4.2 Respondents by qualification**



The figure above shows the educational qualifications of the participants in the study. The first were participants with grade seven were 7 contributing 29% followed by those with ZJC also known as form 2 contributing 13%. The next were participants with O'level and there were 5 representing 21% and followed by 8 participants who did diploma holders constitute 33%. Lastly was 1 participant with a degree and constituting 4%. The level of education was important in the study as the researcher assumed that the more the qualification the higher the chances the parent can be involved. In addition, the level of education helped in understanding the phenomenon of parental involvement.

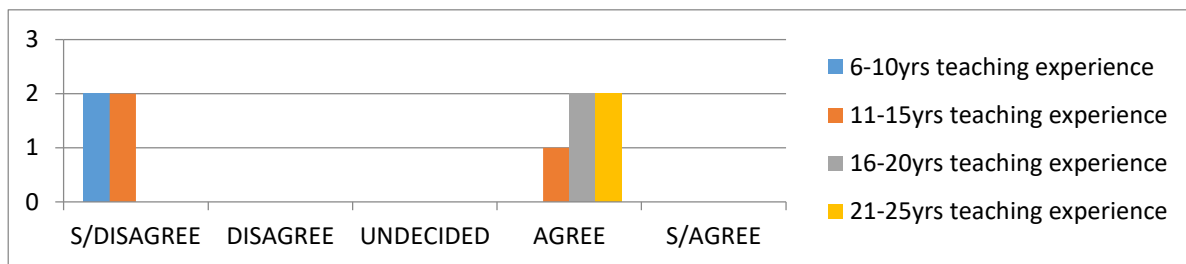
#### 4.4 Quantitative data analysis from parents and teachers questionnaires.

##### 4.4.1 The support parents provide towards the counseling.

###### 4.4.1.1 Questionnaires for teachers

###### 4.4.1.1.1 Parents help learners with homework

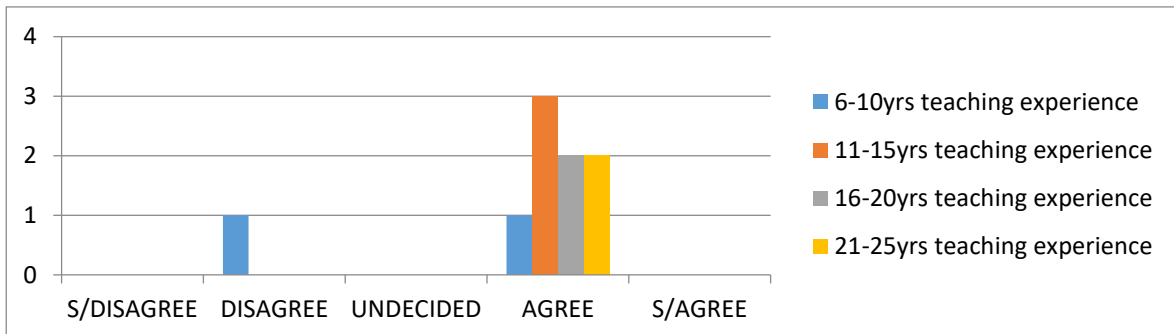
**Figure4.3 Responses by teachers on homework assistance.**



In responding whether parents help learners with homework 5 out of 9 teachers agreed. Out of the 5 teachers who agreed 2 teachers have the teaching experience range 21-25 years which indicated their experience in the field and working with parents in regard to learners homework, the other two teachers had experience range 16-20 years which also reflected experience and one teacher with teaching experience range 11-15years which reflected their experience working with parents in regard to homework. 4 parents disagreed and out of them 2 had teaching experience range 6-10 and the other two teaching experience range of 11-15years and these teachers lack much experience working with parents in regard to homework. The response showed that some parents in Matenda cluster of Zvishavane District lack the knowhow on some subject matter. This was evidenced by the demographic data on parent qualification for the highest number attained grade seven only. Studies have found that parents with poor educational background participate less in learning activities of their children because of their low self-efficacy and confidence in engaging school staff, poor knowledge of school system, lack of understanding of learning terminology, and own negative educational beliefs (Olusegun, 2017.)

#### 4.4.1.1.2 Parents usually attend to consultations

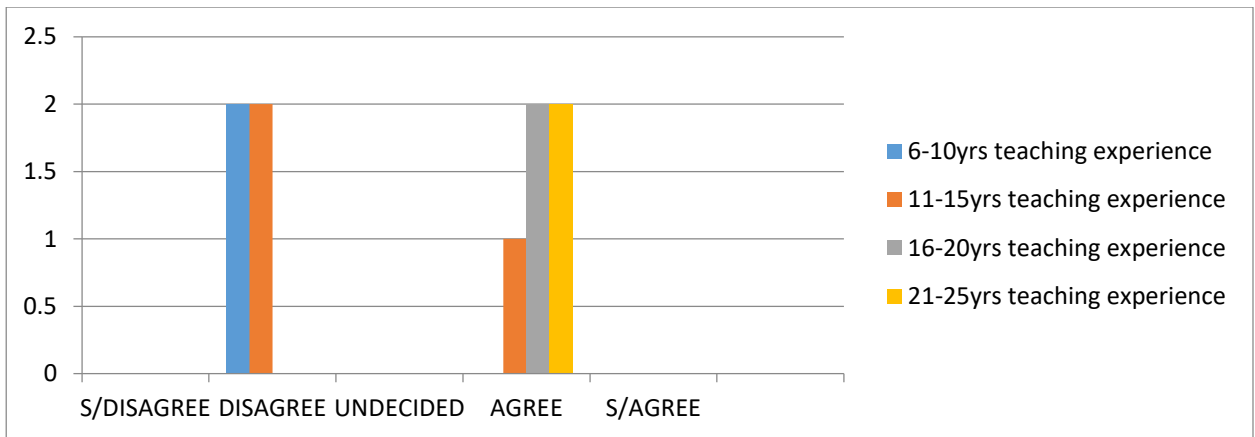
**Figure 4.4 Responses by teachers on consultation attendance.**



1 teacher disagree on parents attending to consultations with the experience range of 6-10 years and this indicated that the teacher had few years in the Ministry to raise such an argument against parents attending consultation days. 8 teachers agree on parents attending to consultations and they are 8 teachers who had teaching experience from 6-25 years who had gained good experience with working with parents over the years. The figures showed the support of Matenda cluster parents on attending to school organized meetings. This is supported by Berger (2007) who asserts that to work with a child and not with the parent is like working with only the pieces of a puzzle. It will be like a person who puts a puzzle together with a thousand pieces and as he finishes found the centre missing.

#### 4.4.1.1.3 Parents are occupied within the academic lives of their children

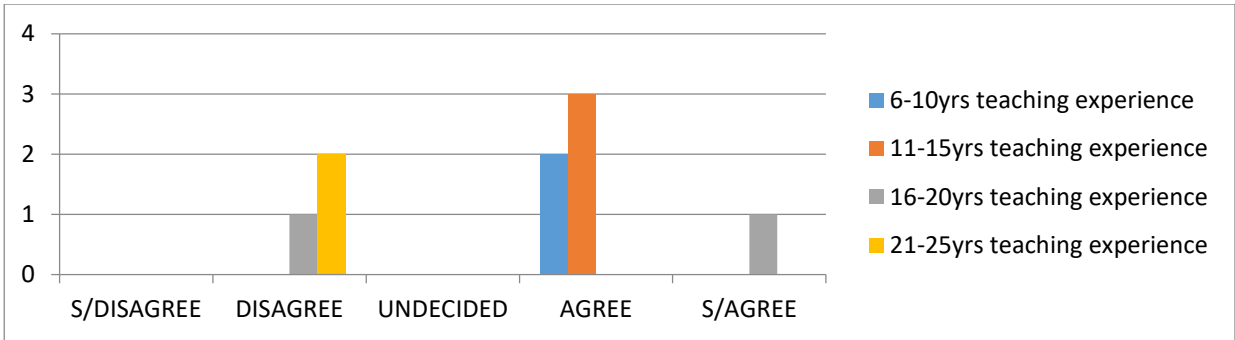
**Figure4.5 Responses by teachers on academic involvement.**



In response to whether parents were occupied within the academic lives of their children 4 out of 9 teachers disagreed and have teaching experience ranging from 6-15 years, this reflected that the teachers had worked with parents for just few years. 5 out of 9 teachers agreed and their teaching experience ranging from 16-25 years. This reflected that half of the parents were occupied and half of the parents were not occupied. The disparities could be due to lack of financial resources to assist their children with for example reading material, ICT tools and this is evidenced by the demographic data collected since most of the parents were peasant farmers of Matenda cluster and have no other means of income. Furthermore, a study carried out indicated that high levels of poverty have affected the way parents are involved negatively (Oji, 2017).

#### 4.4.1.1.4 Parents usually make queries with regards to child performance

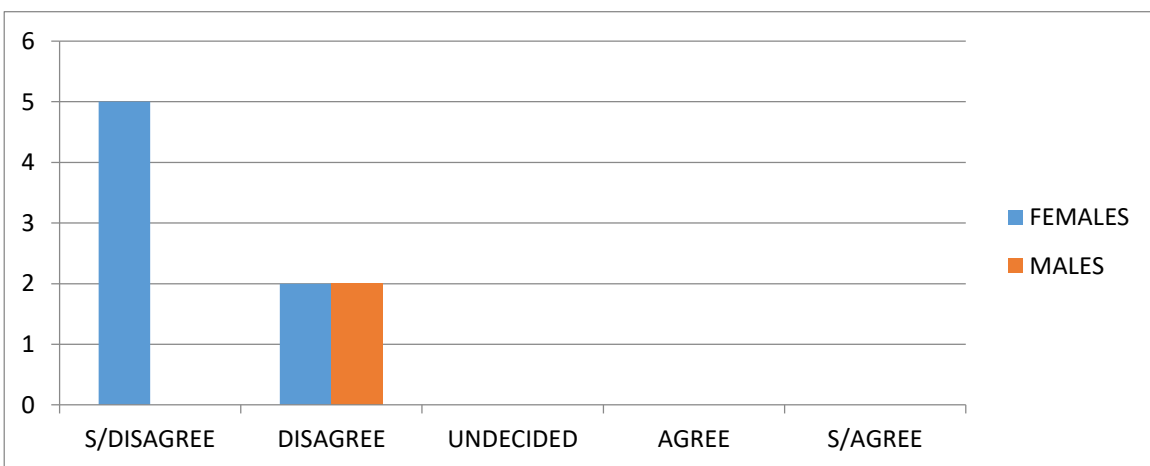
**Figure 4.6 Responses by teachers on queries towards child performance.**



In responding to queries with regard to learner performance 5 teachers agreed and they had teaching experience range of 6-15 years and were accommodative to parent’s queries, 1 teacher strongly agreed and had teaching experience of 16-20 and 3 teachers disagreed with teaching experience range of 16-25. This reflected that some parents in Matenda cluster were hesitant to make queries with regards to their children’s performance and especially on teachers with the teaching range of 16-25 for they were old and often shun parents away. The age of parents is of great concern as well because some parents were too old to bother teachers on their children’s performance.

**4.4.1.1.5 Parents escort learners to school to avoid absenteeism, late coming and school dropout.**

**Figure 4.7 Responses by teachers on parents escorting learners to school.**



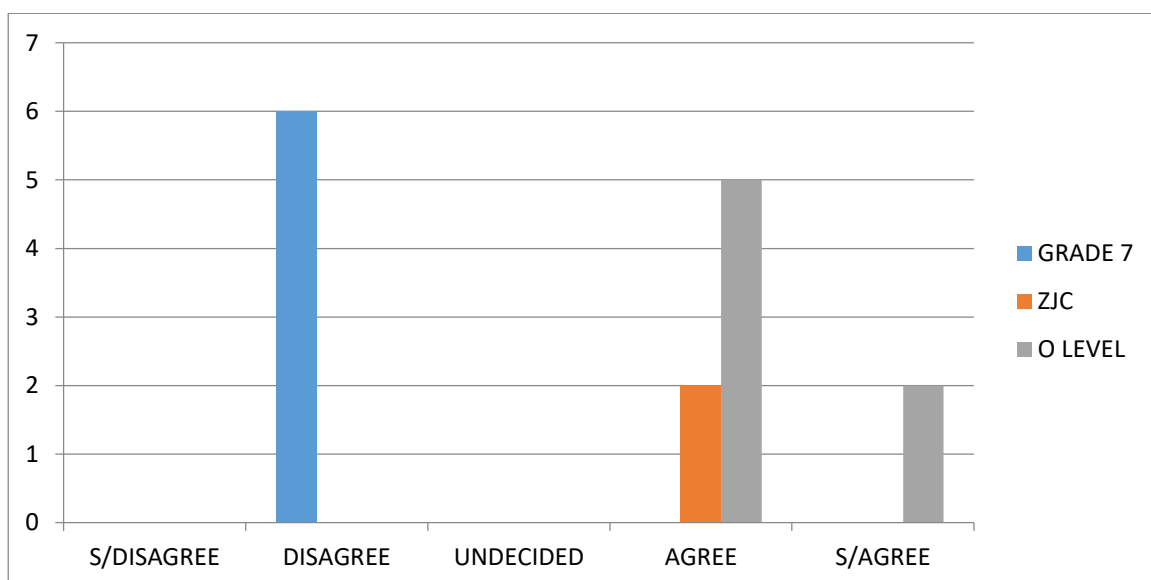
The research also showed that parents do not escort their children to school in order to reduce numbers of truancy and absenteeism, this was reflected when 5 female teachers strongly disagreed and 4 teachers disagreed, 2 females and 2 males. This reflected that history had no record at all of parents escorting learners to school unlike parents in urban areas who escort their children to school. However, rural school children have the tendency of hiding in mountains and bushy areas and not attending to school and when the dismissal bell rings they will join others going home and the parents will never learn this attitude in as long as they do not escort their children to school.

#### 4.4.1 The support parents provide towards the counseling.

##### 4.4.1.2 Questionnaires for parents

##### 4.4.1.2 .1 I assist my child with homework

**Figure 4.8 Responses by parents on homework assistance.**

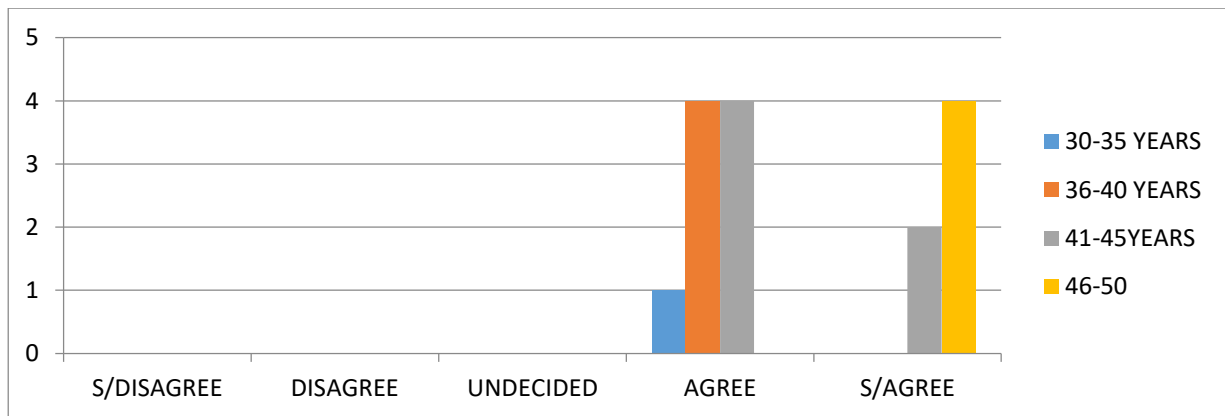


In responding to assisting their children with homework 7 parents agreed and 2 parents strongly agreed. Those who agreed had at least O'level certificates. However, 6 parents strongly agreed.

disagreed and they only attended school up to grade 7. This was mainly because they lack knowledge of the new curriculum to assist learners. This observation agrees with a study by Mubanga (2012) that revealed illiteracy among parents as one challenge to parental involvement in their children’s education. The study concurs with Fitzgerald (2004) in that such parents need In-Service training on their duties in influencing the quality of their children’s education.

**4.4.1.2.2 I usually attend to consultation days**

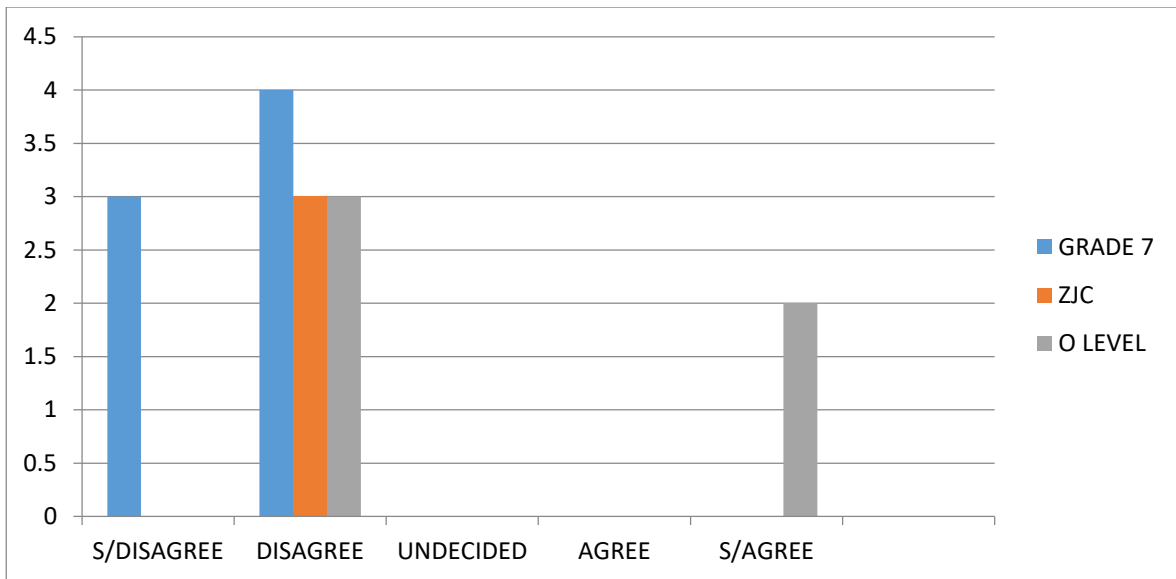
**Figure 4.9 responses by parents on attending consultations.**



9 parents agreed that they attend to consultations and their ages range from 30-45 while 6 parents disagreed and their age range is 46-50 and they felt they are too old and busy to attend to consultations. This showed that more parents support consultation days. The few parents who disagreed were attached to their daily chores in order to put food on the table. This reflected that about two schools in Matenda cluster do not invite parents to consultations mainly due to poor communication from the school.

**4.4.1.2.3 I am occupied with the academic life of my child.**

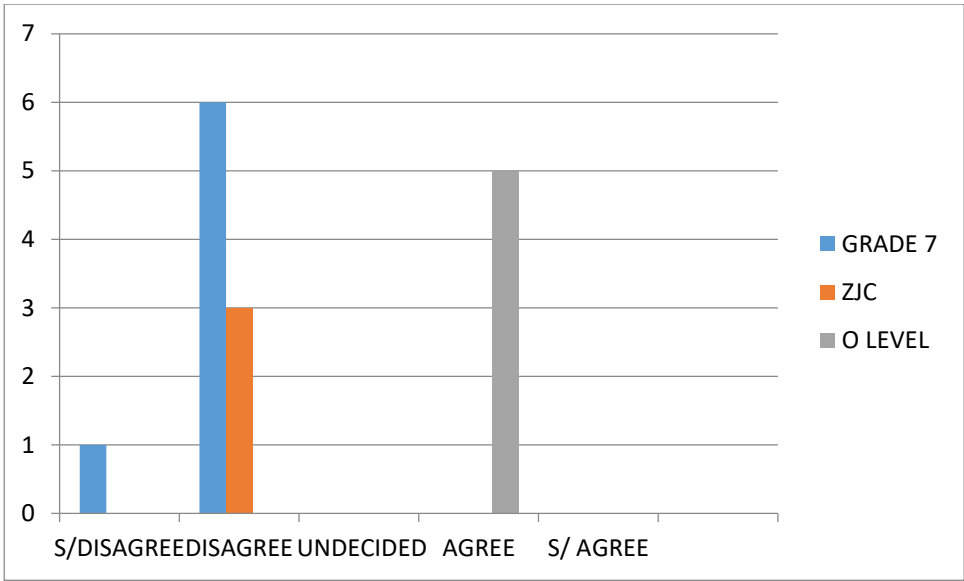
**FIGURE 4.10 responses by parents on involvement in children’s academic life.**



In responding whether parents are occupied with the academic life of their children 3 parents strongly disagreed with the age range of 46-50 years, 10parents disagreed and mostly those whose qualification was grade 7 and ZJC.2 parents strongly agreed with O’level qualification. The largest percentage of parents in Matenda cluster disagreed to being occupied to their children’s academic life due to illiteracy, time constraints and poverty. A study in Charamba (2016) allude that work commitments and time constrains negatively impact possibly because their work does not promote flexibility to attend to organized school activities.

#### 4.4.1.2.4 I usually make queries with regards to child performance.

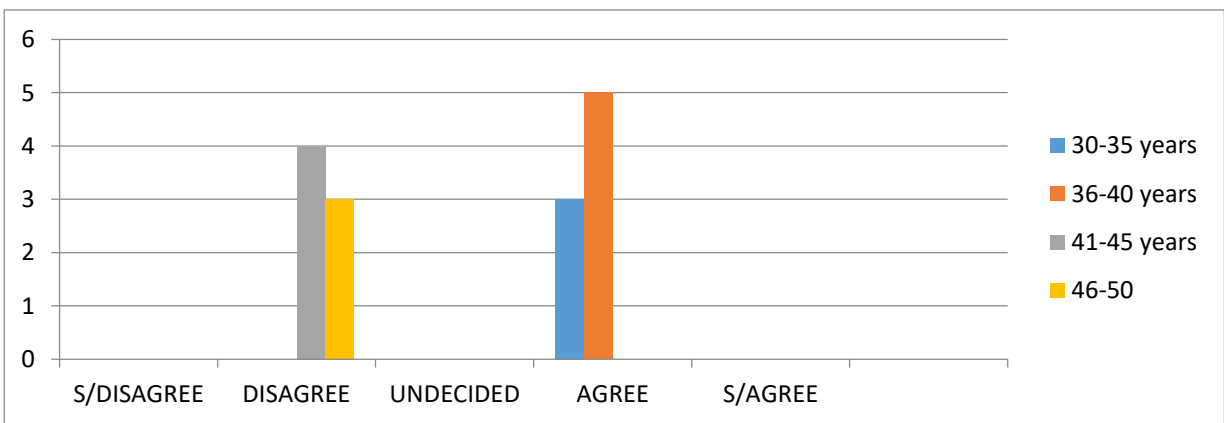
**Figure 4.11 responses by parents on queries to child performance.**



1 parent strongly disagreed, 9 parents disagreed. Those parents who disagreed only attained grade 7 and ZJC. 5 parents agreed in making queries with regards to child performance. 10 parents were not worried about their child performance there were just passive recipients. However, 5 parents showed some concern and those parents have hope for a bright future for their children and they have O’level qualification.

**4.4.1.2.5 I usually attend sports activities at school to motivate my child.**

**Figure 4.12 responses by parents on attending co-curricular activities.**



In responding to parental involvement in sporting activities 7 parents disagreed and their age range of 41-50. 8 parents agreed and of the age range of 30-40 the active age range. This was

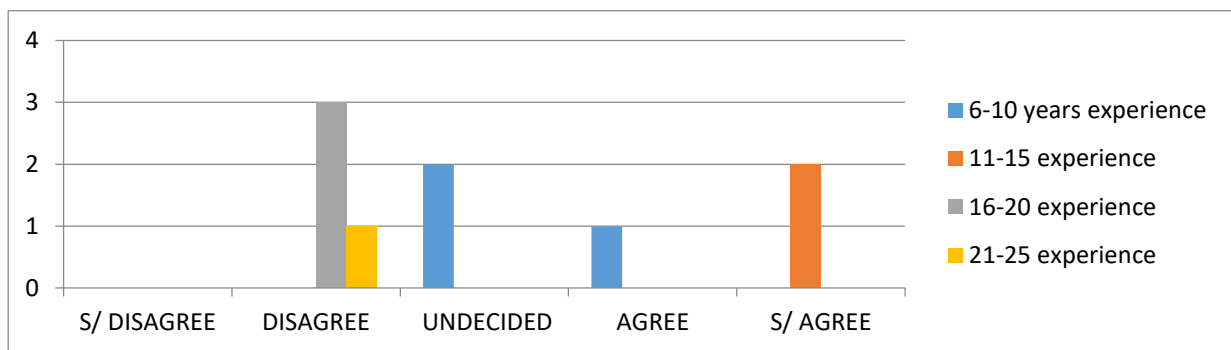
due to the fact that parents in Matenda cluster were usually busy with their household chores, they were not keen to travel long distances and some had no passion for sports. The findings of this study concur with Wehlberg (1996) who posit that guardians have an obligation and responsibility of participating in extracurricular activities.

#### 4.4.2 The importance of parental involvement.

##### 4.4.2.1 Questionnaires for teachers

##### 4.4.2.1.1 When learners play truancy parents report first to the teacher.

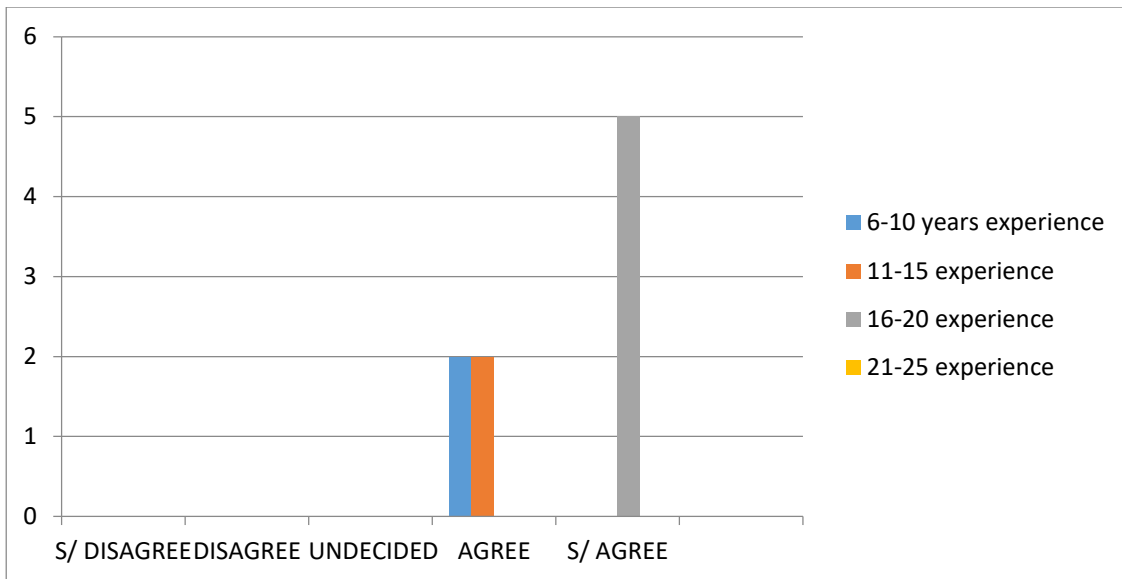
**Figure 4.13 responses by teachers on truancy and parents reports.**



Responding on whether truancy is reported to teachers 4 teachers disagreed with teaching experience of 16-25 years.2 teachers were undecided with teaching experience range of 6-10 years, 1 teacher agreed ,2 teachers strongly agreed and they were of the range of 11-15 of experience. Some parents were not ready to report truancy to teachers. Most teachers in Matenda cluster were of the view that parents do not report truancy to teachers and from the statistics this has been going for long. This shows some ignorance towards learning of their children. Mawere (2015) argues that in this regard, the care and education of the children are the natural right of parents and the duty is primarily theirs

##### 4.4.2.1.2 Queries are made to the school when learners report home late after school.

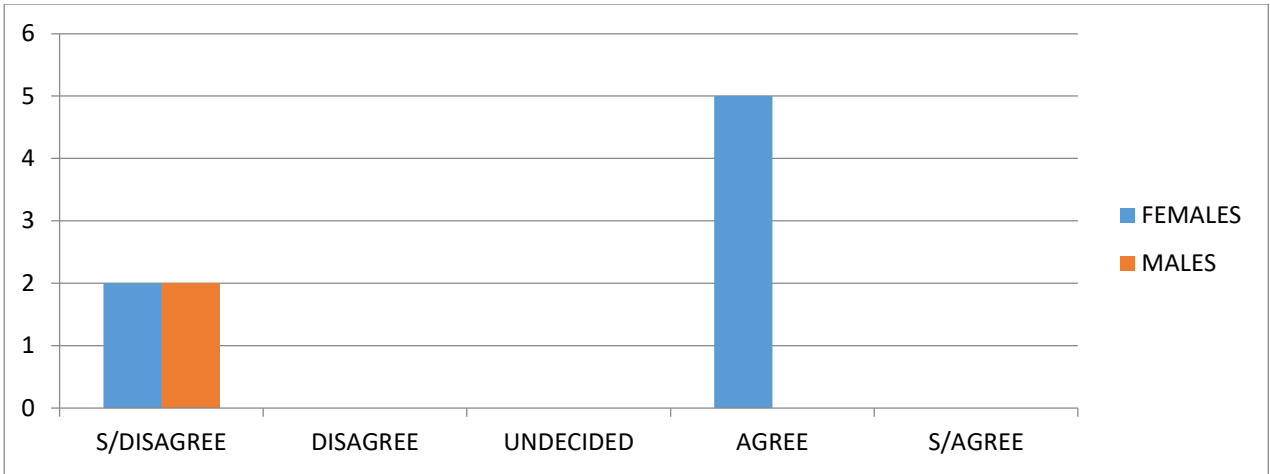
**Figure 4.14 responses by teachers on queries made on late dismissal.**



In responding to parents reporting on home late coming 4 teachers agreed of the age range 6-15 in teaching experience. 5 teachers strongly agreed and were those with teaching experience of 16-25 years who had witnessed the behavior. The responses showed that parents were worried about their children coming home late from school. Mawere Et. Al (2015) indicate that the united nations declaration on the rights of the child 1959 states that the best interest of the child shall be the guiding principle of those responsible for his/her education and guidance.

**4.4.2.1.3 Parents are quick to attend to every counseling session when the school calls them.**

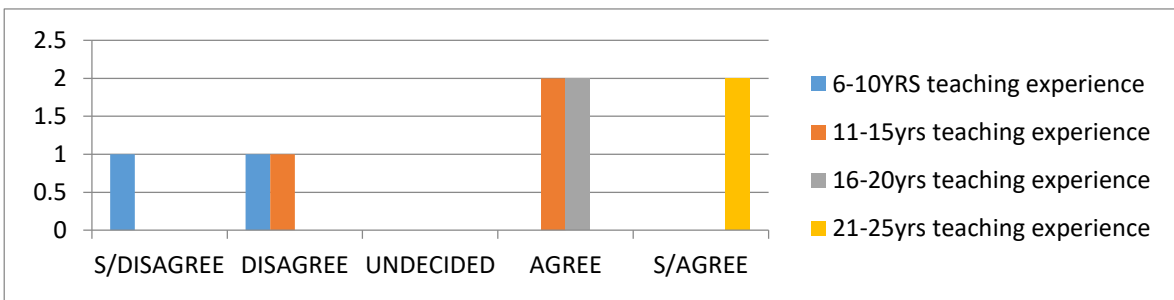
**Figure 4.15 responses by teachers on parent’s attendance to counseling sessions.**



In responding to parents attending to counseling school sessions 4 teachers disagreed and were 2 males and 2 females. 5 agreed and were females. The results showed that most parents in Matenda cluster do not attend to counseling sessions. Garry & Rayleen (2011) report that PI is low in schools as the majority of teachers often invite the parents when a problem arises.

**4.4.2.1.4 The report books are signed by parents in confirmation that they have seen the child’s performance.**

**Figure4.16 responses by teachers on signing of reports.**

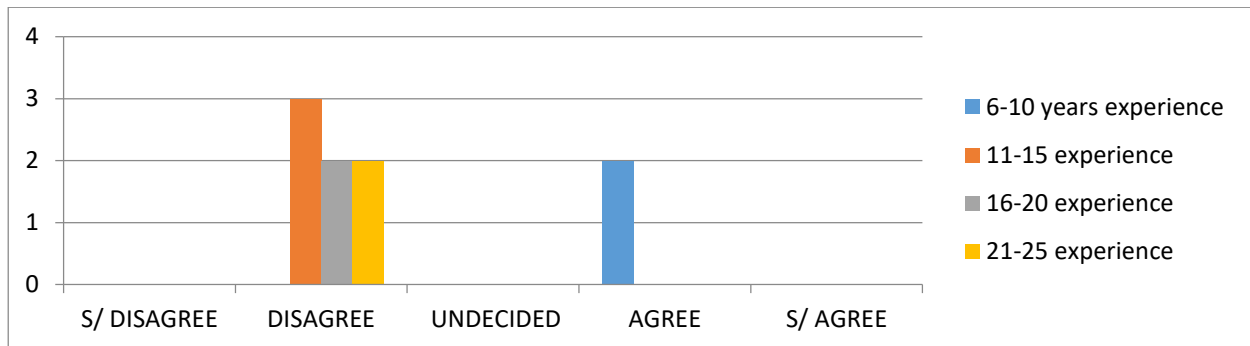


In responding to signing of academic reports 1 teacher strongly disagreed, 2 teachers disagreed and those who disagreed mainly were of the range 6-15years in teaching experience. 4 teachers agreed and 2 teachers strongly agreed and those teachers who agreed were of the teaching experience range of 16-25 years. Most parent in Matenda cluster sign their children’s report books this is in line with Epstein (1996) who argued that in order to

promote effective home-school communication, schools should establish regular two-way communication with all families about school programmes and children’s progress.

**4.4.2.1.5 Homework is done properly and submitted in time accompanied by the parent signature.**

**Figure4.17responses by teachers on homework submission.**

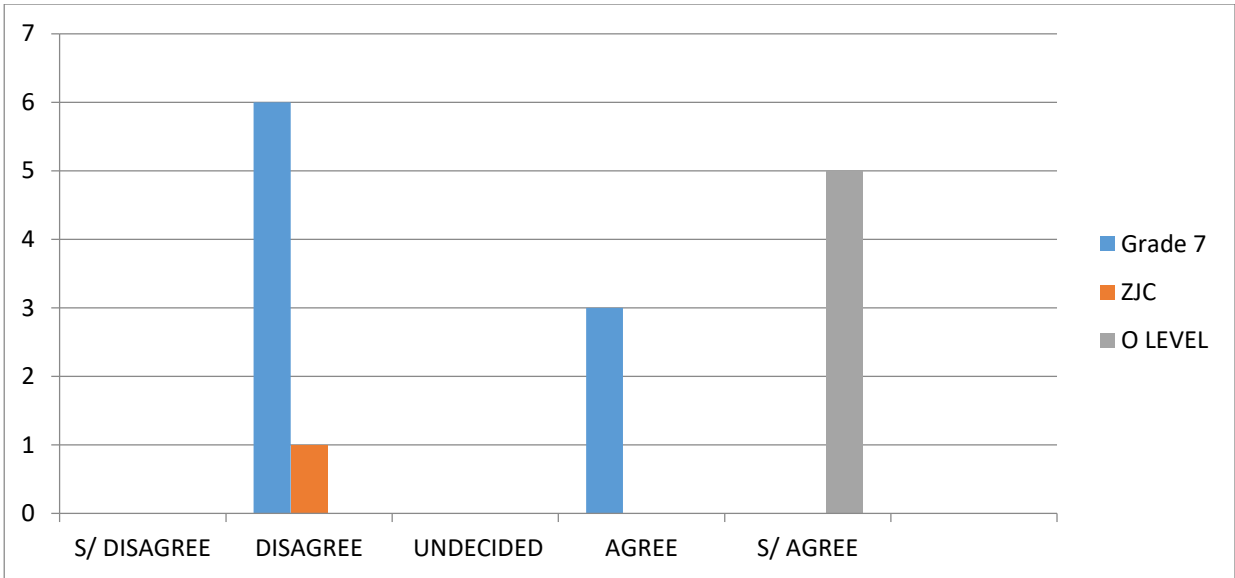


In response to signing of homework 7 teachers disagreed and of the range 11-25 years in teaching experience. 2 teachers agreed and of the range 6-10 years in teaching experience. This showed that some of the homework is done by learners alone without the help of parents and guardians. The results showed that parents in Matenda cluster do not sign and assist their children with homework for they are too busy with their household chores. Singh, Mbokodi And Msila (2004) argue that parents who do not help with homework contribute to the poor performance of their children in the classroom.

**4.4.2.2 Questionnaires for parents**

**4.4.2.2.1 When my child refuses to write homework I report to the teacher.**

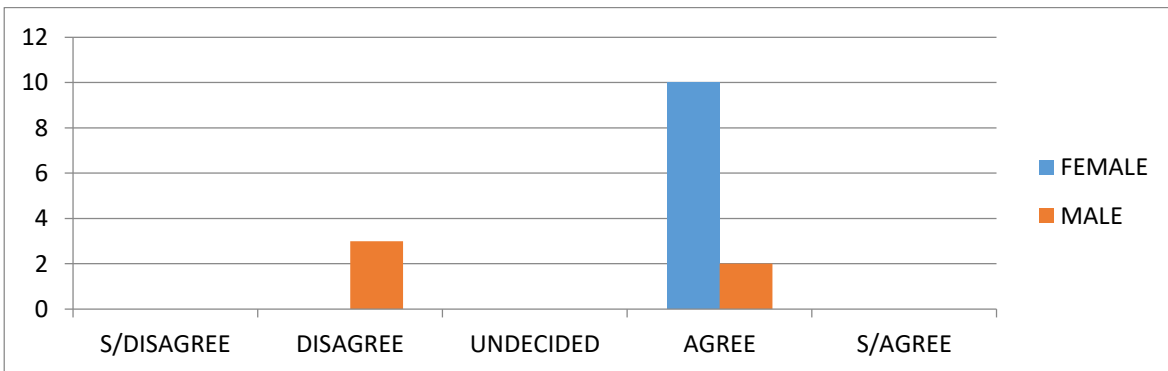
**Figure 4.18 responses by parents on reporting truancy to teachers.**



7 parents disagreed and were those parents with grade 7 and ZJC qualifications, 3 Parents agreed and 5 parents strongly agreed on reporting to teachers on their children not writing their homework and were the parents who had O’level qualifications. The results reflected that the communication between the teachers and parents was poor and only those who attended O’level were concerned with their children writing homework. Some teachers in Matenda cluster were not open up to accommodate parents. This is evidenced by Oji (2017) who noted that some teachers are not well versed in parental involvement and suggested that school should provide in-service training to teachers on how to involve parents.

**4.4.2.2.2 I often call the school when my child comes home late from school**

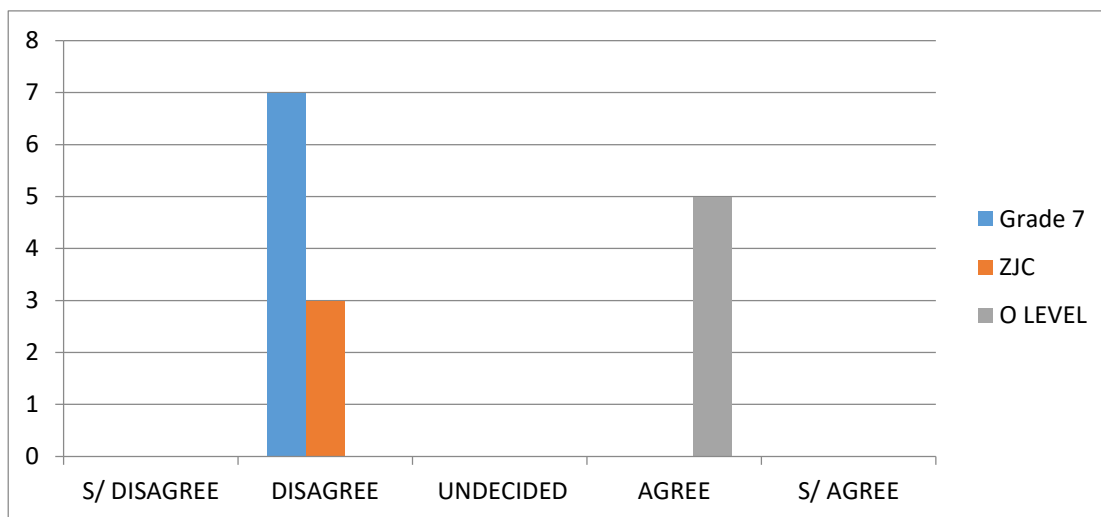
**Figure 4.19 responses by parents on late dismissal.**



On the other hand 3 parents disagreed and were males. 10 parents agreed on reacting to their children coming home late and were females and also 2 males agreed .This study showed that parents were much protective for the safety of their children especially females. This is in line with Mawere Et. Al (2015) indicate that the united nations declaration on the rights of the child 1959 states that the best interest of the child shall be the guiding principle of those responsible for his/her education and guidance.

**4.4.2.2.3 I always attend to every counseling session when the school calls me.**

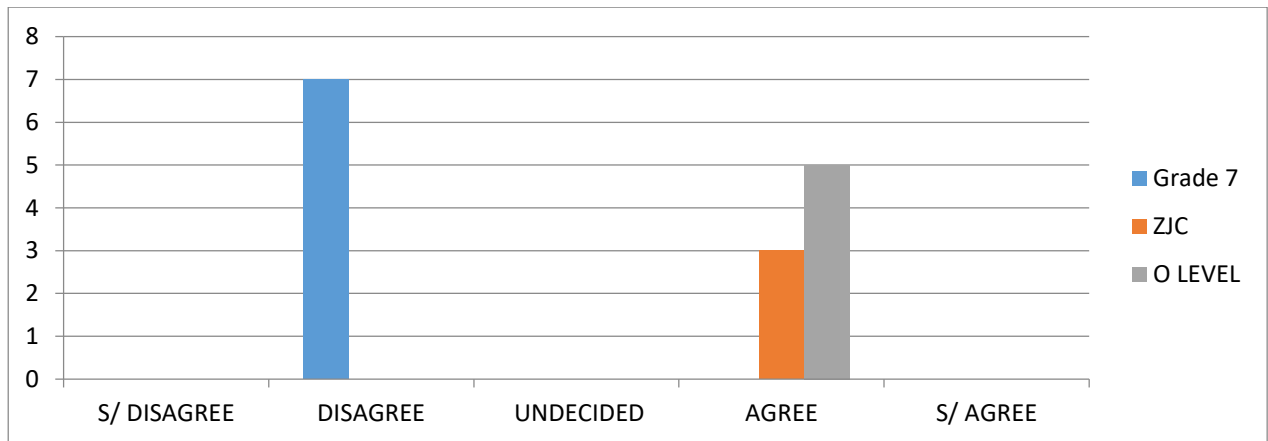
**Figure 4.20 responses by parents on attending to counseling sessions.**



10 parents disagreed that they attend to school counseling sessions and their qualification range from grade 7 to ZJC whereas 5 agreed and their qualification is O’level and they value school counseling sessions. This showed that parents usually do not attend to school organized counseling sessions due to many reasons like distance, ignorant, personal business and the fear of societal judgment and labeling. However, Bailey (2017) indicated that families instill moral values tolerated by the society.

**4.4.2.2.4 I always put my signature in my child’s report book every term it is issued.**

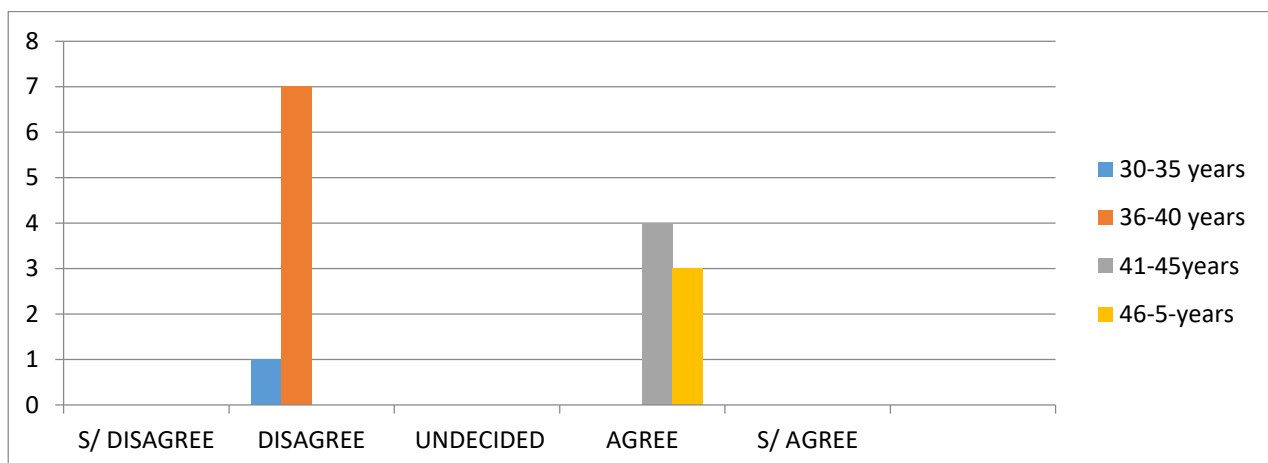
**Figure 4.21 responses by parents on putting signature on report books.**



On the other hand 7 parents disagreed and their qualification range was grade 7. 8 parents agreed and of the qualification range ZJC to O’level. This showed that some parents do not sign reports because they were not involved in the learning of their children and they were not concerned with the children’s performance at all. On the other part some parents sign the children’s reports in confirmation that they have seen the child’s performance. Egebe Anyi (2017) alludes that parents also should partakein guidance and counseling programmes through giving them progressive reports of their children.

**4.4.2.2.5 I apply corporal punishment to my child.**

**Figure 4.22 responses by parents on corporal punishment.**



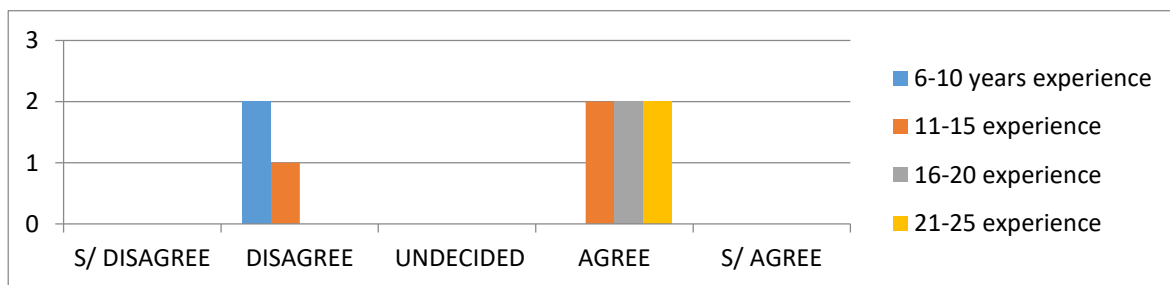
8 parents disagreed on applying corporal punishment to their children and of the age range 30-40 years while 7 parents agreed on applying corporal punishment to their children who often play truancy and were of the age range 41-50.

#### 4.4.3 The collaboration that exists between the school and parents

##### 4.4.3.1 Questionnaires for teachers

##### 4.4.3.1.1 The school provides conferences and educational meetings for parents to explain the benefits of parental involvement

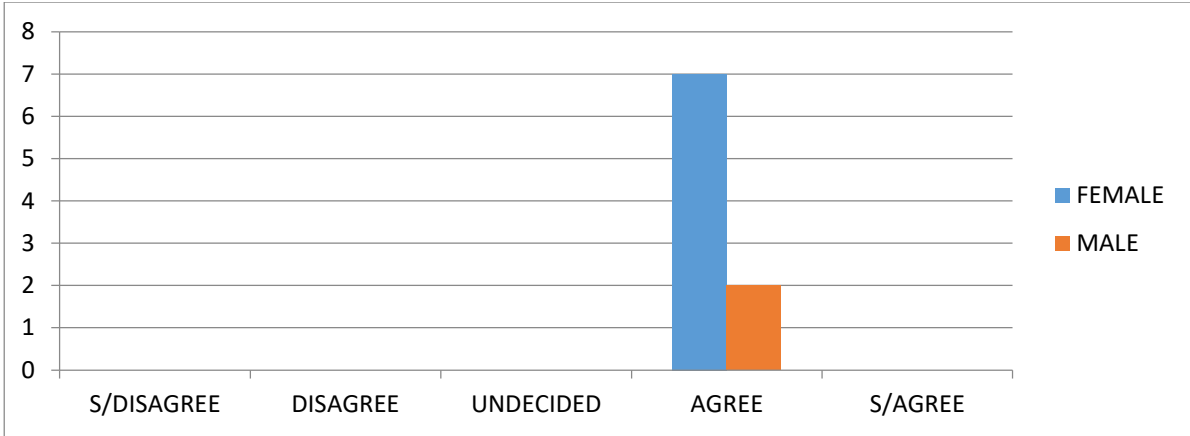
**Figure 4.23 responses by teachers on school organized conferences and meetings.**



In responding on the school providing conferences and educational meetings for parents to explain the benefits of parental involvement 3 teachers disagreed and of the teaching experience range 6-15years. 4 teachers agreed and 2 teachers strongly agreed and those teachers who agreed had teaching experience of 11-25 years, their experience tells a lot that from the past meetings were held. It is important that the school provides a good environment where parents feel valued and respected (Horvatin, 2011). Schools are recommended to create a warm, friendly and inviting environment to attract their parents' participation (Haines, 2012).

##### 4.4.3.1.2 The school calls the parent whenever the learner misbehaves

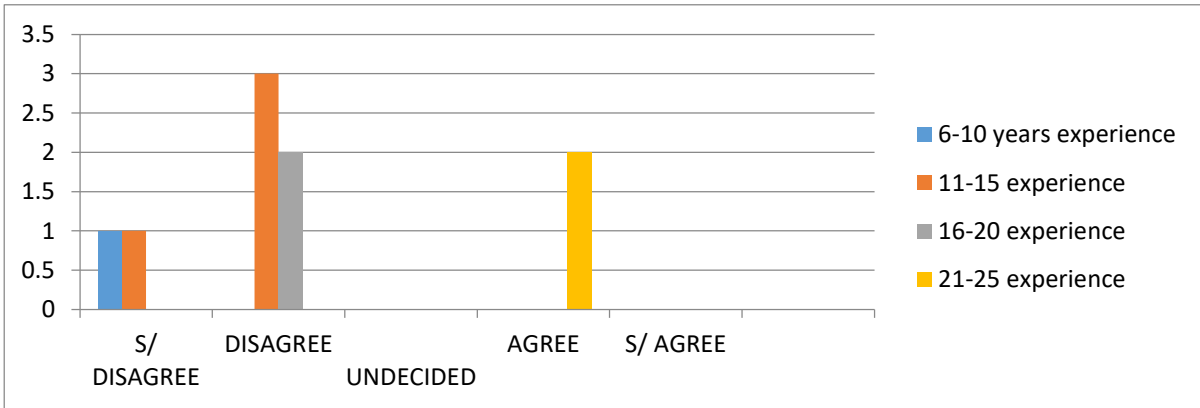
**Figure 4.24 responses by teachers on inviting parents when the child misbehaves.**



Teachers recorded 100% agreement on calling parents to school when a learner usually misbehaves. The findings of this study concur with Trotman (2001) in that parental involvement creates a partnership that allows for greater collaboration between parents and teachers.

**4.4.3.1.3 Parents provide teachers with information on pupils’ life outside the school.**

**Figure 4.25 responses by teachers on parents disclosing pupil’s life.**

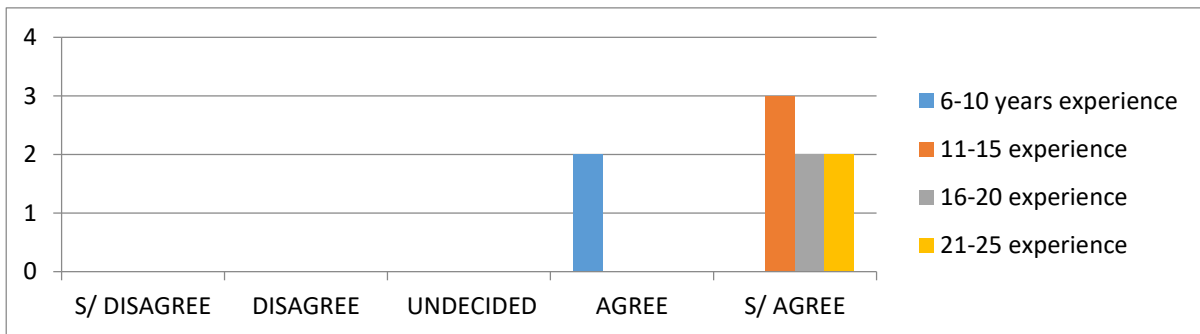


In responding whether parents provides teachers with information on learners life outside school 1 teacher strongly disagreed, 6 teachers disagreed and those teachers who disagreed had teaching experience range from 6-20 years. 2 teachers agreed and of the teaching experience range of 21-25 years. The study reflected that parents in Matenda cluster don’t

usually open up on some underlying issues on their children that could be of much help in counseling sessions of their children. For example issues of rape are never discussed to school and on the long run might lead to school dropout.

**4.4.3.1.4 The school provides parents with academic report that shows the overall performance of the child.**

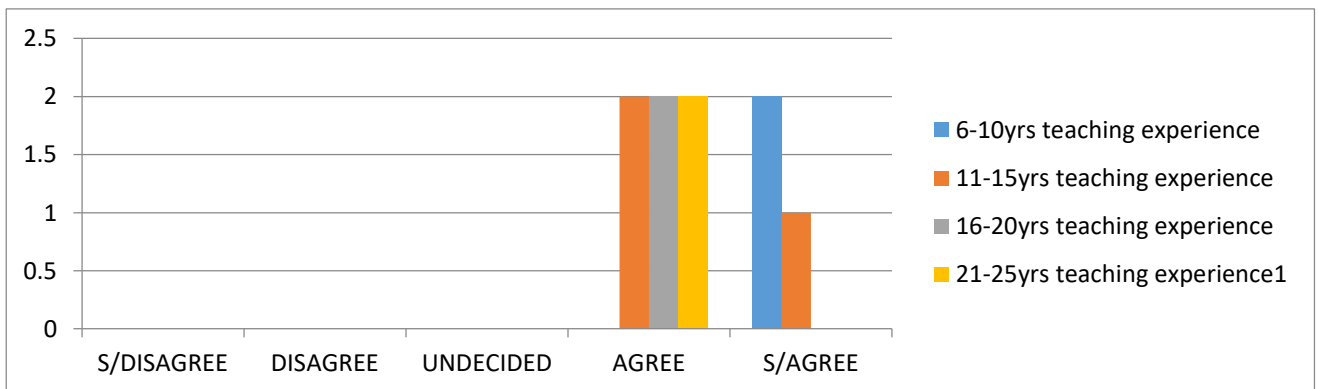
**Figure 4.26 responses by teachers on issuing of academic reports.**



2 teachers agreed and with teaching experience ranging from 6-10 years. 7 teachers strongly agreed and with teaching experience ranging from 11-25 years. This showed that the school provides the parents with the academic report t the end of every term.

**4.4.3.1.5 The school organises consultation days for parents to attend to improve learner performance**

**Figure 4.27 responses by teachers on school organized consultation days.**

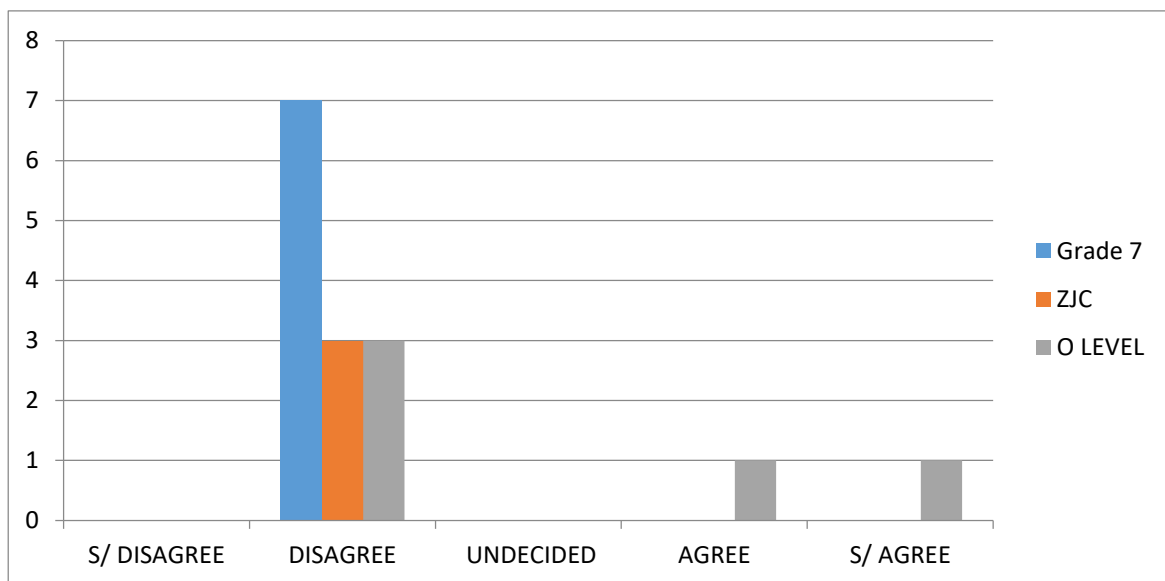


In responding on the school organizing consultation for parents 3 teachers strongly agreed and of the teaching experience range 6-15 years. 6 teachers agreed and with the teaching experience range ranging from 11-25 years and this means there is collaboration between the school and the community. This is in line with Haines, (2012). Schools should therefore make every effort to create a warm, friendly and inviting environment to attract their parents' participation.

#### 4.4.3.2 Questionnaires for parents

##### 4.4.3.2.1 The school provides conferences and educational meetings for parents

**Figure 4.28 responses by parents on organized school conferences and meetings.**

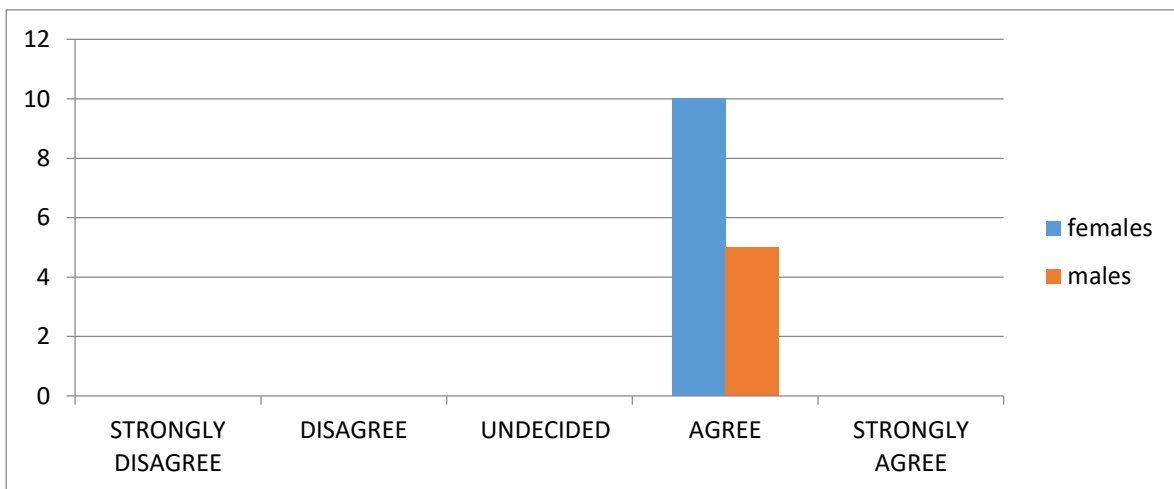


In responding to whether the school provide conferences and meetings 13 parents disagreed, 1 parent agreed and 1 parent strongly agreed and those who agreed had O'level qualification and make follow ups of all organized school meetings. This showed that in the three schools under study there is a school with the percentage on not providing conferences to parents and this goes back to the head of the school whether he/she is an instructional leader or not. The responses from parents reflected that there were no conferences and meetings at hand to improve their involvement in school counseling and this could be mainly due to the

communication used to convey the messages to them. Since this study dwell on the rural set up where use of online transmission of messages neither is nor regularly used like whatsapp group it is difficult to convey message to parents. Learners are usually asked to carry messages to their parents and they forget on the way home.

**4.4.3.2.2 The school calls the parent whenever the learner misbehaves.**

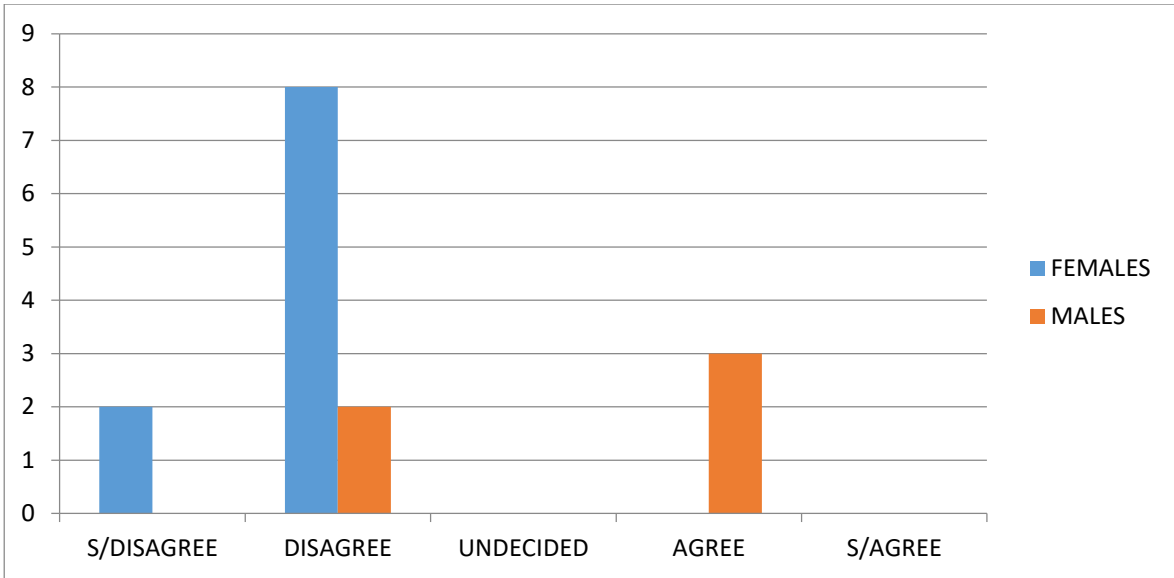
**Figure 4.29 responses by parents on invitation when the child misbehaves.**



Parents recorded 100% agreement on calling parents to school when a learner usually misbehaves. Parents agreed that the school calls them when their child misbehaves to some extent, the findings of this study concur with Trotman (2001) in that parental involvement creates a strong relationship that allows for greater collaboration between parents and teachers.

**4.4.3.2.3 Parents provide teachers with information on pupils' life outside the school.**

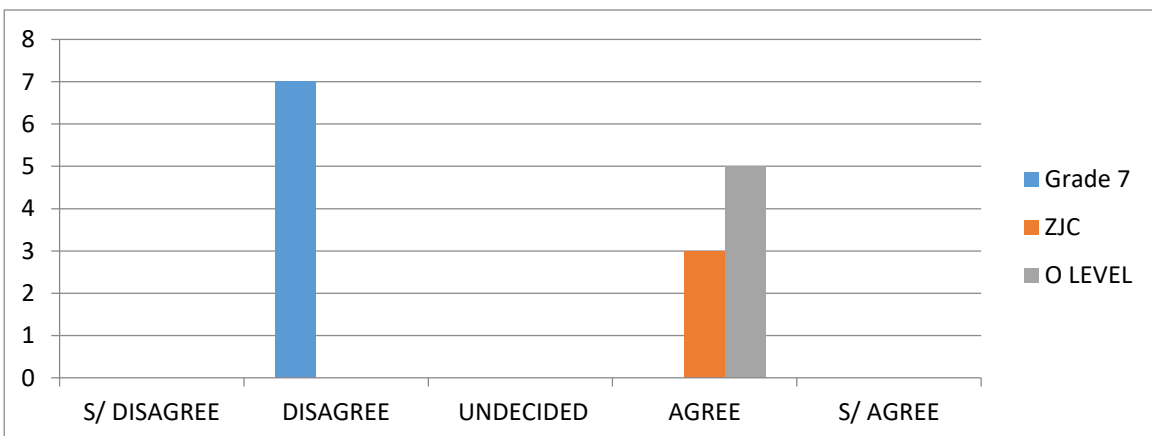
**Figure 4.30 responses by parents on disclosing learner's life outside school.**



2 parents strongly disagreed, 10 parents disagreed and those who disagreed were 10 females and 2 males and were often secretive about learner's life outside school. 3 parents agreed and were males. This reflected that parents in Matenda cluster were often secretive on pupil's life out of school thereby hindering counseling issues.

**4.4.3.2.4 The school provides parents with academic report that shows the overall performance of the child.**

**Figure 4.31 responses by parents on receiving learner's academic reports.**

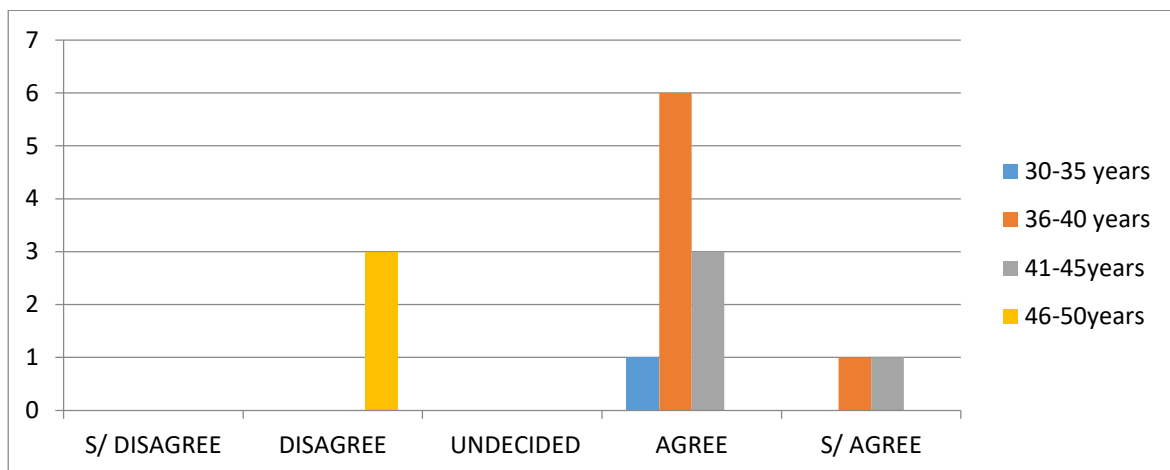


7 parents disagreed on the school providing the academic report at the end of the term and those who disagreed were parents who left school before secondary education (grade 7) and

they usually have the habit of not buying school report books for their children. 8 parents agreed and mostly those who completed their O’level and them value education much. The majority of parents who disagree were those who do not buy report books of their learners so at the end of the term the child goes home empty handed.

**Table 4.4.3.2.5 The school organises consultation days for parents to attend to improve learner performance.**

**Figure 4.32 responses by parents on organized consultation days.**

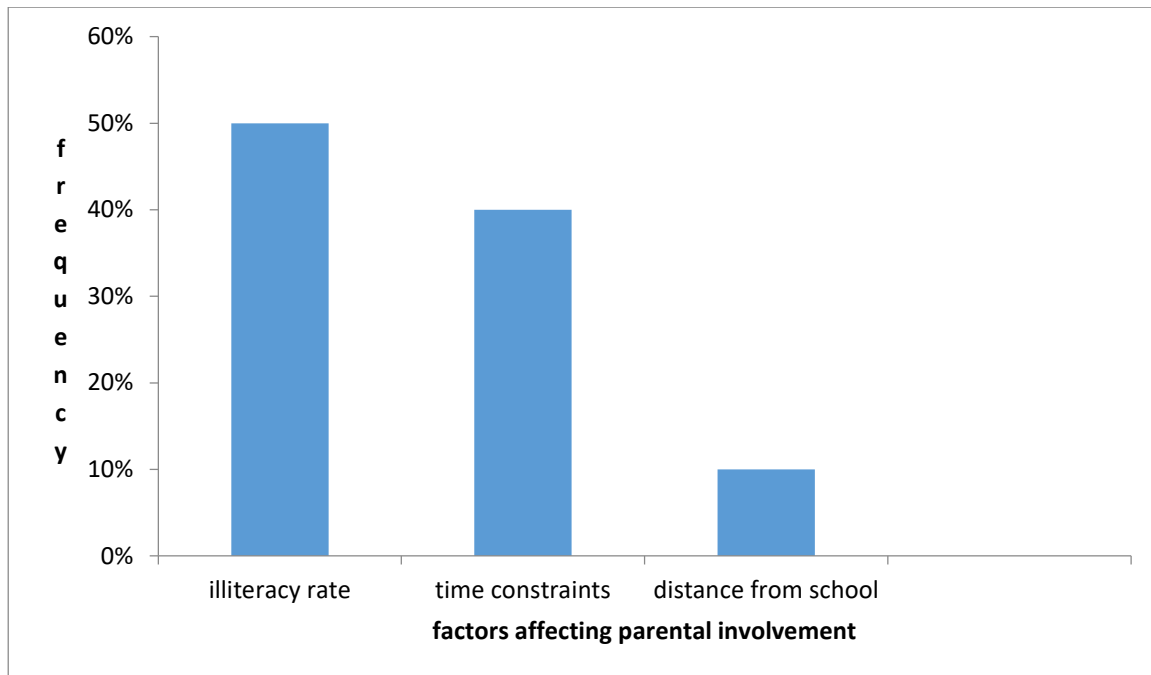


3 parents disagreed and of the age range 46-50 who feel offended to attend to school organized meetings. 10 parents agreed and 2 parents strongly agreed and those who agreed were of the age range 36-45 who always attend to school organized meetings. This is in line with Haines, (2012) Schools should therefore make every effort to create a warm, friendly and inviting environment to attract their parents’ participation.

#### **4.4.4 Factors affecting parental involvement**

##### **4.4.4.1 Questionnaires for teachers**

**Figure 4.33** responses by teachers on factors affecting parental involvement.

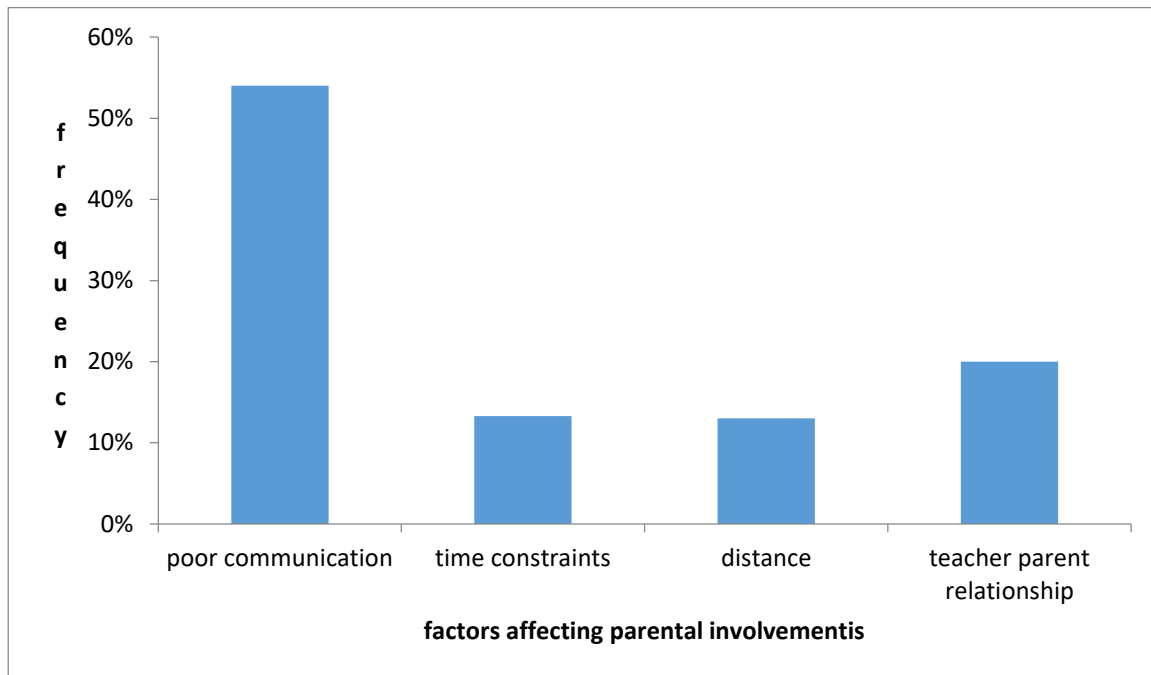


In responding to factors affecting parental involvement, 40% teachers listed that time factor is the major constraint and they are teachers with experience range of 6-15 years, followed by 50% illiteracy rate and were teachers with the experience range of 11-20 years. 10% teachers listed distance of parents from the school and of the teaching experience range of 21-25 years. The findings in Matenda cluster indicated that poverty and illiteracy rate goes hand in glove for the parents end up being ignorant. It is supported by Horvatin (2011) families that live in poverty are unable to support their children or involved in the child's counselling thereby impact the child's school achievement. The other finding noted in Matenda cluster was on time to work with the school since most of the time the parents will be involved with their chores in order to make ends meet and to source for the family survival. This is evidenced by Maluleke (2014) who argued that parental commitment to work overrides their responsibility towards involvement in the education life of the child. The distance from school was another notable factor because it was discovered that some parents live 6-9

kilometres from the school so their collaboration with the school was not of paramount importance considering the distance they will have to travel.

#### 4.4.4.2 Questionnaires for parents

**Figure 4.34 responses by parents on factors affecting parental involvement.**



In responding to factors affecting parental involvement 50% parents listed that poor communication with the school and there were of the age range 36-40 years. 10% distance and were parents of the age range 46-50 years. 10% time factor and of the age range 30 -35 years. 30% where of the notion that there was poor teacher parent relationship and of the age range 41-45 years. The findings militating parental involvement were considered as poor communication, time, distance and teacher parent relations. On time constraints a study in Charamba (2016) alluded to this by indicating that work commitments and time constrains negatively impact possibly because their work does not promote flexibility to attend to school activities. Page (2016) argued that work commitments frequently triggers low-income parents from making time for their children’s schooling. On teacher parent relations, it is important

that the school provides a good environment where parents feel valued and respected (Horvatin, 2011). Schools should therefore make every effort to create a warm, friendly and inviting environment to attract their parents' participation (Haines, 2012). The proponents of the school of thought the theory is interconnected to the education system as it encourages educators to have a sound relationship with the parents (Epstein & Sanders, 2006). This is in line with Tshuma&Ncube, (2016) who articulate that even before formal education was established parents have continuously been concerned and played a fundamental responsibility in the education of their children

#### **4.5 Qualitative data analysis from teachers and parents interview analysis**

##### **4.5.1 The support parents provide towards the counseling.**

###### **4.5.1.1 Interviews of teachers**

Teachers were asked the support of parents in reducing absenteeism, late coming and school dropout. All the teachers responded that the parent's activities do not reduce absenteeism, late coming and truancy but rather they promote it.

*'The parents do not support counseling activities at all they are the ones who ask learners to come to school late because they have to complete household chores and after that they will walk a distance of over 5 kilometers.'* Teacher 1

*'Some parents when they have to attend to community meetings they will not allow older children to come to school and they will stay at home taking care of the young ones.'* Teacher

3

Question 2

Teachers were asked whether parents assist learners with home work or if the parents are involved in co-curricular activities.

*“Some parents are willing to assist their children but they cannot because most parents here are not educated. Consequently, they cannot help”.* **(Teacher 4)**

*“The reason parents don’t participate in schools is their level of education which makes them feel inferior when communicating with educators”.* **(Teacher 6).**

The findings indicated that the literacy part limited the parents from assisting their children with their academic activities specifically homework. Most parents in the community were illiterate to the extent that assisting learners in their homework or extra lessons was unattainable. Studies have found that parents with low levels of education participate less in learning activities of their children because of their low self-efficacy and confidence in engaging school staff, poor knowledge of school system, lack of understanding of learning terminology, and own negative educational beliefs (Olusegun, 2017.)

#### **4.5.1.2 Interviews of parents**

##### **Question 1**

The parents were asked how often they participate in their child’s school activities and how usually they attend to school functions and how often the meeting are held.

*‘There is poor communication between the school and the parents so sometimes I don’t attend to any meetings and activities because my child forgets to notify me.’* **(Parent 1)**

*“In as much as I cannot assist the child with every aspect of the homework, I always asks them about their homework and the time they can execute the homework”.* **(Parent 3)**

##### **Question 2**

The parents were asked if they feel competent to help children with homework and general study at home.

*“I would love to assist my children with her school homework but I face the challenges with regards to the understanding of English. I always assist her when it comes to Shona homework”.* **(Parent 6)**

*“I am a grade six school dropout due to financial constrains so it is difficult for me to help my children with school homework, I am afraid of teaching my child the wrong things because of the new curriculum issues, I am not computer literate so how am I suppose to assist my child who is in grade one in ICT subject, I don’t know what a keyboard is and worse more the CPU and its use.”* **(Parent 10)**

*“I assist my children with homework but I face a challenge with assisting the one who is in Grade 7 particularly with Mathematics homework”.* **(Parent 7)**

Some parents expressed a desire to help their children with the homework but their inability to read and write is stopping them. There were of the impression that they are incompetent due to illiteracy. Parents in this study identified their lack of education and skills and their inability to write and read as the biggest obstacles in their parent-teacher communication and involvement with their children’s schooling. Poor communication networking was also highlighted to their attendance to school meetings. There is a weak communication channel between the school and the parents or community and this interferes with their involvement. It is of much importance for schools to have an effective school-home and home-school communication for PI to be more effectual. The role of communication was stressed by Epstein (1996) who argued that in order to promote effective home-school communication;

schools should establish regular two-way communication with all families about school programmes and children's progress.

#### **4.5.2 The importance of parental involvement in school counselling.**

##### **4.5.2.1 Interviews of teachers**

###### Question 1

Teachers were asked if it was important to involve parents in school counselling activities.

*“Involving parents in school activities is not necessary at all because some parents cause conflicts and some parents believes it is the duty of teachers to do all the counselling by themselves.”(Teacher 9)*

*“It is good to involve parents because they help us to monitor the behaviour of children at home and also to apply some counselling skills at home so that the children behave well at school and at home “ teacher 5*

###### Question 2

Teachers were asked if parents report any misbehaviour of their children to teachers and their expectations after making such reports.

*“A lot of parents are very protective of their children, they hide their misbehavior”. (Teacher 6)*

*“Mostly learner's misbehavior is reported by other learners because parents fear stigmatization.”(Teacher 4)*

From the findings it was noted that quite often parents ignore the misbehavior of their children to a larger extent. On the other hand the teachers are not safe to work with parents

because they regard their level of education to be low as compared to theirs. Just a few teachers approved the issue of involving parents with the idea that they might as well assist their children with the counseling skills at home.

#### **4.5.2.2 Interviews of parents**

##### Question 1

The parents were asked if they ask for extra work to give to their children at home for example text books or question papers.

*“Yes but some teachers are not ready to assist all the times instead they ask us for money to photocopy the question papers and where on earth will I find the money then education for the marginalized is very expensive.”* Parent 1

*“Some teachers are ready to do extra lessons but all they want is money and they even charge in US dollar and where do we find such money.”* parent 2

##### Question 2

Parents were asked if they report any misbehavior to teachers and their expectations after they report.

*“Not at all, it is not our duty to do that that is why we pay school fees for the teachers to guide our children”* parent 1

*“We just want teachers to teach our children what are in the curriculum, the rest is not their business”* parent 2

From the interviews it was noted that there existed a bad blood between the parents and teachers. The parents were accusing teachers of being greed and commercialising their help on the expense of the poor parents. Parents were arguing that all they want is the children to

be taught exactly what is prescribed in the curriculum and the behaviour of the children is of less importance to academic achievement. However, could their perceptions be true looking beyond the curtains of life? Haines (2012) emphasized that learners are best supported when their families and school have common goals and when they work together to achieve them.

#### **4.5.3 The collaboration that exists between the school and parents.**

##### **4.5.3.1 Interviews of teachers**

###### Question 1

The teachers were asked what they do as a school to involve parents in school activities.

*“The school organizes consultation days and annual general meetings where parents are involved in the learning of their children”.* Teacher 1

*‘we do our level best in sending invitation letters to parents but to no avail since illiteracy is the greatest enemy. (Teacher*

###### Question 2

The teachers were asked what they think must be done in future to involve parents in counseling.

*‘Some parents in the community have little or no knowledge on parental involvement. I suggest that the ministry should device mechanisms or to use workshop training to show the parents the importance of parental involvement.’ (Teacher)*

*“It can be suggested that those parents with low literacy level join the non-formal education to obtain functional literacy which can help and improve their level of education. The school is also a non-formal education centre”.* (Teacher)

In the above extracts it was noted of great importance to have workshops. The training workshops should be designed in a way that it equips both the educators and parents on the importance of parental involvement. Therefore, the use of workshops for parents to be an effective strategy for promoting parent involvement. It will be helpful if parents are given information on the importance of parent involvement in the education of their children.

#### **4.5.3.2 Interviews of parents**

##### **Question 1**

Parents were asked how the school communicates with them in terms of a child who misbehaves.

*Teachers normally invite us to the school when there are discipline issues with our children so I find it embarrassing to go to school because people will label my child as problematic’.*

**(Parent)**

*The way you are treated by teachers is not appealing to me. On consultation invitations they tend to lecture to me on child misbehavior forgetting to consult me as a parent about what we would like to know about caring and educating our children. Some teachers do not really know my child’s strength and weaknesses. Therefore, I found it pointless for me to attend consultations”.* **(Parent)**

##### **Question 2**

Parents were asked what they think is the proper channel of engaging them in school counseling activities.

*“We would be grateful if the schools can organize workshops and training for parents and provide more information on parent involvement.”* **(Parent)**

*‘We have weak communication channel between us as parents and the teachers’.* **(Parent)**

Poor communication skills were highlighted leading to parents boycotting the meetings. The manner in which parents are treated when it comes to matters relating to the education of their children forms an important feature as this may impact negatively in the didactic situation if not properly attended to. There are various methods that can be used to communicate with parents of learners. In this study teachers indicated that they use letter or word of mouth to disseminate information to learners. The information is usually shared during assembly time. School tend to invite parents when there is a problem that they have encountered. The problem might be based on an individual child or the school. Therefore, inviting parents to school becomes problematic as parents will view the invitation as having a bad impression. The interactional level of parent and teacher are problematic as the meetings mostly take a form of a lecture from teacher to parents. This also makes the parents to be reluctant to participate in school programs.

#### **4.5.4 Factors affecting parental involvement.**

##### **4.5.4.1 Interviews of teachers**

###### Question 1

Teachers were asked the factors affecting effective parental involvement at their schools.

*“Because most parents in this community are poor, they do not provide learning material for the learners. They developed a negligent attitude of being part of the school initiative”.*

**(Teacher 1)**

*“Poor communication between the school and the parents hinders effective parental involvement”* **(teacher2)**

*“The reason parents don’t participate in schools is their level of education which makes them feel inferior when communicating with educators”.* **(Teacher 3).**

## Question 2

There were asked ways to improve effective parental involvement

*“There is need to educate both the school and the community on the importance of parental involvement.”* Teacher 1

*‘I feel that the training should include both the teachers and parents. Personally, I have never been exposed to parental involvement, so to me it becomes a problem on how to involve parents.’* (Teacher 2)

*“There is need to improve communication skills between the school and the community.”*  
(Teacher 3)

The following are the perceived barrier that the participants highlighted with regards to parental involvement. The barriers include the parent’s level of education, parents’ financial constraints and weak communication channel. Schools ought to establish effective channels of communication between parents and teachers. Garry & Rayleen (2011) report that PI is low in schools as the majority of educators tends to invite the parents when their children display a problematic behavior.

### **4.5.4.1 Interviews of parents.**

#### Question 1

Parents were asked about the challenges and problems they face as parents in their involvement in school activities.

*“It is difficult for me to have time to assist my children with home because most of the time I will be busy selling my vegetables so that I fend for the family. It is only on Sunday when I have free time.”*(Parent)

*“The current economic situation has failed us. I am unemployed and it is making it difficult for me to even purchase my children’s schooling needs. I have three children and all of them need my attention”*. **(Parent)**

*“I am unemployed and I depend on doing piece jobs in the area so that my family survive. I have limited time with my children because I leave home and early and get home late from work”*. **(Parent)**

## **Question 2**

Parents were asked on measures to be done to improve their involvement in school activities.

*“If schools are built near homes we will have ample time to be involved in school activities since distance is a barrier.”* (Parent 1\_)

*“I think the best way for us to know the importance of parental involvement is through workshops and training. Every parent in the community should be given the opportunity and exposure to basics of parental involvement”*. **(Parent 2)**

It appears that from the above extracts parents are affected by their low socioeconomic status to be involved in the teaching and learning of their children. From the above extracts participants perceived unemployment as one of the setback to parental involvement. Thus, unemployment and poverty contributed to low levels of parental involvement. Poverty levels are making it difficult for parents to fully participate in the teaching and learning of children. It is either time which is limited as they spent it on work related activities or they cannot provide for the family because they are incapacitated. Study from Mutch& Collins (2012) found that poverty or low socioeconomic status of families is affecting the involvement of parents in their children’s teaching and learning activities. The same was also found in the study by Horvatin (2011) who indicated that families that live in poverty are unable to

support their children or involved in the child's academic life thereby impact the child's school achievement. The distance was also a barrier noted.

#### **4.6 Summary**

In this chapter, the researcher dealt with an investigation of parental involvement at three primary schools in Matenda Cluster in Zishavane District, Midlands Province. The chapter begins by giving the response rate. An analysis of the biographical information of participants followed. Quantitative data analysis on questionnaires followed and lastly thematic analysis was done. The research questions were answered and the research aims and objectives addressed under the following headings: the support parents provide towards the counseling, the importance of parental involvement, the collaboration that exists between the school and parents and the factors affecting parental involvement. It emerged that parents were involved in their children's education in a very limited way. Chapter five will provide the conclusion and recommendations based on the findings of this study.

## **CHAPTER 5**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter will give a summary of the whole research as well as giving the research's major conclusions and recommendations. The aim of the research was to explore the involvement of parents or family in school counseling in Matenda Cluster in Zvishavane District.

#### **5.2 Summary**

Chapter 1

Chapter one was about the background to the study, the problem statement and objectives and questions to be answered during the study.

## Chapter 2

Chapter two dwelt on literature review. Views by various authors were analysed to establish the significance and researchable gap for this survey. In the literature it was found that parental involvement is of much importance in the teaching and learning of learners. Additionally, there are also international and local obligations that govern the involvement of parents in the teaching and learning.

## Chapter 3

Research methodology was covered in this chapter with questionnaires and interviews being the data collection instruments. Justification for the chosen instruments was also done as well. The population of the study consisted of teachers and parents from three different schools in Matenda Cluster. The research consisted of 24 participants. The researcher was faced with challenges that includes participation by parents as most of the male participants cited time constrains as they had a lot of work to do. Above all, the covid 19 eras was a major blow for interviews were not successfully carried out as planned due to lockdown.

## Chapter 4

Data presentation and analysis was covered in chapter four. Quantitative and qualitative methods were applied depending on the data to be analysed. The chapter ended by giving a discussion on the findings of the research. It is confirmed in this chapter that the research problem of this study has been addressed and the research aim achieved. Despite the efforts by the education system to make education a universally accessible service, a number of

stakeholders still lag behind in participation in school activities. Education is one of the basic needs parents should provide to their children. Achievement in education requires collective participation by different stakeholders. The purpose of the study was to assess the involvement of parents in school counseling. The study examined the involvement of parents, the support provided to learners, the importance of parental involvement. The study was conducted in Matenda Cluster in Zvishavane District.

### **5.3 Major findings**

5.3.1 School heads and teachers had limited understanding of Parental involvement.

5.3.2 Parents are illiterate and have very low educational levels.

5.3.3 Parents have financial constraints to assist their children.

5.3.4. Weak communication channels between the school and the community.

### **5.4 Conclusion**

5.4.1. School heads and teachers have superiority complex in engaging parents and parents feel inferior to be involved.

5.4.2. Parents have challenges when assisting their children with homework, as they do not understand new curriculum concepts in the homework activities given to their children.

5.4.3. The schools are located in rural areas and coupled by a poor socio-economic and most parents come from poor, disadvantaged backgrounds so they are failing to provide educational materials for their children.

5.4.4 Parents were failing to attend to meetings, consultation and other school activities.

### **5.5 Recommendations**

5.5.1. Teacher training institutions, that is teachers' colleges and universities should give adequate attention and include parental involvement in their curriculum; the ministry responsible should conduct seminars and workshops to equip and empower them with the required skills.

5.5.2. Illiterate parents must be given the opportunity to be enrolled in the non-formal education so that they can obtain skills and qualifications.

5.5.3. Government should provide job opportunities or income generating projects in these communities in order for parents get more income.

5.5.4. The schools should devise efficient communication mechanism with parents, that is, a simple and most suitable way of communication is to be agreed upon.

#### **5.5.1 Recommendations for future studies**

5.5.1.1. Future studies should provide strategies that can improve parents' willingness to participate in school initiatives.

5.5.1.2. It is more helpful to get studies that can conduct a trend analysis on the improvement of parental involvement. That is, it is ideal to conduct follow-up studies with all stakeholders who participated in this current study to measure possible changes in the perceptions and practices as a result of exposure to this study.

5.5.1.3. The study further recommends that future researchers can conduct their study on a bigger area with an increased sample.

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## 7 APPENDICES

### APPENDIX 1 CONSENT FORM

My name is Caroline Kwiri. I am an undergraduate student at the Midlands State University currently studying towards a degree in Educational Management and Leadership. I am currently carrying out a study on parental involvement in school counselling in Matenda Cluster in Zvishavane District. Your school has been selected to take part in the study. I am therefore inviting you to participate in this study. Please note that any information you will provide will be treated as confidential and therefore will not be divulged to anyone without your consent. Names will not be used in this study therefore the information you provide will remain anonymous. Note that your participation is voluntary, you are free to choose to give or not to give answers of all or part of the questions. However, your cooperation is highly favored to make the endeavors of this study a success. I assure that all information collected will be kept confidential and the results will never be produced on an individual basis. Your contribution is highly appreciated

Signature of researcher.....

Date.....

I ..... Have read and understood the contents and terms of this invitation to participate in this study. I hereby declare that I am voluntarily participating in this research.

Respondent signature..... Date.....

## APPENDIX 2 QUESTIONNAIRE FOR TEACHERS

### QUESTIONNAIRE FOR TEACHERS.

#### MIDLANDS STATE UNIVERSITY

#### FACULTY OF EDUCATION

#### DEPARTMENT OF EDUCATIONAL Policy Studies and Leadership

Dear Teacher

This questionnaire is to help the researcher to gather information on parental involvement in school counselling at primary school level. I kindly request you to fill in this questionnaire as truthfully as possible. Information given will be treated with confidentiality and for the purpose of research.

For your information please note the following

1. Anonymity will be guarded at all costs.
2. Please give your responses to the alternatives given in each table by putting a tick mark
3. You are kindly requested to give responses to open-ended questions by writing.

Thank you in advance for your cooperation!

#### Section A

#### Personal Information /Demographic Data

Your current position:

- 1 Head       2 Deputy Head       3 Teacher in charge       4 Senior teacher   
5 Teacher

Your educational qualification:

1. Diploma
2. Degree
3. Any other specify\_\_\_\_\_

Sex:

1. Male       2.Female

Age:

1. <30 2. 30-35 3. 36-40 4. 41-45 5. >46

Teaching experience:

1.<5    2.6-10    3.11-15    4.16-20    5.21years and above

## **Section B**

### **PART 1: The support parents provide towards the counselling.**

This dimension stresses on the support parents provide towards the counselling. . Please kindly indicate by putting “X”mark, your degree of agreement using the following measurement scale:

Strongly disagree =SD Disagree =D Undecided=U Agree=A Strongly agree=SA

The support parents provide towards the counselling. SD D U A SA

1. Parents help learners with homework.
2. Parents usually attend to consultations.
3. Parents are occupied within the academic lives of their children.
4. Parents usually make queries with regards to child performance?
5. Parents escort learners to school to avoid absenteeism, late coming and school dropout.

### **PART 2: The importance of Parental involvement in counselling.**

This dimension stresses on the importance of Parental involvement in counselling. Please kindly indicate by putting “X”mark, your degree of agreement using the following measurement scale:

Strongly disagree =SD Disagree =D Undecided=U Agree=A Strongly agree=SA

The importance of Parental involvement in counselling. SD D U A SA

- 1 When learners play truancy parents report first to the teacher.
- 2 Queries are made to the school when learners report home late after school.
- 3 Parents are quick to attend to every counselling session when the school calls them.
- 4 The report books are signed by parents in confirmation that they have seen the child’s performance.
- 5 Homework is done properly and submitted in time accompanied by the parent signature.

### **PART 3: The collaboration that exists between schools and parents.**

This dimension stresses on the collaboration that exists between schools and parents. Please kindly indicate by putting “X”mark, your degree of agreement using the following measurement scale:

Strongly disagree =SD Disagree =D Undecided=U Agree=A Strongly agree=SA

**The collaboration that exists between the school and parents.** SD D U A SA

1. The school provide conferences and educational meetings for parents to explain the benefits of parental involvement.
2. The school calls the parent whenever the learner misbehaves.
3. Parents provide teachers with information on pupils’ life outside the school.
4. The school provides parents with academic report that shows the overall performance of the child.
5. The school organises consultation days for parents to attend to improve learner performance.

### **PART 4: Factors affecting parental involvement.**

Open ended questions. Please provide short and brief response to the following items

1. What are the benefits of parental involvement?

.....  
.....  
2. Are there factors that affect effective parental involvement at your school? Yes /No if yes list the factors.

a.....b.....  
.....c.....  
.....

3. How do you overcome the challenges affecting parental involvement?

.....  
.....

*Thank you very much for participating in this study.*

**APPENDIX 3 QUESTIONAIRRE FOR PARENTS**  
**MIDLANDS STATE UNIVERSITY**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL Policy Studies and Leadership**

Dear parent

This questionnaire is to help the researcher to gather information on parental involvement in school counselling at primary school level. I kindly request you to fill in this questionnaire as truthfully as possible. Information given will be treated with confidentiality and for the purpose of research.

For your information please note the following

1. Anonymity will be guarded at all costs.
2. Please give your responses to the alternatives given in each table by putting a tick mark
3. You are kindly requested to give responses to open-ended questions by writing.

Thank you in advance for your cooperation!

**Section A**

Personal Information /Demographic Data

What is your age range:

between 0-30; 31-40; 41-50; 60-70; 71 and above?

Sex: 1 female  male

Your educational qualification:

- (i) Grade
- (ii) Form
- (iii) Certificate
- (iv) Diploma
- (v) Any other specify \_\_\_\_\_

**SectionB**

**Part 1: The support parents provide towards the counselling.**

This dimension stresses on the support parents provide towards the counselling. . Please kindly indicate by putting “X”mark, your degree of agreement using the following measurement scale:

Strongly disagree =SD Disagree =D Undecided=U Agree=A Strongly agree=SA

The support parents provide towards the counselling. SD D U A SA

1. I assist my child with homework.
2. I usually attend to consultation days.
3. I am occupied within the academic life of my child.
4. I usually make queries with regards to child performance.
5. I usually attend sports activities at school to motivate my child.

**PART TWO: The importance of Parental involvement in counselling.**

This dimension stresses on the importance of Parental involvement in counselling. Please kindly indicate by putting “X”mark, your degree of agreement using the following measurement scale:

Strongly disagree =SD Disagree =D Undecided=U Agree=A Strongly agree=SA

**The importance of parental involvement in school counselling. SD D U A SA**

1. When my child refuses to write homework I report to the teacher.
2. I often call the school when my child comes home late from school.
3. I always attend to every counselling session when the school calls me.
4. I always put my signature in my child’s report book every term it is issued.
5. I apply corporal punishment to my child whenever he/she plays truancy.

**PART 3: The collaboration that exists between schools and parents.**

This dimension stresses on the collaboration that exists between schools and parents. Please kindly indicate by putting “X”mark, your degree of agreement using the following measurement scale:

Strongly disagree =SD Disagree =D Undecided=U Agree=A Strongly agree=SA

**The collaboration that exists between the school and parents. SD D U A SA**

1. The school provide conferences and educational meetings for parents to explain the benefits of parental involvement?
2. The school calls the parent whenever the learner misbehaves.
3. The parents provide teachers with information on pupils’ life outside the school.
4. The school provides parents with academic report that shows the overall performance of the child.
5. The school organises consultation days for parents to attend to improve learner performance.

**PART 4: Factors affecting parental involvement**

Open ended questions. Please provide short and brief response to the following items

1. What help do you offer to your child if he does not perform well at school?.....  
.....

2. Are there factors that affect effective parental involvement in school counselling activities? Yes/ No if yes write them down.

a.....b.....  
.....c.....  
.....

3. How best can you overcome the challenges affecting parental involvement?

.....  
.....

*Thank you very much for participating in this study.*

## **APPENDIX 4 INTERVIEW GUIDE FOR TEACHERS**

### **Interview schedule for teachers .**

**I am doing a research on parental involvement in school counselling in Matenda cluster. I kindly request you to respond to the following questions as truthfully as possible. Information given will be treated with confidentiality and for the purpose of research.**

#### **The support parents provide towards the counselling.**

**1 How does the parents support school counselling activities to reduce absenteeism, late coming and school dropout?**

**2 Do parents assist learners in doing their school work or in co-curricular activities?**

#### **The importance of parental involvement in school counselling.**

**1 Do you think it is important to involve parents in school activities?**

**2. Do parents report any misbehaviour of their children to teachers and what are their expectations to that?**

#### **The collaboration that exists between the school and parents.**

**1 What do you do at school to involve parents in school activities?**

**2 What do you think must be done in future to involve parents in counselling?**

#### **Factors affecting parental involvement**

**1 What are the factors that that affect effective parental involvement at your school?**

**2 Is there anything important relating to parental involvement which we have not covered?**

*Thank you very much for participating in this study.*

## **APPENDIX 5 INTERVIEW GUIDE FOR PARENTS**

### **Interview schedule for parents**

#### **The support parents provide towards the counselling**

**1 How often do you participate in your child's school activities? Do you usually attend school functions? How often are these meetings held?**

**2 Do you feel competent to help children with homework and general study at home?**

#### **The importance of parental involvement in school counselling.**

**3 Do you ask teachers for extra work to give your child with your assistance (question papers)?**

**4 Do you report any misbehaviour of your child to teachers and what are your expectations in this regard?**

#### **The collaboration that exists between schools and parents.**

**5 How does the school communicate with you in terms of your child who misbehaves?**

**6 What do you think is the proper channel of engaging you in school counselling activities?**

#### **Factors affecting parental involvement**

**7 What are some of the challenges and problems that you face as a parent in school activities?**

**8 What can be done to improve your involvement in school activities?**

