

DECLARATION

I, Anna Mmatsididi Magoro hereby declare that this Dissertation submitted for the Degree of Master of Education, in the Faculty of Educational Management at University of Limpopo has not previously been submitted by me for the Degree at this University or any other University.

I therefore declare that this is my own work in design and in execution, and all material contained therein has been duly acknowledged.

Signed:.....

Date:.....

DEDICATION

This research is dedicated to the following people:

1. My mother, Moshayi Flora Magoro and in the memory of
My late father, Sinkele Magoro.
2. My children Malekutu and Moshayi.
3. To all the colleagues who are committed to improve parental
involvement at their schools.

ACKNOWLEDGEMENTS

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Thirdly, I would like to extend my heartfelt gratitude to my sister's son Joseph Sathekge who has been supportive and encouraging throughout this study.

Fourthly, I would like to thank school principal, Heads of Departments, Educators and Parents in Mankweng circuit who were respondents in this study. Without the support of all the above people and those that I could not mention, this would not have been done.

Above all, I would like to thank the Almighty God for giving me strength, prosperity and power to complete this dissertation.

ABSTRACT

Lack of parental involvement in primary schools has been a burning issue to fellow educators, school managers and departmental officials in Mankweng circuit in Limpopo Province. Parents too were dissatisfied about their children's performance.

The main aim of this study was to investigate causes which hinder learner performance and intend to develop or propose strategies to be used to improve learner performance.

Research and practice indicate that parental involvement remains a crucial topic effort to enhance school effectiveness. However, principals in schools still experience a number of problems in this regard and do not succeed in obtaining optimal involvement of parents. The present research therefore investigated the Impact of Parental Involvement on Learner Performance. Although it was possible to isolate factors responsible for non-involvement of parents, it is clear that each of these factors must not be seen in isolation, they cumulatively compound the problem of Parental Involvement.

Method used for this study was qualitative and quantitative approaches. Populations were from parents, principals, heads of departments and educators. Questionnaires, interviews, observations and documents were used as instruments to obtain information from respondents. Data was analysed

using tables and figures. The major findings of the research revealed that, principals are of the opinion that parents in rural areas and lower socio-economic areas present a special problem as they lack interest in parental involvement in schools for education of their children.

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ABBREVIATIONS

SGB = School Governing Body

FD = Frequency Distribution

PI = Parental Involvement

HODs = Heads of Departments

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