

**TEACHERS' AND PARENTS' VIEWS ABOUT TEACHER-PARENT  
COLLABORATION IN LEARNERS' HOMEWORK: A CASE OF ONE SELECTED  
PRIMARY SCHOOL IN NDOLA, ZAMBIA**

**BY**

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Requirements for the Award of Degree of Master of Education in Educational Psychology**

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## DECLARATION

I **Brian Mulonda Sivile**, do hereby solemnly declare that this dissertation presents my own original work as it does not contain any work that has ever previously been submitted for the award of a degree at the University of Zambia or any other University. Furthermore, this dissertation does not reflect any published work or material from any other dissertation. I further declare that all sources cited are indicated and fully acknowledged through a detailed list of references.

Signature of Author.....

Date.....

## APPROVAL

This dissertation by **Brian Mulonda Sivile** is approved as fulfilling part of the requirements for the award of degree of Masters of education in Educational Psychology of Education. It is submitted with our approval as examiners.

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## ABSTRACT

The study explored teacher-parent collaboration in learners' homework in one school of Ndola District. The objectives of the study were to: explore the type of parental involvement in their childrens' homework. To find out parents' views about their involvement in their childrens' homework. Investigate teachers' views about parents' involvement in homework. Using Interpretive phenomenological research design the study utilised a sample of 12 participants from one selected school in Ndola District which included 6 grade five teachers and 6 parents whose children were in grade five. Purposive sampling was used to select teachers and parents while convenient sampling was used in selecting the school where the study was conducted. Semi structured interview guides were used to collect data which was analysed using the interpretive phenomenological analysis. The major findings in the study revealed that parents got involved in their children's homework by providing materials to their children, supervising childrens' homework, they also sought external help in homework and asked teachers to clarify homework issues where needed. On the views teachers get from parents regarding homework, the study found out that, illiteracy hindered their participation, busy schedules and lack of cooperation between teachers and parents were noted. On the importance of homework, the study revealed that homework motivated parents to check pupils' books, gave confidence in learners and ideas were shared by both teachers and parents. The study concluded on teachers' views on the need for parent-teacher collaboration in homework and findings were that, learners' weaknesses are easily noticed, reading skills are improved, absenteeism is also reduced in learners and discipline among learners is improved. Based on the findings, the study recommended that there was need for effective communication between teachers and parents in the giving of homework, this could be enhanced through having frequent PTA meetings to sensitise the parents on the importance of homework to learners. That the Ministry of General Education should familiarise the giving of homework in schools by putting it on the time table for learners.

**Keywords:** *Parental involvement, Collaboration, homework*

## **DEDICATION**

I dedicate this work to my wonderful family for the moral support they rendered to me during my time of study. To my loving wife, Pamela the pressure you endured to take care of the family for all the years I spent at the University. I can't forget to thank my father, Mr Kedrick Sivile for the role he played in my early primary school days, for the help he rendered to me each time I was given homework at school, My mother, Joyce Nalungwe for her kind heart, my brothers, Francis and Collins, my sisters, Miriam, Sandra and Kasuli dearly called Chimwemwe for the encouragement rendered which gave me the impetus to achieve my go.

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## **ACRONYMS AND ABBREVIATIONS**

DEBS:	District Education Board Secretary
EPSSE:	Educational Psychology, Sociology and Special Education
HSSRE:	Humanities and Social Sciences Research Ethics Committee
IPA:	Interpretive Phenomenology Analysis
MGO:	Ministry of General Education
MOE:	Ministry of Education
PAGE:	Programme for Advancement for Girls Education
PI:	Parental Involvement
PTA:	Parent Teachers Association

## **CHAPTER ONE: INTRODUCTION**

### **1.0 Overview**

This chapter provides the general background information on teacher, parent collaboration in learners' homework that sets the context of the research. The background is followed by the statement of the problem under investigation, the purpose of the study, the significance of the study, the research objectives and questions. The chapter also presents the theoretical framework in which this study is situated followed by the definition of terms as they have been used in the study.

### **1.1 Background of the study**

Schools are important institutions where learning takes place. They take a large part in the shaping of learners to grow into responsible adults. Braund and Reiss (2004) cited by Loxley Nicholls, Dawes and Dore (2010) stated that conformity was the art of learning and children were expected to learn whether they wanted or not. In order to ensure full collaboration between teachers and parents, teachers give homework to learners which is done with the help of parents at home.

Parents play a very important role in educating and providing learners with opportunities to reinforce and consolidate their classroom learning. Parental academic support is crucial because it highly impacts behaviour in children. When parents get concerned with education, children are more likely to be well behaved and have positive academic attitudes toward education resulting in a more academically successful life (Hutchins, 2015). Research shows that children's attitude towards activities, progression and character is highly impacted by parents' attitude towards education (Hutchins, 2012). Therefore, schools need to collaborate with parents in order to meet learners' expectations (Hattie, 2012). Additionally, Parental awareness of their responsibilities towards their children, value and interest, enhances effective support which results in sound academic performance (Sander & Sheldon, 2010).

## **1.2 Teacher –parent collaboration**

Teacher, parent collaboration plays a very important role towards the academic performance of the learners. In their work, Mislán, Kosnín, and Yeo (2009) define collaboration as a process of two or more parties working together hand in hand to achieve a common objective and goal. Effective collaboration is based on all parties' efforts in pursuit of similar goals. Collaboration is important for a reflection of practices and exchange of knowledge. It has been used as a main strategy to generate creativity and innovation for creating effective educational programs (Adams, 2005). Teachers face great challenges and often find it difficult to effectively meet the needs of all students (Narinasamy & Mamat, 2013). The creation of effective collaboration of teachers and parents requires a combination of teachers' and parents' knowledge and skills on instructional strategies (Friend & Cook, 2007; Kampwirth, 2003).

The underlying assumption of such partnerships is that teachers and parents should work together to provide the child with the best education possible. In reality, however, many different ideas and beliefs among teachers and parents can arise that leads to a disconnection in relationships and communication among them. In such situations, fluid partnerships between teachers and parents can be challenging and resulting tensions can emerge which, in turn, can affect a child's educational experience (Staples & Diliberto, 2010).

The collaborative team approach model emerged for addressing the curricular needs of all children in the classroom (Tanner, Linscott, & Galis, 1996). A collaborative approach between teachers and parents is based on its efficiency for decision making and its potential to produce high quality student outcomes. Teacher-parent collaboration may optimize students' monitoring and learning which may eventually lead to learners achieving their full potential (Lee et al., 2008; Reed, Osborne, & Waddington, 2012).

Studies in other countries suggest that teacher-parent collaboration is essential for teachers and parents to consult undertake joint efforts and share information in providing efficient and meaningful education for students in the Homework (Christenson & Sheridan, 2001; Hendersen & Mapp, 2002). Teachers and parents need to collaborate to identify what areas of students' development need attention and determine together appropriate goals and objectives to achieve (Carlisle, Stanley, & Kemple, 2005; Epstein, 2001). Work by Dittmer, Dyck, and Thurston

(1999), Friend and Cook (2007) identified several key concepts that determine the success of teacher-parent collaboration. These concepts include realizing that collaboration should be voluntary, the need to share resources, being responsible in decision-making, aim toward common goals, acknowledge each other's role, the ability to work together intuitively to plan a formal program process.

Teacher-parent collaboration is more difficult to promote and maintain if teachers and parents work as separate units (Braley, 2012). Teachers and parents require active communication with each other for shared decision-making and ideas. Lee and Low (2013) note that teachers' communication with parents is important for them to collaborate and share information. Effective communication between teachers and parents happens when both parties are honest and supportive of each other's responsibilities and roles (Unger, Jones, Park, & Tressel, 2001).

Other Researches have also shown that teachers and parents need to collaborate to adjust more effectively to their responsibilities, their roles and their actions to continually improve students' developmental outcomes (Bateman & Herr, 2006). Welch and Sheridan (1995) add that parents and teachers in collaborative relationships depend on one another equally and reciprocally. The process of "coming together" in education requires a re-evaluation and recreation of roles, responsibilities, and relationships. Teachers and parents need to recognize their shared interests and responsibilities of the student, and work collaboratively to create better opportunities for the student (Epstein, 1995).

According to Christenson (2002), sound educational outcome in teacher-parent collaboration relies on shared responsibilities. Cramer (2006) says teachers play a vital role by providing support to parents with the resources available inside and outside the classrooms and as executors of the educational plans while parents needs encouragement to carry out their roles effectively in their child's development and academic performance. Successful student outcomes can be more easily achieved if both teachers and parents know each other's role in the collaboration process.

Factors such as unclear role definitions between parents and teachers can impede the teacher-parent collaboration process effectiveness. The role of parents has always been an important topic in education practices (Braley, 2012; McDermott-Fasy, 2009). Past research indicates the

reasons for parental involvement in the child's education (Hoover-Dempsey, Walker & Sandler, 2005), and the different ways parents can become involved (Driessen, Smit, & Slegers, 2005; Lee & Bowen, 2006; Wanat, 2010) and how parental involvement improves students' outcomes (Hoover-Dempsey et al., 2005; Milan et al., 2009; Wanat, 2010). For an effective collaboration, teachers' and parents' need to engage each other in homework for the learners.

In view of the important role that homework plays in education there are several countries world over that have formulated policies on how homework is supposed to be administered in schools. In the Zambian context, this was done in order to improve learners' performance in schools. Zambia has had three policy documents since independence in 1964. Among them is the *Focus on Learning policy* which was published in 1992 (MOE, 1992). The policy puts emphasis on pedagogic routines, such as careful preparation of lesson plans, giving an assessment of pupils regularly and the marking of homework. It further states that homework needs to be institutionalized and given to pupils on a regular basis, thoroughly marked and quickly returned (Focus on learning, 1992; Educating our future, 1996)

Ministry of Education Strategic Plan 2007-2011 also stresses that homework shall be compulsory. When designed and implemented properly, homework is a valuable tool for re-enforcing learning that took place in a classroom. It teaches the lesson of accountability, diligence and an appreciation for knowledge (Nicole, 2013).

In Zambia there are attempts to strengthen homework in order to improve academic performance among learners (Educating our future, 1996). Studies, as stated above by various scholars have indicated that the administration of homework in a proper manner can improve performance in learners. It is against this background that this study sought to establish teacher-parent collaboration in learners' homework.

#### **1.4 Statement of the problem**

Homework worldwide has been recognised as one tool which can help improve academic performance in institutions of learning (Sander & Sheldon, 2010). A number of studies done in Zambia have also shown the importance of homework towards the improvement of academic performance among learners (MOE, 1996; Mumba et al., 1998; Kang'ombe, 2013, Katele, 2016 & Singogo, 2017). However, none of these earlier studies has endeavoured to give an insight into

how teachers and parents collaborate in learners' homework in Zambian schools, particularly in Ndola District. This identified gap prompted the undertaking of the current study.

#### **1.4 Purpose of the study**

The purpose of the study was to investigate teacher-parent collaboration in learners' homework among the grade 5 learners at a selected primary school in Ndola District.

#### **1.5 Research objectives**

1. To explore the type of parental involvement in their childrens' homework.
2. To find out parents' views about their involvement in their childrens' homework.
3. To investigate teachers' views about parents' involvement in homework.

#### **1.6 Research questions**

1. In what ways are parents involved in their childrens' homework?
2. What are the views of parents regarding their involvement in childrens' homework?
3. What are teachers' views regarding parental involvement in learners' Homework?

#### **1.7 Significance of the study**

The study was designed to establish teacher-parent collaboration in learners' homework in Ndola District. It is hoped that the findings of the study may help the Ministry of General Education and other stakeholders to strategize on how best the homework can be properly administered to the learners. It is also hoped that the findings of this study may be of use to policy makers, researchers and practitioners. About the policy makers, it is hoped that the findings of this study may give them an up to date understanding of teacher- parent collaboration in learners' homework. This may give them a solid foundation upon which future policies concerning similar initiatives may be designed. Moreover, the findings may be used in the monitoring of the implementation process as well as the evaluation of policies that concern teacher- parent collaboration in learners' homework. Regarding the researcher, it is anticipated that the results of

this research may add new information to the already existing body of knowledge in the area under study.

## **1.8 Theoretical framework**

In an attempt to explore teacher- parent collaboration in learners' homework, this study was guided by Epstein (1995) theoretical perspectives on parental involvement in children's education. The works of Epstein has supported, the meaning of parental involvement in children's education and identified the premise stating that parental involvement should go beyond school and home, inviting a partnership between homes, schools and communities (Wright, 2009). In the six types of Parental Involvement framework, Epstein implied that guardians who were informed and engrossed in their children's trainings can positively impact their child's attitude and performance. The six types of involvement interactions take action as a framework for classifying behaviours, responsibilities, and deeds performed by school personnel and family and community members, working hand in hand to augment involvement and student achievement that activate within the theory of overlapping spheres (Epstein et al., 2002). The six types of involvement are delineated in the chase conduct. Firstly, is the Parenting. This is the helping where parents and extended family members are aware and conversant about child maturity, and offering possessions that permit them to ascertain home environments that can enhance learning. Secondly is Communicating-effectively between teachers and parents. Effective communication refers to a two-way system of communication about school events and student academic or personal development and progress, and/or insight within the home environment between parents and teachers. Third is Volunteering-organizing and participating in activities initiated by school personnel like parent- teacher and community association or generated by community members aimed at supporting students and school programs, such as service-learning projects, violence reduction assemblies. Fourth is the Learning at home wherein the school provides information to parents and families about school procedures like homework opportunities, grading rubrics in order to help them supplement their children's academic activities. Fifth is the Decision-making in which this includes the parents and family members from all backgrounds are included as representatives and leaders of school committees and agree upon the educational events. Finally is the Collaboration with the community-identifying and integrating funds, services, and other assets from the community to lend a hand and meet the

needs of school personnel. This theory fits in very well as it dwells much on what my study intended to achieve on teacher-parent collaboration in learners' homework. The theory dwells more on parental involvement in learners both at school and at home.

### **1.9 Delimitation of the study**

The study was conducted at one selected primary school in Ndola District of the Copperbelt Province of Zambia. The school was selected on the basis of having the highest number of streams for grade 5 classes.

### **1.10 Limitation of the study**

Since the study was conducted at one of the selected Primary School in Ndola District, the study cannot be generalized to primary schools in the Republic of Zambia. Secondly, interviewees particularly, some parents and one teacher refused to be recorded despite being assured that their responses were confidential. This made it difficult for the researcher to quote and write down all the responses. This scenario does qualify the possibility of these interviewees holding back information which would have been cardinal for this study. However, the researcher made sure that he wrote down most of what was said.

### **1.11 Operational definitions**

**Home work-**This is work given by teachers to learners to do at home with the help of parents

**Parental Involvement-** The participation of parents in the affairs of their Childrens' school work.

**Collaboration-** This is mutual participation that exists between two or more parties to achieve a common goal.

**Teacher-parent collaboration-** It is a mutual understanding between teachers and parents intended at improving performance in learners.

### **1.12 Summary of the Chapter**

This chapter provided the background which puts the problem of the study into context. The chapter further looked at homework as one of the tools that can help learners achieve their

potentialities in the learning process if the environment is made conducive. This can only be achieved through effective collaboration between parents and teachers in learners' homework as stated by Epstein. The chapter also looked at the statement of the problem, the research objectives and research questions. Also covered in this chapter are the following: Significant of the study; delimitation of the study; limitation of the study, operational definitions and the theoretical framework. The next chapter focuses on reviewing studies that are related to the current study.

## **CHAPTER TWO: REVIEW OF LITERATURE**

### **2.0 Overview**

In this chapter the researcher focuses on reviewing literature that relates to how teachers and parents collaborate in learners' homework. Borg and Gall (1979) contend that literature review was designed to provide the reader with an understanding of the previous studies conducted in the field he or she is studying. As a result, he/she will have a better understanding of what he or she is researching on and be able to fit the findings into the overall context. The Literature will be presented in themes as follows; parental involvement, history of homework, importance of homework, types of parental involvement in learners' homework, parents' views of their involvement in homework, benefits and barriers to parental involvement in learners' and teachers' views on parental collaboration in learners' homework.

### **2.1 Parental involvement**

There are several perspectives on the concept of parental involvement from teachers, parents and even students. Defining parental involvement depends on their respective experience. However, parental involvement has been defined by many researchers in many ways. The term "parents" refers to people who are engaged and more involved in caring for children. Parents here are not only the core family such as a father or mother, but includes also grandparents, foster parents, and guardians (Hornby, 2011). Parents have the responsibility of raising, educating and guiding offspring towards a better life in the future. Thus, they prepare their children to socialize with the outside world. Parental involvement is the essential factor in improving the knowledge and supports children's education. It is referred to as the relationship between parents and children that plays a part in their children's progress and also leads the parents to take part in schooling processes (Reynolds, 1992).

In general terms, parental involvement can also be defined as representing "... parents' active commitment to spend the time to assist in the academic and general development of their children" (Borgonovi & Montt, 2012, p. 20 as cited by Daniel, Wang & Berthelsen, 2016). Fantuzzo et al., (2004) as cited by Yoder and Lopez (2013) define parental involvement as communication between home and school, supporting learning at home, participating in school activities, and having a voice in decision-making practices within the administrative structure.

The development of children in learning progress can be identified by such indicators as better grades, attendance, and a good attitude. It can be monitored through good communication between parents and teachers. One form of parental involvement in school is communicating with teachers. Communication can be a bridge for parents to get involved in children's education. In essence, parents have an obligation and responsibility to carry out the education of their children. The role of parents in the learning process can influence children's development. For this reason, the quality of education can be improved by involving parents in education.

Wood, (2003) as cited by Ibrahim and Jamil (2012), did a research on parental involvement and one of his findings showed that parents who are involved in the school process of their children will enhance academic success at school. The research further stated that the involvement of parents is necessary as it improves the academic achievement of students. When the parents get involved in the learning process, the children will be motivated to do better at school. Participation of parents in learning, such as assisting their children in doing homework or assignments from school, being a volunteer, contributing through support and affirmation of their children's achievement can be identified by better grades, attendance, attitudes, and homework completion (Smith, Wobhlstetter & Pedro, 2011). Reynolds (1992, p. 446) states that "The indicator of PI obtained from parents, teachers, and children regard, potentially enriching interactions with the child at home or in support of the child at school". Intense contact with children at home and facilitating them in school is also included as an indicator of parental involvement. The research above confirms that indeed PI in school work is cardinal. There can be no meaningful benefit if both parents and teachers do not collaborate in ensuring that a learner is helped. It is against this background that this research intended to look at the extent of collaboration that exist between teachers and parents in learners' homework.

Olmstead (2013) also did a research on parental involvement. The purpose of this study was to determine whether emerging technologies facilitate better parent-teacher communication and parent involvement, and classified them into two; reactive and proactive involvement. Reactive involvement, according to him means parents attend to school programs that are organized by the school such as parents' meetings, family gatherings, or volunteering whereas proactive involvement is the participation of parents in assisting their children, completing homework, discussing school activities, and following the children's improvement. Data were collected

through surveys and semi-structured focus group interviews to analyse the relationship between parents' and teachers' perceptions of student achievement when electronic communications are used between parents and school. The study revealed that parents and teachers both place a high value on proactive parent involvement. Because proactive involvement does not require parents to be physically at their children's school, the question of how technology can be used to keep parents involved in their children's academic lives becomes important. As access to technology continues to expand, the capabilities for connecting parents to schools will continue to grow. As schools invest in websites, phone calling systems, parent portals, online curriculum, and other types of technologies that connect schools to home, research needs to continue to focus on the effectiveness of these technologies to increase parent involvement. As can be seen from the study, it solely focussed on the improvement of technologies as the only way of enhancing parental involvement between teachers and parents (Olmstead, 2013). This study did not look at other means that teachers and parents can use to enhance collaboration such as homework which this research intends to explore.

In an experimental study of the benefit of parental assistance with homework, Van Voorhis (2011) found that training parents in helping with homework could provide benefit. Van Voorhis undertook a 2-year experimental study in which teachers were trained in homework design and parents were instructed in how to help their students. Van Voorhis used an interactive system called Teachers Involve Parents in Schoolwork (TIPS). TIPS used high volume communications with parents, work sent home consistently with sufficient time for families to participate, and feedback from parents. Using the TIPS intervention with third- and fourth-grade students, Van Voorhis (2011) reported that when parents were guided in the correct way to help their student, family stress levels regarding homework decreased. When homework was specifically designed to align with curriculum and state standards, student standardized test scores showed significant increases. Van Voorhis (2011) noted that homework design must be improved, and teachers needed more professional development time. Kralovec and Buell (2000) discussed TIPS in their book, but had a very negative outlook about the program because it can be expensive and verifiable beneficial results were not always obtained.

Caterer et.al (2013) also carried a research on parental involvement and found that in Rwanda parents of children in high performing schools were significantly more involved than their peers with children in low performing schools particularly in support for learning and assisting children with homework. Even though the study made a significant attempt in establishing the effect of parental involvement on students' academic performance, no attempt was made to establish effect sizes and extent to which parental involvement predicted variations in school academic performance. The study is also limited in sample since teachers, students and head teachers were not included in the study.

## **2.2 History of Homework**

As early as Plato in ancient Greece, the purpose of education has been defined by different philosophies such as seeking truths, discovering ways to solve problems, learning to think, or support achievement (Ozman & Craver, 1981). Pragmatist John Dewey was instrumental in guiding American education philosophical standards. He alleged that education should teach students to learn from experience and form good moral attitudes. By the time America was establishing and defining public school systems, the philosophical idea that school was the work of children emerged. The work ethic that continued to drive American public education facilitated the evolution of schooling from the one-room schoolhouse, through graded classrooms, to eventually the elementary, middle, and high school structures that are common in American public schools today. The purpose of American schools has also become more specific. Schools have been defined as training grounds for American culture as well as promoting the superiority of the American way and people (Spring, 2011).

In the early nineteenth century, students were not required to attend school beyond the age of 14, so students whose families elected to have them attend school past 14 rarely complained about homework. Homework was necessary in one-room schools because students prepared for an oral presentation of their learning, which was the style of schooling at that time; to be successful, they must prepare at home (Gill & Schlossman, 2004). In the first half of the twentieth century, critics began to question the loss of free time for elementary children. Most negative attention focused on the belief that homework restricted younger children from physical activity and time outside. Critics also suggested that children should be given time to explore creative outlets such as

music and art. As early as the 1930s critics pointed out that homework, research did not confirm that homework improved academic achievement for elementary students. Parents supported homework because it allowed them to be involved with the school and kept children home at night. During this time, there were no recommendations for homework standards for elementary students (Gill & Schlossman, 2004). By the end of the 1950s, America's space race with the Russians accelerated parents' desire for students to have rigorous instruction and homework. Great pressure was placed on teachers and schools to improve the US world standing in math and science achievement.

However, since the 1960s, a 15-year cycle emerged whereby each phase changed the pressure on parents and students and reversed support for homework (Cooper et al., 2006). The impetus for homework at all grade levels can be traced back to two US Department of Education (USDOE) publications from the 1980s – *A Nation at Risk* (Gardner, Larsen, & NCEE, 1983) and *What Works: Research on Teaching and Learning* (USDOE, 1987). Walberg (1986) gave specific recommendations on homework in his report. The math scores of American students on an unnamed assessment were compared to the scores of students in other nations. The recommendation was for teachers to regularly assign well-designed homework related to the class work because American students were third from the bottom in eighth grade mathematics and at the bottom for twelfth-grade algebra and calculus (Walberg, 1986).

### **2.3 Importance of homework**

According to Cooper (1989), homework can be defined as any task that is assigned to students by the teacher for the intended completion during *non-school hours*. It is believed by many educators that homework can have a significant impact on a student's achievement; however, not all teachers assign homework and not all students will complete the homework that they are assigned (Cooper et al., 2006).

Homework in this case on the other hand plays a very important role in the development of skills and establishment of patterns of behaviour to develop lifelong learners. It is important as stated above, that teachers and parents know that homework improves child's memory and thinking capability which is also positively linked to students' academic achievement, this is because it keeps the mind of learners active all the time. This is supported by Buttaro (2010) who points out

that, parental assistance in homework has an antidote to academic achievement and monitoring children's homework has proved to raise academic performance. Homework has an influence on academic performance, however; parents must endeavour to help their children in doing homework as this helps in creating a cordial relationship between parents and teachers. Homework is one instructional strategy that may engage parents in ways that influence student achievement. Similarly homework to learners is important because it raises the efficiency of learning (Epstein & Voorhis, 2000; Voorhis, 2011; Kidwell, 2014).

It is of great significance for parents to express willingness to discuss homework questions, encouraging child's education as well as efforts in providing a quiet, well-lit place for doing homework. Regardless of socioeconomic status, all parents must support their children with homework (Clifton, 2014).

Over the course of the 20th century, experts, teachers, and parents have not had much agreement on the issues of homework. Since parental involvement relates positively to student achievement, educators now generally agree that parents need to be involved in schooling. Although it is generally agreed among parents and educators that parents should be involved, they remain in a heated battle over who should take the "lead" in the education of children (Gill & Schlossman, 2003). Even though research has recognized the validity of homework, most research does not provide specific suggestions for implementation. Research has generally been slow when it comes to formulating firm conclusions on the basis of reported findings. A synthesis of research over the past sixty years has only produced a handful of recommendations (Marzano, 2003)

Parents, having contact with their child's efforts in completing their homework assignments, take co-responsibility for its execution. Cooperation with parents is necessary in order to make homework assignments more useful, as parents are the ones providing resources, study locations, encouragement and support during the assignments. (Bryan & Sullivan-Burstein, 1997) It is common that parents and children have a different opinion on how and when homework should be done. Research carried out on homework effectiveness indicates that the positive impact of learning is not at the time spent studying, but in the quantity that is learned and understood. (Marzano & Pickering, 2007) contend that if there is too much homework, then the classroom work has been conducted ineffectively (Cooper, et al., 2006; Kidwell, 2004) and the time spent

on homework loses its effectiveness. Cooper advises that homework capacity should follow the '10 minute rule', meaning that all of the homework should be done within 10 minutes multiplied by the grade in which the student is in (Marzano & Pickering, 2007), for example a student in the 6th grade should have an hour of homework. As such the most suitable homework completion time during the II stage of primary school is approximately 1 hour. Homework is often a school requirement for successful learning and parents create, in order to help their children, homework study structures similar to the school system (Creating the study environment, time management planning etc.). Often the control of these learning structures is in the hands of the parents, in other times parents follow the wishes of the children or create other methods to incorporate family time into the learning process (Hoover-Dempsey, et al., 2001; Hong & Milgram, 2000).

Kidwell (2004,) writes that more often than not parents do not know how much they should be involved in helping their children with their homework. Even the research results in parent's involvement in homework are mixed. Some research has shown that a parent's involvement in homework has no influence on the students' learning achievements.

Other research has shown that those students whose parents are involved in their homework are actually doing worse academically, yet that could be attributed to the fact that they are those students who already receive lower marks and who therefore required more parental assistance (Cooper, Lindsay, & Nye, 2000). At the same time many researchers emphasise the importance of parental assistance with homework (Hong & Milgram, 2000), as it may increase the students understanding of his/her capabilities and the importance of effort and focus in order to increase academic achievements (Hoover-Dempsey, et.al., 2001). If parents have a positive attitude towards homework, then it impacts the student's attitude and will lead towards better academic results (Cooper, Lindsay, Nye, & Great house, 1998).

By allowing students to do their homework in their chosen style, it is possible to change their attitude towards homework and improve their results (Bryan & Sullivan-Burstein, 1997; Hong & Lee, 1999; Hong & Milgram, 2000). It is therefore increasingly important to acknowledge the effectiveness and necessity of homework according to parents in order to respond to the expectations and needs of the society.

Moroni, Dumont, Trautwein, Niggli, and Baeriswyl (2015) studied the effect that parents help with homework had on sixth-grade students in Switzerland. Their goal was to determine if there was a difference between the quality and quantity of the parental involvement. The researchers labelled helpful intervention by parents as support and intrusive intervention as interference. They found no significant correlation between support and interference. However, they found that support raised reading achievement and interference lowered it. When the quantity of homework was analysed, the researchers found that frequent involvement was negatively associated with achievement. They suggest that children likely view greater parental assistance more as interference than as a support (Moroni et al., 2015). Another study that yielded similar negative results of parent involvement was conducted by Nunez et al. (2015). In a study of parent involvement in homework that spanned elementary through high school levels, Nunez et al analysed parent involvement in terms of control and support. In the study, control was defined as pressure on students to complete homework, and support was interpreted as favourable help. Nunez et al also looked at parent involvement and its relationship to academic achievement. They found that support had a positive effect on homework completion at all levels, whereas control had a negative effect. At the middle and high school levels, parental support had a positive influence on academic achievement. However, at all levels, parental control had a negative effect on academic achievement (Nunez et al., 2015).

Tam and Chan (2009) also conducted research on elementary school students in Hong Kong. It examine Hong Kong Chinese primary school teachers' homework conceptions with respect to preference for assignment type and perception of homework functions. Using a combination of homework diaries and student and parent questionnaires, the researchers gathered data to determine parental involvement and its relation to academic outcomes. Tam and Chan found that because of Chinese culture, societal expectations, and a high value of education most parents and students spent a large amount of time on homework. Parents supervised, 41 provided structure, and assisted with assignments for many children (Tam & Chan, 2009). According to the findings of this study, parents who did not participate often had lower education levels or additional children in the home (Tam & Chan, 2009). For early elementary students in this study, parent support trained children to recognize that self-regulated learning would lead to higher academic performance. For older elementary students, parent support fostered independent learning. The findings indicated that younger children needed parent support, regardless of whether they

understand the child's homework or not parents have the responsibility to provide support, supervision and encouragement to their children as they do homework but the support did not need to last into later elementary years to have a positive influence on academic performance. (Tam & Chan, 2009; Munsaka & Kalinde, 2017)

When Fox (2016) studied homework and families in North Carolina to determine best practice for students at risk because of socioeconomic status, she found that the six female parents in the study appreciated homework as a communication tool and a way to establish a home routine for their children. The mothers also viewed homework time as quality time for the family and a way to occupy students at home without using TV or video games. All the children in the family met as a group, receiving help from siblings or other family members. According to Fox's findings, more homework was preferred, as the experiences were very positive for the group that she studied. The participants valued the family time and opportunity for education enhancement (Fox, 2016).

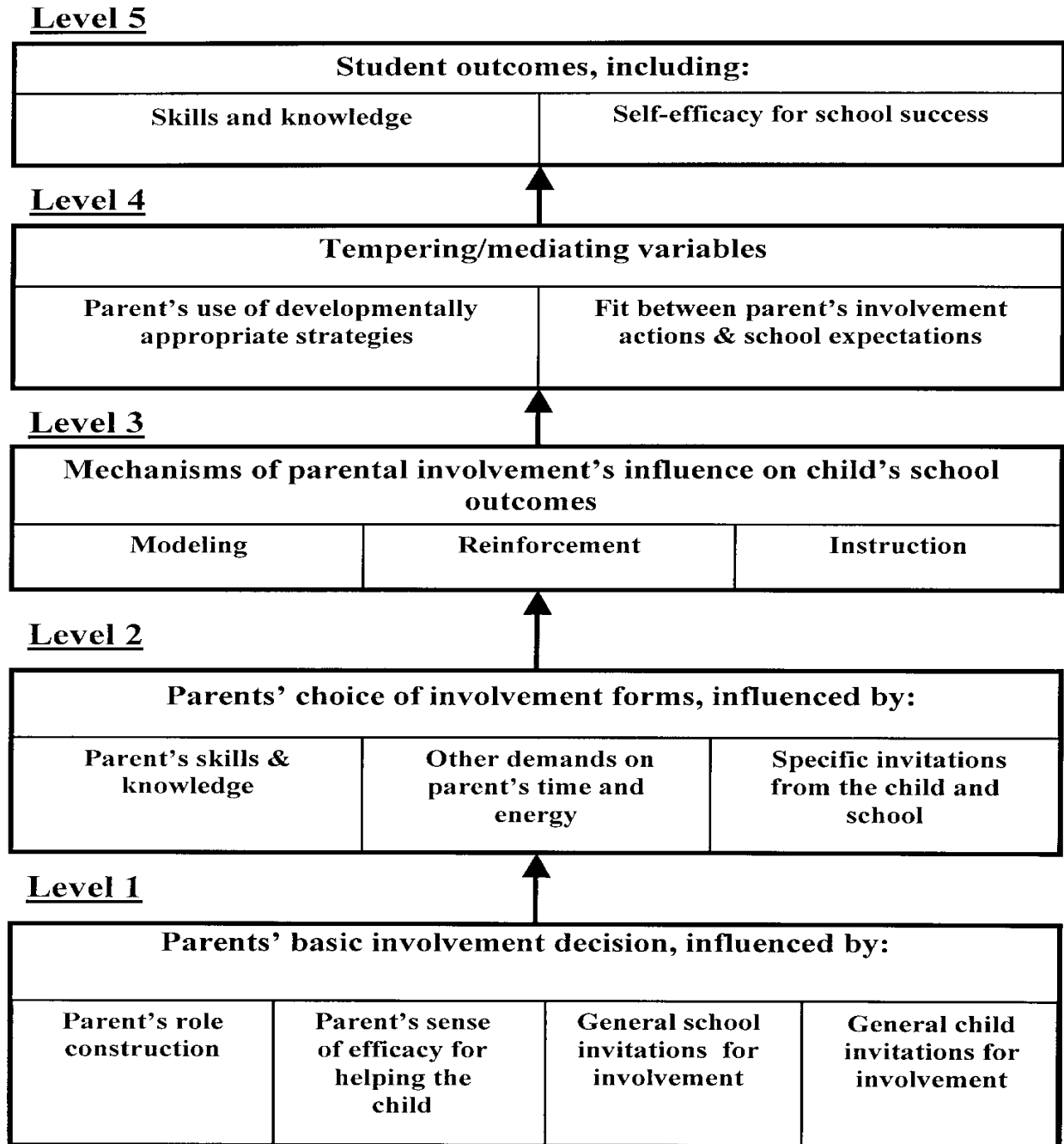
As stated by various scholars, we can deduce that parental involvement through homework can act as a tool towards helping learners to achieve their potentialities. Though it cannot entirely be said that parental involvement is synonymous with academic performance as highlighted by Moroni, Dumont, Trautwein, Niggli, and Baeriswyl (2015)

Parents need to be aware of their roles and responsibilities in educating their children. The desire to engage in any activity related to their children's education both at home and in school involvement should be owned by each parent. The concept of parental involvement in this part is clear based on the definition of the authors that emphasizes it in different aspects. It is related to the multiple perspectives that are influenced by their lived experiences. An explanation of the type of parent involvement both at home and at school will be explained in the next sub-section.

#### **2.4 Types of parental involvement in learners' homework**

The parental involvement approach that focuses on Epstein's framework has a different perspective in considering the behavioural dimension of parents than Hoover-Dempsey's and Sandler's model. The psychosocial dimension of parent engagement based on Hoover-Dempsey and Sandler's model was categorized into three parts: participation of parents in school such as

assisting their children to do homework or assignments from school and being a volunteer; contributing through support, affirmation to their children's achievement; and implementing social values such as having great hopefulness for their children's success in education (Chen & Gregory, 2010). This is illustrated in the table below



**TABLE 1:** Hoover-Dempsey and Sandler's (1995, 1997) original theoretical model of the parental involvement Process.

Other than the types of parental involvement as postulated by Hoover-Dempsey & Sandler (1995,2005,2010), many other researchers have also examined the types of parent involvement in schooling processes related to parents' participation in supporting the learning process. The findings generally include the following: parents' contribution in education in paying tuition fees routinely and providing for the children's needs (Hornby, 2011), parents' participation related to school programs such as assisting in doing homework and attending school events (Meintjies, 1992 as cited by Ibrahim & Jamil, 2012), parents' encouragement of their children's behaviour (Atkinson & Forehand, 1979 as cited by Chen, 2009), and parents' expectations for their children's achievement in the learning process (Fan & Chen, 2001; Houtenville & Conway, 2008). Most importantly, the school can renew its programs in encouraging parents to be more involved in the schooling processes. Parents' responsibility is to provide children's needs such as paying tuition fees, taking to and picking up their children from school and buying books.

According to Peng and Lee, (1993) as cited by Werf et al., (2001) that the home variable and the count of parent-child activities have a significant portion of variance, yet there is a negative relationship between discussions at home about school activities and academic achievement. It is an essential role of parents to support their children's learning process in education. Basically, time to interact at home between children and parents is less compared to the time children spend at school. Furthermore, the quality of communication and interaction between children and parents motivate the children in learning to enhance their achievement in the future. In addition, the participation of parents in assisting in doing homework or assignments from school also supports their children's achievement.

Pomerantz and Eaton (2001), claimed that especially for middle-class European American families, children's performance in school is predicted to increase when the mother assists in her children's homework for 6 months after. Contrariwise, Hill and Tyson (2009) claimed that parents' assistance in doing homework or assignments from school, accompanying and ensuring the homework is complete were the only types of participation that inconsistently related to their children's success. Basically, parents assist children who are having difficulties in doing homework from school even though the children do not feel the parents' assistance is necessary, and also parents may examine it to make sure that is correct so that the children's understanding will be better.

Another form of parents' engagement is attending the school. Parents' attendance in a school's event is helpful for them and the teachers. The parents are able to know about their children activities and progress in learning. Here, the teachers will know more about their students' problems and attitudes at home, which help teacher's find the solutions concerning how to support the students in the learning process. Moreover, the school can develop school programs to increase parents' involvement at school. Next, parents' encouragement can improve the behaviour of their children.

Fan and Chen (2001) underscored De Hass assertions, they claimed that the control and support of parents at home have virtually no connection with their children's progress, but the parents' expectation for their children's success has a positive relationship with their children's achievement. Therefore, high parent expectation is the only way that can strengthen children's motivation to achieve their goals in education.

The study of parent involvement considers the theoretical framework of Epstein. She has developed the most reputable framework about parental involvement which defines six types of parent engagement (Epstein, 2010; Epstein et al., 2002. Epstein's framework, 2001, 2011) and served as the frame of our study through exploring parent collaboration at home and also at school in learners homework. Henderson and Mapp, (2002) as cited by Patrikakou and Anderson (2005) claimed that parents' engagement is often classified into two broad categories: "at home" and "at school". It shows how parents are able to be involved in the schooling process, as well as to examine whose parents are active or not in involving themselves in their children's learning process. Epstein's framework, categorizing parents' engagement related to the school-family community model into six types, was derived from the theory of overlapping spheres of influence (Epstein, 1995 as cited by Sanders & Epstein, 1998, p. 4; Ibrahim & Jamil, 2012, p. 39; Smith, Wohlstetter, Kuzin & Pedro, 2011, p. 77).

Sanders and Epstein, 1998, p. 4 said:

*"The six types of involvement are:*

- 1. Parenting — helping all families establish home environments that support children as students;*
- 2. Communicating —designing and conducting effective forms of communication about school*

3. *Programs and children's progress;*
4. *Volunteering recruiting and organizing help and support for school functions and activities;*
5. *Learning at home providing information and ideas to families about how to help students at home with school work and related activities;*
6. *Decision-making — including parents in school decisions*  
*Collaborating with the community — identifying and integrating resources and services from the community to strengthen and support schools, students, and their families”.*

Basically, the above shows specific responsibilities of parents. Each type of engagement of parents or relationship between parents and school has different outcomes for students. The type of the basic obligations at home is parenting. However, communicating is the basic obligation at school. Therefore, parent involvement in the schooling process consists of home-based involvement and also school-based involvement (Sui-Chu, 1996; El Nokali et al., 2010; Strickland, 2015). For example, home-based involvement as the engagement of parents refers to type 1 and 4, which means when parents assist their children about motivation in learning it provides conditions that support them comfortably in studying. On the other hand, school-based involvement as the participation of parents refers to types 2, 3, 5, and 6, which show their awareness of involvement in schooling processes (Hayes, 2011 as cited by Strickland, 2015).

El Nokali et al., (2010) said that parental involvement includes the behaviour at home and participation at school in trying to promote children's educational learning.

Kim (2009) and Green (2007) also did a study on parental involvement and classified parental involvement as having different domains. Parental involvement at home and parental involvement in the school. From this viewpoint, parents have different perceptions about their role in their child's academic success. Kim (2009) alluded that when parents were active in their children's school lives by volunteering in school, participating in school activities, and attending teacher-parent conferences, the children achieve more in school. According to Kim's research, parental involvement has highlighted that visibility of the parents in school has an important factor in the academic success of the child.

Similarly, Wanat (2010:412) in his research looked at the types of themes found in comments from parents: (a) types of involvement that parents found meaningful, (b) ability of all parents to contribute to schools, (c) parent involvement in decisions about student learning, curriculum, and classroom policies, and (d) home-school relationships.

Like Kim (2009), Wanat (2010) showed that satisfied parental involvement focused on school activities and policy decisions, and parents who were dissatisfied with home-school relationship valued involvement with their children at home. In Wanat (2010) study he concentrated on the types of themes found in comments that parents make regarding their involvement in the homework of their children. His findings showed that the parents' satisfaction was based on policy decisions and what takes place at school. It did not look at the collaboration that should exist between parents and teachers in administering homework to learners. Reinsch and Wambsganss (1994) in Patel (2006), indicates that homework completion has a positive effect on students' progress in class. Researches have confirmed that the most critical relationship regarding student achievement remains the connection between teachers and parents. Therefore home work must be adhered to in order to allow smooth interaction between the school and community. (<http://www.doe.state.in> Us/15-06-2018).

## **2.5 Parents' views of their involvement in homework**

Fundamentally, parents want their children to grow and develop to be good, smart and successful in the future. There are many more expectations of parents for their children, all of which are positive. In order to accomplish these expectations, parents will endeavour to fulfil every need of their children at the expense of time spent with their family both in learning and playing. On the one hand, the duty of parents to discharge the basic needs of their children is fulfilled in a good way. Conversely, the lack of collaboration between parents and teachers in assisting children in learning will have an impact on their accomplishment at school.

Deslandes (2009) stated that if the parent believes in the importance of their responsibility in their role as parents in their role to be involved in their children's schooling, parents tend to be more actively involved. The perception of parents commonly happens when enrolling their children in school. They perceive that their obligation as parents has been completed in terms of learning, and that furthermore, the school has the function and responsibility to provide their

children with knowledge. When the children are in school, this part of the parent's responsibility is reduced, so that they only need to execute their other role. This leads to an imbalance between expectations and action. If parents want their children to succeed, their role should be more active in fulfilling the basics of their children's needs. Parents' engagement in the learning process of their children includes assisting children with homework, attending school activities and discussing with the school to inquire about the development of their children in school. Through this involvement, the children will be motivated and will have enhanced self-confidence to do their best in school and at home.

Epstein (1987, p.121) stated that parents train the children at home by constructing "self-confidence, self-concept, and self-reliance" to promote their achievement in schooling. Not only do parents have the responsibility to cultivate these aspects, but also the school has the same responsibilities when children are at school. Parents play a role in education, which is providing the first educational center for children in assisting, guiding, teaching, so that what is done by the parents at home, both in terms of behaviour and speech, will be a reference for children. Additionally, children will imitate what is learnt in the family. The family is the first environment that initiates the experiences of efficacy. However, in line with their development, when the child is interacting with the society, playmates become more important for children in improving self-knowledge of their abilities (Bandura, 1994). Therefore, parents should have adequate knowledge in parenting and have to think that their involvement is a form of responsibility and obligation as a parent (Deslandes & Bertrand, 2005).

The development of children depends on the parenting style. Children who have received good care usually also have a good character and good manners in society. For example, they have good behaviour, discipline, and are helpful. Parenting has an important role in constructing self-efficacy for children, and parents' own beliefs and life experiences determine their parenting style in rearing their children. Bandura (1994, p.2) defines "self-efficacy as people's beliefs about their abilities to produce effects". Parents who have high self-efficacy are inclined to overcome barriers that prevent them getting involved in their children's success. On the contrary, parents who have low self-efficacy tend not to want to be involved in encouraging the success of their children. They believe that their parenting effort would be useless (Ardelt & Eccles, 2001). The findings from the research "understanding parenting practices and parents' views of

parenting programs: a survey among Indonesian parents residing in Indonesia and Australia”, showed that “Indonesian parents had a high level of parents’ self-efficacy and low levels of parents’ stress, dysfunctional parenting practices, family relationship and parents’ teamwork problems” (Sumargi, Sofronoff & Morawska, 2015, p. 153).

Parent engagement depends on what is desired by their child. If their children want them to be involved, they will become involved (Deslandes & Bertrand, 2005). The closeness of parents with children can improve their achievements, both academic and non-academic achievements. Kocayörük and Şimşek (2016) stated that the positive effect of the good relationship between parents and adolescents can increase student outcomes. In addition, parents’ perception of reports provided by teachers about students’ growth impact on parent involvement both at home and at school. Communication between parents and teachers, a positive school environment and a welcoming atmosphere at the school perceived by parents can improve parent involvement (Patrikakou & Weissberg, 2000). There are several factors that impede parent involvement in school. For instance, “feelings of marginalization” (Yoder & Lopez, 2013, p. 429), lack of skills, limited communication, as well as different cultural and psychological factors. In addition, lack of knowledge of educators concerning how to build partnerships with parents becomes as an obstacle to parent involvement (Yao, 1988; Swap, 1993 cited in Sohn & Wang, 2006).

Most parents are embarrassed to come to school. Parents feel that teachers have a better knowledge and competence. The lack of a welcoming atmosphere toward parents at school also constrains parent involvement. For example, when parents come to school to complain about their children's achievement or the school system, it can be perceived as a threat to educators. This is one of the common attitudes educators show to parents. The fact is that “parents are often viewed as being either problems or adversaries” (Hornby, 2011, p. 4). Another form related to parent perceptions of parent involvement is the selection of schools for their children. Parents whose economic status is at medium level are more likely to choose private schools than public schools. They may assume that private schools have more advantages in teaching and learning. The reasons of parents for choosing private schools may be related to their belief that their children have a better probability for success at the school (Colley, 2014), even though there is no difference in adoption of the national curriculum in both private and public schools. However, as Colley (2014, p.217) stated, “whether the school is public or private, the sacrifices parents

make to send their children to school are backed by their high expectations and the motivation they provide to their children to succeed”.

## **2.6 Benefits and barriers to parental involvement in learners' homework**

In trying to explore the benefits of parental involvement in the learning process, one question came to mind; why should parents be involved in schooling processes? Essentially, the role of parental Involvement in education would be the support for children's success in the future. Sapungan (2013) stated that parental involvement in schooling processes fosters children's development. In addition, parents also have a responsibility for children's development in supporting the social environment. The school is able to increase parental involvement in education so that it enhances the quality of education. Child Well-Being, 2010 as cited by Sapungan, (2013) claimed that the engagement of parents in the learning process not only enhances morale, behaviour, and academic attainment but also encourages a positive attitude and social intercourse in society. Additionally, parental involvement is one form of the external motivations that can develop intrinsic motivation in the children's learning. Froiland, (2011); Froiland et al., (2012) as cited Froiland et al., (2012) claimed that school autonomy, the room where the children learn in school and home atmospheres encourage children to get motivation from them. They will be motivated to do better in school when parents are involved in the schooling process. Parents and teachers are aware of the link between a child's will to learn and becoming a knowledgeable person. Froiland (2011); Reeve and Jang, 2006, as cited Froiland et al., (2012) said that even though some awareness comes from parents, the influence of teachers has an impact in building children's consciousness.

Parental involvement benefits not only students but can benefit parents as well, Larocque, Kleiman, and Darling (2011), when parents are involved they become better informed about teachers' objectives and the needs of their children. Increased parental involvement has also been associated with parents developing higher educational aspirations for their children. Patrikakou and Weissberg (2007) argued that parental involvement benefits not only the child but the parent as well. Some parents even begin to seek additional education because of their involvement in their child's education (Pena, 2001). While parents may be under the impression that being involved in their child's education is only beneficial to the child, they may also discover that

their involvement can be just as beneficial to them as well. Educational research has shown when parents attend parent-teacher conferences, open houses, and become involved in school-related activities students tend to achieve higher test scores regardless of socioeconomic status, ethnic background, or educational background of the parents (Epstein, 2005; Huang & Mason, 2008). Studies on parental involvement have also shown that when parents are involved in their child's education which include helping of learners in homework, there is an increase in their academic achievement.

Similarly, a study conducted by Hughes and Kwok (2007), as cited by Munsaka & Kalinde (2017), indicated that children whose parents maintained constant communication with teachers, volunteered to do certain activities in class, assisted children with homework and attended school functions had the most engaged in school and their children were academically superior especially in reading tasks.

Furthermore, Ferrera (2009) also went on to establish various ways in which both parents and students can benefit from parental involvement such as increased academic performance, sense of accomplishment and knowledge of student's curriculum along with better student classroom behaviour, improved school attendance and communication between parents and children, lower dropout rates, and greater achievement motivation to do well in school. Furthermore, parents' involvement with their children appears to have a direct connection between failure and success for a child (Henderson & Mapp, 2002). Active involvement from parents benefits the child not only when they are in school but at home as well. Research continues to suggest that when parents are involved in school activities such as homework, children tend to improve in their academic prowess.

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Furthermore, parents' involvement with their children appears to have a direct connection between failure and success for a child (Henderson & Mapp, 2002). Active involvement from parents benefits the child not only when they are in school but at home as well. Research continues to suggest that when parents are involved in school, children value their time in school, and exert more effort to make higher grades (Hill & Tyson, 2009; Jeynes, 2010; Sanders & Sheldon, 2009; Smith, 2005). According to Grace, Jethro and Aina (2012), when schools and families work together to support learning, children tend to succeed not just in school but also throughout life. When children can see, their parents interact with their teachers on a regular basis it helps them to see how their school life and home life are intertwined. Parental involvement with school can help parents actively participate with their child's academic development. Froiland, (2011) as cited Froiland et al., (2012) also did a research and their focus was on parents who were met with by the school's counsellor for half an hour a week over seven weeks. They were taught how parents can be autonomous in supporting their children. It was found that the process helped the children believe their parents love them, and consequently, they were more comfortable with their parents. When the children feel that comfort, then their self-esteem will increase as well. In other words, increases in self-esteem and motivation to learn will also enhance students' confidence in learning.

Myers and Monson (1992), as cited by Anfara and Mertens (2008), puts across several benefits of parent involvement as: enhancing academic achievement, increasing students' grades, improving school attendance, having a sense of well-being, improving students' behaviour, completing homework, intensifying the time spend with parents and students together, having a better expectation of students and parents about higher education, having a better perception of students and parents about classroom and school climates, and creating a greater satisfaction of parents with teachers.

Firstly, parent involvement either at home or at school has an effect on enhancement of the children's academic achievement. This is supported by research by Houtenville and Conway (2008), who found that the parents' effort has a direct impact on the student's attainment (Fan & Chen, 2001, Epstein et al., 2002). The children will be motivated to learn when their parents care and are directly engaged in the learning process. Therefore, they will be more enthusiastic about learning.

In addition, a high student academic achievement can be seen in the student's grades concerning all learning activities. Pinantoan (2013) as cited by Sapungan (2013) stated that there is a strong influence of parents' engagement on a student's academic achievement. Lee, (1994) as cited by Epstein (2010) found, by using longitudinal data and accurate statistical controls, that parent engagement has important benefits for the children's attitudes, behaviours, and grades in junior high school through senior high school. Likewise, parents will motivate the children to enhance their discipline, including attendance at school. Moreover, when parents build a positive relationship through active communication with the homeroom teacher it will help them to know about their children's condition faster.

Secondly, children have a sense of well-being when parents have care and concern for them. A strong sense of wellbeing means a combination of physical, social and emotional factors. Parental involvement at home such as motivating children to learn and constructing a comfortable home condition has an essential influence that helps children to feel happy all the time and be free of illness. In addition, parents' engagement in promoting social factors will have a positive influence on a student's behaviour. Thirdly, can parents assist in completing homework or assignments from school? Hoover-Dempsey and Sandler, (1995, 1997) as cited by Hoover-

Dempsey et al., (2001) argued that there are three main reasons that parents engage in their children's homework, as follows: parents believe they should be involved and it will create a positive improvement, and also they feel that it provides an invitation for involvement. Furthermore, help in doing homework is also one of the ways that intensifies the time spent by parents and their children together.

Lastly, parents assume that if they have trust in their children's education it will make better expectations for them in the future, because the ambitions of children will be increased when parents get involved more in their education. Furthermore, parents also assume they will have a better perception of the classroom and the school climate of their children. The children will also be enthusiastic to learn if they feel comfortable with the classroom conditions, such as cleanliness and orderliness. (Hornby & Lafaele, 2011; as cited in Hornby, 2018)

Even though parental involvement has been widely recognized as an important dimension of education there are a variety of barriers that hinder the process (Cobb, 2014). Numerous barriers can affect parental involvement, not only in the school, but also in home. Research has shown that there are some barriers that teachers inadvertently create that are counterproductive to building partnerships and teachers may be involved in building those barriers (Hornby & Lafaele, 2011, Laroque, 2013, Mesiridze, 2010). Identifying those barriers may be beneficial to schools when it comes to implementing programs to involve parents. Harris and Goodall (2008) conducted a qualitative case study where they examined various barriers to parental involvement. During the study, the following barriers were identified: lack of time, work commitment, childcare issues, and demands on the parents' time and work restrictions. Results from the study reported that many social and economic factors create barriers that prevent parents from being as involved in their child's education as they would like to be.

Yangee (2009) conducted a study on school obstacles that hinder parental involvement in their child education. Yangee (2009) used the findings from this study to create categories of school barriers she found impeded parental involvement in the school setting. The barriers to parental involvement identified by Yangee (2009) were teacher's perceptions and lack of self-efficacy, school climate, lack of communication and/or communication barriers, and insufficient school leadership. Although the findings did not show causal relationship between each barrier and

parental involvement in schools, they did suggest an association between the barriers and parents lack of active involvement in their child's school. Additional research studies on barriers that hinder parental involvement have found that demanding job hours, transportation issues, and lack of resources affect parental involvement, especially among lower income families (Hill & Taylor, 2004; Mapp, 2003). Findings from several research studies have revealed similar barriers with low levels of parental involvement as negative first impressions, lack of communication, past experiences, history of discrimination, parents lack of self-confidence, differing expectations and understanding the roles (Antunez, 2000; Garcia, 2004; Graue & Bown, 2003; Nancy & Gilbert, 2009; Webber & Wilson, 2012).

Additionally, the Scottish government (2005) reports that parents faced a lot of challenges in their effort to get involved in children's education. Among them include, tight working schedules, lacked technical of subject curriculum and teaching methodology. Parents also had difficulties in making home environment for reading and were affected about the unwelcoming attitude towards parents. The study by the Scottish government raised pertinent issues worth exploring. It is worth noting that the above findings in as much as they may be typical in this area, the same challenges may apply in the Zambian context. Given the forgoing and taking into consideration time, space and cultural diversity between Zambia and Scotland a study had to be conducted on teacher, parent collaboration in learners' homework in Ndola District in Chifubu Township.

Mumba et al (1998) as cited in Kang'ombe (2013) did a pilot study for Eastern Province of Zambia on the Programme for Advancement of the Girls Education (PAGE), commented on parent-school relations besides other issues. Although the theme did not point to how teacher and parents collaborate in learners' homework, the report however did ponder on constraints to girl child participation in learning. The following constraints were noted: there was lack of adequate parent-teacher meetings; lack of policy on parent school partnerships; lack of proper assistance of parents towards their children's homework due to illiteracy; and shortage of reading materials. This report brought out some significant constraints that could strain collaboration between school girls and parents. However, it is important to note that this report is different from this research. This report was on PAGE which focuses on girls' education. This means that every finding was being reported in line with girl child education. This study focuses on literacy

development among both male and female pupils. Further, while the PAGE report outlined the constraints above, the constraints that of teacher, parent collaboration in learners' homework are not known hence the study.

Myeko (2000) carried a study, as cited in Matanda (2013) on parental involvement in Herschel District, South Africa, reveals four factors that hinder parents from participating in education. These factors are lack of time, financial constraints, family illiteracy and transport problem. Contrary to Myeko findings, Heyslec and Louw (1999) argue that the major reason why parents do not participate in school activities such as helping their children in homework is because of the negative attitude towards schools on parents. When parents and teachers work in partnership parents will take keen interest in assisting their children with academic work after school. (MOE, 1996).

Ndhlovu (2008) conducted a study on the involvement of parents in the education of the visually impaired children in Lusaka District. Among some constraints that this study revealed were: lack of trust in parent-teacher partnerships; escalating illiteracy levels among parents; misconceptions by parents that education for the visually impaired children was a sole responsibility of the government. This research further revealed that parents were not interested in partnering with teachers in helping the visually impaired children as they were not aware of what to do. The study under review however did not look at collaboration of parents and teachers in learners' homework which this study intends to do.

Similarly, Nzala (2006) also conducted a research on parental involvement in the learning of the intellectually challenged children in Lusaka District. The findings indicated that parents were not involved in the education of their children, except for school 'open days'. The study further reviewed that teachers in the mainstream portrayed negative attitude towards children with disabilities. It was suggested that parents needed to be sensitised and trained in special needs so that they could also be involved in their children's school work. Both studies above were limited as they were biased towards pupils with special needs educations. However, this study looked at the teacher, parent collaboration in learners' homework.

Additionally, Kang'ombe (2013) conducted a study on Home-school partnerships in literacy development in selected basic schools of Lusaka. The aim of the study was to establish the

strategies or techniques used by teachers to partner up with parents in home school partnerships. His study established various constraints as observed by parents; some teachers displayed an unwelcoming attitude towards them. Parents complained that teachers looked down upon them because of low education. There was lack of communication between teachers and parents. Working parents were not given permission from their place of work as a result partnerships between teachers and parents was hampered. Another constraint which led to parents not participating in schooling of their children was due to illiteracy. There was also no trust between parents and teachers. The findings of Kang'ombe are in contrast with Matanda (2013) who did a study in South Africa on Parental involvement as can be seen above.

Ndhlovu (2005) conducted a study in Lusaka which looked at the strategies teachers used to partner with parents in an attempt to develop literacy skills of pupils. His research found out that there were various strategies or techniques that teachers used to partner up with parents in an attempt to develop the literacy skills of pupils in high density residential areas of Lusaka District. Some of these were: homework policy, remedial work and extra lessons. As for the homework strategy, the teachers gave work to pupils who were to go and do it at home with the help of guardians or parents. The work was to be signed by the parents and be returned for marking at an agreed upon date. Teachers reported that remedial work technique was similar to homework in that it was also to be done at home with the help of parents. On the other hand, they differed in the sense that remedial work was given only to pupils with difficulties or when the whole class had not done well on a given topic. Additionally, remedial work could be done at school whereas homework, as the name suggests, was to be done at home only. Also, homework was given to all pupils regardless of their performance. The findings in this study suggest that the giving of homework by teachers did not consider varied abilities in class. Regardless of whether the learners had the capacity to answer the homework or not it was parents' responsibility to help their children.

In 2013, the Ministry of Education came up with the National Curriculum Framework and it emphasised on outcome-based Education. It encourages the parent to take an active part in the teaching and learning process, it is imperative that from time to time, parents/guardians are encouraged to take interest in the education progress of their children. This can be done, for

example, by helping them with homework and make regular visits at school and interact with teachers and school management (Curriculum Frame Work, 2013).

## **2.7 Teachers' views on parental Involvement in homework**

In trying to look at teachers' views on how they collaborate with parents in homework, it is important to state that there is more research on parent involvement than there is on parental collaboration. It is worth noting that the two words for the sake of this study can be used interchangeably because the meaning in the two points to one and the same thing.

The literature of teachers' views on parental involvement is well established, for example work conducted by Epstein and colleagues in the United States of America in the 1980s and 1990s (Epstein, 1986; Epstein and Becker, 1982; Epstein and Dauber, 1991; Epstein and Van Voorhis, 2001). In the 1980s, Epstein and Becker (1982) as cited by Epstein (2010) conducted a large-scale study of teachers' views of parental involvement in the state of Maryland with 3700 teachers in 600 schools. The qualitative component of their study investigated the teachers' views of the problems and possibilities of parental involvement in assisting children with their learning at home. The study found that although the majority of teachers thought that parental involvement in their child's learning was necessary and helpful, the teachers reported that schools did not sufficiently support their attempts at fostering parent initiatives. Parent involvement initiatives in Epstein and Becker's (1982) study included: teacher preparation of take-home projects, parent workshops and directions for parents to use to supervise their children. Teachers in the study described these activities as time consuming and burdensome, especially because they were not given additional time and assistance from the school. What is also interesting about Epstein and Becker's (1982) findings is that teachers were acutely aware of how socioeconomic factors and parents' educational level influenced how much time, effort and assistance parents could give to their children. In particular, teachers in the study expected that the levels of parental engagement and involvement would decrease as children aged and as children's education progressed beyond the parents' level of competence (Berthelsen and Walker, 2008; Epstein and Becker, 1982).

Several studies have also found that there is a relationship between parental involvements in schooling with their children's achievement. Georgiou (1997) found that parent involvement, which includes helping in doing homework and involvement in school activities, has a

correlation with student success. Parental involvement has benefits for children's academic achievement and the development of their characters and behaviours. This is supported by Henderson, (1987) as cited by Georgiou, (1997), who said that the ability of children at school will be better when parents are involved in schooling. Additionally, Fan and Chen, (2001) as cited by Yoder and Lopez, (2013) argued that parental involvement in education is one of the major factors in enhancing students' academic achievement and promoting their positive behaviour.

Chansa-Kabali (2014) did a study which examined the effects of home environment factors in the acquisition of early reading skills of learners in Lusaka. The study revealed that availability of reading materials, home reading materials and reading attitudes were important aspects of parental involvement in children acquisition of literacy skills. The study further added that high achieving learners experienced a more literate home environment than less achieving learners. The acquisition of reading skills can be enhanced through the involvement of parents in the learning processes of their children. It is important that parents need to work together with teachers in homework so that reading skills can be enhanced. The study dwelt more on parental involvement in the acquisition of literacy skills in learners, this study however looked at teacher, parent collaboration in learners' homework.

Munsaka (2000) conducted a study on the relationship between boys and girls self-concept and performance in Mathematics and science and found out that there was a relationship between building self-concept and academic performance. According to self-concept model, self-concept is a consequence of academic achievement and the best way to enhance self-concept is to develop stronger academic skills. The construction of self-concept is mainly dependant on the experiences that one gets through the interaction with others. In view of the aforementioned, parents and teachers need to devise a mechanised of developing self-concept in learners. Regular meetings can be necessitated through regular giving of homework to learners. Parental involvement in the affairs of pupil school work can build self-concept in learners which may culminate into academic achievement.

Research has also been conducted more recently at international level on teachers' views of parental involvement in a number of countries. To illustrate this, Dor and Rucker-Naidu (2012) conducted a cross-cultural study between teachers' attitudes towards parental involvement in the

United States of America and Israel. The sample comprised of 56 elementary school teachers, 29 middle- to upper-class teachers from the state of Maryland in the United States of America and 27 middle class teachers from Israel. Findings in the study suggested that teachers' attitudes in both countries were in favour of parental involvement, but teachers in Israel expressed more ambivalent attitudes with regard to getting parents involved in home school initiatives, for example, parent-teacher conferences and meetings, and volunteering in school activities were some of the ways in parents got involved in their childrens schooling. This is also in line with what Epstein and Becker found.

In Greece, Koutrouba, Antonopoulou and Tsitsas et al. (2009) did a similar investigation of teacher attitudes towards parental involvement. Their study noted that levels of parental involvement were low among Greek parents because parents did not respond to school-initiated partnership schemes. This study also found that parents' educational and social backgrounds influenced their levels of involvement in schools in Greece. Another problem that was noted with teacher-parent communications was attributed to teachers' tendency to resist any type of parents' involvement in areas they perceive as purely professional

(Fisher, 2009; Ranson et al., 2004) also did a research on what parents, teachers and other stakeholders defined parental involvement in Israel and he found that lack of time to communicate, lack of awareness of the importance of parental involvement, and cultural and language differences between teachers and parents were some of the challenges that were prominent among the Israelite teachers. (Bonia, Brouzos, & Kossyvaki, 2008; Sanders & Lewis, 2005). As indicated by Fisher (2009), it was also found in the present study too, that many of the Greek teachers who were interviewed described difficulties in getting parents to collaborate, handling parents who questioned their authority, interfere, and overprotect their children. The study however is different from what this study is trying to achieve.

## **2.8 Summary of Reviewed Literature**

The chapter discussed literature review. The review was based on themes which were generated from the research objectives which includes; types of parental involvement, parents' views on their involvement in homework, benefits and barriers of parental involvement in learners' homework and teachers' views on the extent of parental involvement in learners' homework. It

has been noted from the many studies reviewed that teachers and parents need to work together if learners' performance has to be improved. Most studies have noted a positive link between parental involvement and childrens' educational achievement. It has been further noted that parents who consistently collaborate with teachers in the schooling of their children are said to have higher marks both in formative and summative assessments. Furthermore, the research review has noted that homework is one of the tools that can be used to enhance collaboration between teachers and parents. Homework has been noted as a tool that can help reduce the rate of absenteeism in the learners, can also improve communication between parents and teachers. It can also create self-concept in the learners as they frequently interact with parents they will create good relationship with their parents hence instilling the self- concept in them. The next chapter discusses the methodology.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Overview**

This chapter presents an overview of the research methodology and design that were employed in establishing teacher-parent collaboration in learners' homework. The chapter has been divided into (5) five sections. In the first section, the researcher looks at the research design and the method which was used. The third section looks at the sampling procedure and further gives a detailed explanation of the research methods used to collect the desired data and will try to justify the reasons for the chosen methodology. Among others, issues as well as the ethical concerns will be addressed herein as they are an important component in this research.

### **3.1 Research Design**

Kombo and Tromp (2006) define a research design as glue like structure that holds all the elements in a research project together. Orodho (2003) defines it as the scheme, outline or plan that is used to generate answers to the research problem. This study used an interpretive phenomenological research design with the goal of conducting a "direct exploration, analysis, and interpretation of a particular phenomenon emphasising the richness, breath, and depth investigation as interpreted by participants in detail (Creswell, 2009). Further, Heidegger (1962) refers to interpretive phenomenology research design as one which seeks to uncover the subjective understanding, which individual human agents attribute to their social situation. Furthermore, Heidegger maintains that reality is only found in the minds of the social actor (participant) hence interpretive phenomenology or hermeneutic.

The hallmark of the transcendental phenomenological approach lies in the description of phenomena from the standpoint of the research participants with no intrusion by the researcher (Willig, 2001; Fade, 2004). In this respect, On the other hand, interpretive phenomenology approach (IPA) is influenced by the interpretative hermeneutics approach which was developed by Heidegger in the late 1920s. The hermeneutics approach believes in the interpretative role of the researcher to unravel meaning from participants' accounts. Unlike the case is with the transcendental approach, the researcher in the hermeneutics approach does not bracket off his/her experiences, but rather uses those experiences to illuminate the meaning of the emergent data

(Smith, 2004; Willig, 2001; Reid et al., 2005, as cited by Munsaka, 2009). Thus, IPA as scholars (e.g. Willig, 2001; Fade, 2004) have indicated, is a product of the combination of phenomenology, a descriptive approach, and hermeneutics, an interpretative approach. It is against this background that this research using IPA intended to unravel the views of teachers and parents' collaboration in learner's homework.

### **3.2 Population**

“A population is a group of individual objects or items from which samples are taken for measurement.” (Kombo, 2006:76). The targeted population was all teachers who taught grade five (5) learners in Ndola District and all parents whose children were in grade five (5) in the mentioned District herein.

### **3.3 Sample Size**

Bryman (2004) defines sample size as the segment of the population that is selected for investigation. In this study the sample comprised of one school in Chifubu a very highly densely populated township in Ndola District. The researcher picked one school which had the highest streams of grade five learners from the total number of five primary schools that are in this township. Sandeloski (1995) postulates that in determining the sample size in qualitative research, there is no specific formula. It is absolutely a matter of judgment and experience on the part of the researcher, and researchers need to evaluate the quality of the information collected in light of the uses to which it will be applied. Therefore, the researcher used his own personal judgment to determine the sample size in this study. In view of the foregoing the researcher selected twelve participants to constitute the sample size. The sample consisted of six (6) teachers of which all were female. Six (6) parents participated in the study and out of six one (1) was male and five (5) were females.

### 3.3.1 Demographic characteristics of studied participants

**Table 2: Teachers**

Sex	Number	Qualification	Number	Age	Number
Male	00	Primary Certificate	00	20-30	00
Female	06	Primary Diploma	06	30-40	06
		Primary Degree	00	00	00

Table 3.3.1 shows teachers who participated in the study. There were six female teachers who participated in the study and no males. The table further, shows the qualifications of teachers who participated in the study. All the six teachers interviewed were Primary Diploma holders. The teachers interviewed were in the range between 30-40 years.

**Table 3.3.2 Parents**

Sex	Number	Status
Male	1	formal
Female	5	Informal
TOTAL	6	

**Table 3.3.2** Shows parents who participated in the study. There were six parents. Of the six, five were females and one male. Of the six interviewed one was in formal employment, five were in informal employment.

### **3.4 Sampling Procedure**

The study used two types of sampling procedures and these were purposive sampling and convenient sampling. The power of the purposive sampling technique lies in selecting information-rich cases for in-depth analysis related to the central phenomenon being studied (Kombo and Tromp, 2006). In purposive sampling, the researcher intentionally selects participants who have experience with the central phenomenon or the key concept being explored (Creswell, 2003). The researcher used convenient sampling to select the school the study was conducted at. The power lied in the researcher to consider the accessibility, convenience and the proximity of the area where the research would be conducted (msabila and Nalaila, 2013). Therefore, the researcher did not consider selecting schools that were representative of Ndola District.

#### **3.4.1 Selection of teachers**

Teachers who teach grade 5 classes participated in the study. The reason for choosing this group was because they were teaching classes that had just graduated from lower primary to middle primary. The researcher chose this grade on the basis that learners just graduated from lower to middle stage were the work given is a bit complex which warant more help from parents. Since the research intended to look at the collaboration that exists between teachers and parents in learners homework the researcher's interest was on teachers that give homework regularly.

#### **3.4.2 Selection of Parents**

The selection of parents was done through the collection of pupils' homework books by the selected teachers. Six parents were selected. Three categories of parents were required. Those who signed the homework regularly; the other group were those who were moderately compliant, by this we mean those parents who have exceeded signing homework book for more

than half of the total number of homework given in a term. Then those parents who do not sign the home work at all. Regularly in this case entails according to the agreed homework framework for the school under study. Six parents participated in the study.

### **3.5 Research Instrument**

The research instrument used in this study were semi structured interviews. Semi structured interviews were chosen as an appropriate technique for this study on the premise that in depth information is gathered due to the open -ended structure of the questions (Kombo et al, 2006). In support of the technique, Kvale and Brinkmann (2009) equally highlight the importance of the interview because of its tendency to move away from seeing human subjects as beings who can be manipulated and data as being external to individuals. To help the researcher arrive at the desired knowledge about the teacher- parent collaboration in learners' homework, semi-structured interviews were used to solicit detailed information from teachers and parents. A semi- structured interview guide was used in order to collect data that would address the objectives of the study. The flexible nature of the semi structured interview guide allowed for probing of information and seeking for clarification when need arose.

### **3.6 Data Collection Procedure**

Data was collected in a period of three weeks. Before the collection of data, the researcher was cleared by the Research Ethics committee (UNZAREC) to conduct the current study. (See appendix C) Furthermore, the researcher also got a letter of authority to conduct research from the department of Educational Psychology, sociology and special Education. Permission was also sought from the District Education Board Secretary (DEBS) as well as the head teacher from which the study was conducted (See appendix page 93). Prior arrangements were made with the Grade five teachers for an interview and all the interviews were recorded using a smart phone with the consent of the interviewee. The school which was under study consisted of 6 grade 5 classes and so all the 6 teachers participated in the study. The selection of the sample for parents was based on three things. Those learners whose parents regularly signs the homework. Secondly, those learners whose parents moderately signs the homework for their children and lastly those children whose parents do not sign homework at all. The selection was done by checking learners' books Two from each category were chosen to make it six (6).The selection

was done bearing in mind the homework was given twice in a week as per homework school time-table.

### **3.7 Pilot Study**

Yin (2003), postulates that, piloting is intended to facilitate the improvement of the data collection scheme, both the content of the instruments and the procedures to be followed. The researcher also conducted the pilot study in order to ascertain the suitability of the interview guides and whether it was answering to what the researcher wanted. In the same vein, two people participated in the pilot study. One female teacher and one parent. Necessary corrections were made and adjustments were effected to the instrument .Some questions were rephrased to meet the necessary questions that answered to what the researcher wanted.

### **3.8 Data Analysis using IPA**

Marshal and Rossman (1995) describe data analysis as a process of bringing order, structure and meaning to the mass of data collected.Kasonde-Ng'andu (2013) also defines data analysis as manipulation of the collected data for the purpose of drawing conclusions that reflect on the interests, ideas and theories that initiated the study. The methods of data analysis are determined by the data type, variables of interest and the number of cases. Therefore, the data collected from the field through semi-structured interviews on teacher, parent collaboration in learners' homework was qualitatively analysed using the Interpretative Phenomenological Analysis (IPA) method. The researcher was drawn to the IPA method due Smith and Eatough (2006) argument that the IPA method is a suitable approach for analysing qualitative data when one is trying to find out what experiences individuals have towards a particular situation they are facing, and how they make sense of their personal and social world.

Interpretive Phenomenological Analysis (IPA puts emphasis on the importance of the researcher applying his/her own interpretative input to explain the meaning of emerging experiences from from the participants (Willig, 2001; Smith, 2004).To add on Smith et al. (1999) stress that in IPA the researcher plays a critical analytical role in the process of deriving meaning from the participants accounts. In other words, extricating meaning from participants transcripts in IPA as Reid et al. (2005) clarify, involves establishing a balance between the

perspective of the research participants and the perspective of the researcher. Furthermore, the researcher categorised the information on teacher-parent collaboration in learners' homework and compared responses from different respondents and determined patterns in the different individuals. After, which data was summarised using narrative themes.

### **3.9 Ethical Considerations**

According to Wood and Wood (2006, p.64), ethics are “guidelines or set of principles for good professional practice which serve to advise and steer researchers as they conduct their work.” In Qualitative research, ethical concerns need to be given vital prominence considering that one has to enter into the inner lives and experiences of the informants. Respect for informants is therefore of paramount importance and the researcher kept this in mind throughout the research period and his writing of the thesis. In line with this study, an introductory letter from the University Of Zambia (UNZA) (Appendix D ) was presented to the administrators in the schools where the researcher did the research. Additionally, the researcher sought clearance from the ethical committee from the University Of Zambia (UNZA) (Appendix E ). Confidentiality was also a key ethical issue in the current study. In trying to create anonymity of the schools and of all the informants involved in the research, pseudonyms were used in the study. This was done to ensure that no form of information could be traced back to the participants.

## CHAPTER FOUR: PRESENTATION OF FINDING

### 4.0 Overview

This chapter presents findings from the study on the teacher- parent collaboration in learners' homework at one selected school in Ndola District. These findings are based on interviews conducted on both the grade five (5) teachers and parents whose children were in grade five. The findings are presented in themes generated according to research objectives as listed below. These are divided into thematic sections derived from the research objectives as stated below:

1. To explore the type of parental involvement in their children's homework.
2. To find out parents views about their involvement in homework.
3. To investigate teachers' views about parents' collaboration in homework.

In identifying themes, the researcher was looking for recurrent patterns in opinions of the informants. The three main thematic areas were arrived at and further divided into sub-themes. It is important to note from the outset that some ideas presented are interrelated and can plummet into more than one thematic section. The findings below are presented in a narrative form, with the use of relevant quotations from informants.

In this study, only female teachers were interviewed because they were the only ones who taught the classes that the researcher conducted the research on. In the case of parents, a total of six parents were interviewed and out of the six only one male parent was interviewed, the rest were female and they were denoted by **Parent**. The researcher used **Teachers'**, for **Teachers'** and **1** meant the first respondent.

### 4.1 Ways in which parents help their children in homework

The researcher wanted to find out from the teachers ways in which parents help their children in homework. Four common theme as follows: Providing necessary materials to their children; set time for their children to do homework; give others to help in areas they are not conversant and some make calls to the teacher to seek clarification on the given homework emerged.

#### **4.1.1 Providing materials to their children**

In the interviews conducted, teachers said that parents provided their children with necessary materials. Normally they bought books that were in line with the grade of their children so that if their children were given homework, they would check through in the books and peruse to see how they can help their children with homework. For parents the buying of these materials for their children made their work simple. Even in their absence in case they are busy with other duties, learners' could answer questions appropriately. Their job was to just sign as a sign of approval that the homework has been done accordingly.

One female teacher who had to say;

*Normally, when work is given to learners as homework, some parents take keen interest to help their children. They also provide necessary materials in relation with the homework given which would help a child to answer the homework. Other learners tend to give their relatives to help them in the absence of their parents within the home steady. If there is no one to help them learners instead do the work for themselves. (Teacher 1)*

#### **4.1.2 Seeking external help in homework**

In the interview conducted by the researcher, most teachers said that Parents who could not manage to help their children with homework in certain aspects sent their children in the neighborhood. One teacher added that;

*In the absence of parents and in case they fail to answer....., learners also give neighbors to help them in homework in subjects they feel their parents can't manage to answer..... mmmmm subjects like maybe science and mathematics because they may be challenging to some parents. (Teacher 2)*

Another teacher said;

*One way which makes me sure that the parent has checked through his/her child's work is the signature that they sign after answering the work their child was given from school. (Teacher 2)*

Teachers who were interviewed mostly gave similar responses. Some teachers added that despite the learners bringing signed work from home, some learners got the homework questions wrongly. So it was not known whether parents helped such pupils. They asked how possible it could be that a child could fail the work that is signed and supervised by his/her parent. One teacher went on to show the researcher evidence.

In addition another teacher also said that;

*You know what when I give homework, I expect what can I say, my objective is for parents to help their children home, but sometimes you will find that some work is signed but a child gets the questions wrongly. It's sometimes very frustrating when I give homework, I expect parents to sit with their child and help them in homework, but some do not. Most of my pupils in my class come with forged signatures pretending as if it was the parent who signed yet not. I once caught one pupil with a forged signature of his father, so I sent him to call his parents. So when his father came, he denied ever signing on the homework book of his son. He further said that his son never informed him whenever he was given home work at school. Personally, I expect when a child goes home with homework parents are expected to sit a child down so that they guide him or her on. (Teacher 3)*

#### **4.1.3 Supervising children's work**

Teachers interviewed said that mostly parents who are serious with school work set out time for their children to do homework. The children are given time table specifically for homework activities. Parents make sure that the homework programme is followed and adhered to. This is in line with one teacher who to say;

*Sir....parents that are serious with their childrens' work set up time for children to do homework. They have put limit to watching T.V for their children, When time for homework is due they switch off the T.V or sends the children out of the T.V room to make them to concentrate with school work. (Teacher 5)*

Yet the other teacher added;

*Parents who are illiterate ask learners to answer for themselves and sign for themselves or give neighbors to sign on their behalf. This is also seen when books are marked. There is no way a parent who has signed her/his child's work can fail to get the homework right. Some parents are tambas. (Teacher 4)*

#### **4.1.4 Asking teachers to clarify homework issues where needed**

Teachers interviewed said that some parents were very committed to school work of their children. Those who had cell phone numbers called teachers to seek clarifications on the work for their children. Others made frequent visits to school in order to hear how their child is fairing in school work.

*Other parents collected teacher's cell phone numbers so that they could call teachers to authenticate homework given, or seek clarity on any matter pertaining to their child welfare at school..... (Teacher 6)*

Those parents who know the importance of their children's work make frequent visits to schools in ensuring that their child is regularly given homework so that he/she is kept busy both at home and school. She added;

*If I have not given homework in a particular week or two some committed parents visit me to ask the reasons why I have stopped giving their child's homework. Because according to this parent the giving of homework reduces too much playing at home. Mostly, parents who show commitment and make sure that the homework given is done by the child, normally such children, the performance at school is relatively good. (Teacher 5)*

As can be seen from the various responses highlighted by teachers above, several ways how parents help learners in homework noticed were; the provision of material to aid them in the execution of homework, serious parents set out time for their children to do home, some parents also sought help from neighbours to help; other parents collected cell phones numbers so that they could call teachers to seek clarification on matters to do with homework among others.

## **4.2 Importance of giving homework to learners**

Six teachers were interviewed on the importance of giving homework to the learners, and four sub themes imaged; homework acts as a linkage between teachers and parents. It is through homework that teachers can tell whether parents have interest in the learning processes of their child. Homework improves academic performance in learners. Homework acts as an assessment on the level of participation of parents in school work for their children.

### **4.2.1 Homework acts as a linkage between parents and teachers**

On the interviews carried out to the teachers, they all pointed out that homework acted as a linkage which was visible between parents and teachers. This was seen from a child how the work given was answered and whether it was supervised by the guardian or not.

As one teacher puts it;

*Giving of homework is one way of making parents to feel that they are part to the learning process of their child. Homework acts as a linkage between teachers and parents. (Teacher1)*

Yet another teacher said;

*It is important to give home work to learners because it is one way of encouraging learners to study at home. When they are busy doing house chores it always clicks in their mind that they have homework. You see sir, it makes them aware there is work to be done besides home chores. It also makes them to have limitation to the extent they can watch TV. (Teacher 2)*

### **4.2.2 Homework Improves academic performance**

Most teachers interviewed on the importance of homework point out to the fact that homework improved academic performance in the learners. When learners are given homework, it makes them busy both at home and school, as a result it reduces chances of them forgetting what they learnt at school hence this tend to improve their performance in class work.

One teacher said;

*Giving learners' homework improves their learning abilities as they will be up to date with what they learnt at school. The mind is always glued to work given by the teacher. (Teacher 4)*

#### **4.2.3 Homework instils culture of research in learners**

To investigate the importance of homework, from the responses, it was reviewed that homework instils the culture of research in learners. When learners are given homework they will have to go and do some research in order to find answers to questions being given. As one teacher notes;

*The giving of homework to learners' tend to instil the culture of research among learners. They tend to look for information on the work given. They also research on the work to be given in future in order to prepare themselves. (Teacher 2)*

Yet another teacher added that

*You see sir.....homework is very important for both the children and parents even for me as a teacher because it will help me assess the level of participation of parents in school work of their children. (Teacher 3)*

#### **4.3 Views teachers get from parents regarding homework**

The question was designed to get the views from teachers on how parents viewed the giving of homework to their children. Most parents interviewed by teachers expressed mixed feelings about homework. From the interview done by the researcher, three themes emerged; most parents did not help their children in homework because they are illiterate, the other one is Language barrier

##### **4.3.1 Illiteracy hinders their participation in Homework**

The researcher wanted to find out the views teachers get from parents regarding homework. Illiteracy was seen as one of the reason why certain parents failed to help their children with homework.

One teacher made the following response;

*Some parents are illiterate. They do not help their children in homework. Some work is signed by parents but when I mark the work, I discover that the child has given wrong answers. This is what makes me conclude that parents to the child are illiterate. You know what, it's very difficult to help illiterate parents, and especially that some do not even know the importance of education. Of course our school holds PTA meetings once in a year to discuss issues such as this one on homework. But again most of the parents do not turn up for these meetings. Like this particular parent who said these words was actually summoned by the head teacher and educated as an individual on the importance of parental involvement in their children's work I still feel parents and teachers should meet regularly to discuss on the plight of learners, if the issue of homework can be a success. (Teacher 1)*

Another teacher said;

*When we held a PTA meeting last year 2017 here one parent said that it is not the responsibility of us parents to help our children with homework. It is the responsibility of teachers that's why they are paid. Government pay them to educate our children through the taxes we contribute to government. Why teachers should be transferring their work to us. (Teacher 2)*

The researcher also wanted to know the responses of teachers regarding the answer the parents give after they are told that it is not the duty of the parents to help their children with homework

One of the teacher responded as follows;

*You know what, it's very difficult to help illiterate parents, and especially that some do not even know the importance of education. Of course our school holds PTA meetings once in a year to discuss issues such as this one on homework. But again most of the parents do not turn up for these meetings. Like this particular parent who said these words was actually summoned by the head teacher and educated as an individual on the importance of parental involvement in their children's work. I still feel parents and teachers should*

*meet regularly to discuss on the plight of learners, if the issue of homework can be a success. (Teacher 3)*

Yet another teacher gave the following response;

*\_\_\_\_\_ I'm Kaonde and each time my child comes with homework in icibemba I'm always stuck. My family and I grew up in North Western Province and we speak chikaonde. We have just started learning icibemba. (Teacher 4)*

#### **4.3.2 Busy schedules**

Most teachers interviewed by the researcher, pointed to the fact that working parents had challenges in helping their children with homework because of busy schedules with work. They normally left home early and came back late, so they had no time to spare because they came back late and mostly found their children fast asleep.

This is seen by one teacher who said;

*Some parents are very busy, they have no time to attend to their childrens' school work. They leave early before their children are asleep and come back when they are fast asleep. (Teacher 1)*

Another teacher shared the above views but added the following views;

*The examples that teachers gave regarding this challenge referred to school activities that were organised by the school such as PTA meetings, open day were teachers are invited to school to see how their children learn so that they can appreciate. Because they do not participate in these activities that's why they do not value homework as important. (Teacher 2)*

One of the teachers interviewed put it

*I remember early this year we organised a PTA meeting but parents who came were very few. Others sent their relatives to stand in for them. You see when issues such as that of homework and parent participation in learners'*

*homework, parents ought to be present, but in most cases they shun such meetings to the detriment of their childrens education. They claim they are very busy and respect their jobs more than the welfare of their child. (Teacher 3)*

Another teacher added the following views;

*Some parents appreciate the giving of home work as it makes their children busy with school work when they are at home. (Teacher 4)*

#### **4.4 Teachers' views on the need for parent-teacher collaboration**

The researcher wanted to find out teachers views on why they think it is important for them and parents to work together in enhancing the performance of children through homework. The following sub-themes emerged; learners' weaknesses are noticed by both the teacher and the parent; reading skills are improved; absenteeism is reduced and levels of discipline among learners are improved.

##### **4.4.1 Learners' weaknesses are easily noticed**

When teachers were asked about their views on the need for collaboration between them and parents. Out of the six interviewed, Four pointed out that Teachers and parents needed to collaborate especially in learners' homework because the weaknesses of the learners could be identified easily and as such, a remedy could be found and dealt with collaboratively. As

One teacher shared the views below;

*I think in my opinion, teachers and parents need to work together towards enhancement of homework because the weaknesses of the learner are known by both the teachers and the parents. This gives teachers and parents other ways of helping the learner. It will also give an opportunity for parents and teachers to know the child's behaviour holistically because the parents will be able to give their side of the story regarding the child, similarly, the teacher likewise will also give his or her side. In doing so it will make both teachers*

*and parents have an informed consent of what sought of the child they are handling. (Teacher 1)*

#### **4.4.2 Reading skills are improved**

When asked about the teachers' views on the need for them and parents to work together, the pointed out that reading skills would very much be improved. When a learner is given homework in reading, he/she will be made to recite it severally both at school and home and this will make him/her improve in reading skills. As one teacher puts it;

*It will make learners improve in their reading skills, because when you give them a reading activity to go and practice at home they will be able to recite them even when they are at home. So, as they recite them, they will be able to cement on the activity given by the teacher at school with less difficulties. Similarly a learner who is responsible when he/she is given homework always ensures that it's done. Through homework, responsibilities are noticed in a learner. One will tell whether the child is responsible or not. (Teacher 2)*

#### **4.4.3 Absenteeism is reduced in learners**

Absenteeism is one of the challenges which many teachers in their daily operations as professionals grapple with as they try to mould learners in their right position in life. When the researcher asked about their views on the need to collaborate with parents, teachers said that collaboration was needed. If enhanced, it can help reduce absenteeism in learners. This noted by one teacher who said;

*Teachers and parents need to work together because, ha.....ha,I think this will help reduce on absenteeism among learners. You see sir a learner will have no option to absent himself or herself from school because parents are actually in constant communication with teachers. The point that I can add sir is that it creates confidence in the learner as there is constant interaction with the learner. Because of this self-esteem is created in the learner because he/she has no option but must present homework for signing and necessary check-ups before it is taken back to school to have it marked. So for me sir....coughs.*

*Homework can bring teachers and parents to work together, by doing so the academic performance for the learner will be improved. (Teacher 3)*

#### **4.4.4 Discipline is improved**

Enhanced levels of collaboration between teachers and parents could improve discipline in learners. Most teachers pointed out that discipline was very cardinal if learning was to be effective. Without it, learning would not be effective. When teachers were interviewed, most of them pointed out that enhanced collaboration in homework between teachers and parents would improve discipline in learners. As one teacher points out;

*That it's important for teachers and parents to work together in enhancing performance in learners' homework because it will reduce levels of indiscipline among learners. When parents are seriously involved in in homework the levels of indiscipline will drastically be reduced. Mm...Mmm...I think through homework and other classroom work, parents will be able to know the behaviour of their child since there is constant communication through homework. You see sir...the more parents and teachers partner with each other the better for the learner. (Teacher 4)*

#### **4.5 Teachers views on how parent-teacher collaboration can be enhanced**

The researcher wanted to find out the views from teachers on how parents viewed parent-teacher collaboration in learners' homework two views emerged; parents needed to be sensitised on the importance of homework through parent teachers association (PTA); Government to procure tablets for learners where all learning materials ought to be put to avoid distortions.

##### **4.5.1 Sensitisation on the importance of homework**

When teachers were asked about their collaboration with parents in homework, most of them said they were willing to collaborate with teachers. But the only problem was that they were not sensitised on several requirements in homework There was need for regular meetings to sensitise them on the importance of Homework.

One teacher said;

*Parents need to be sensitized on the importance of collaboration with teachers. There must be regular PTA meetings where parents are called to discuss issues regarding homework and how they must get involved in the welfare of their children. (Teacher 1)*

Another teacher said

*There is need for us teachers to regularly summon parents when homework for pupils is not attended to. Some parents think when they are not educated, they can't visit the school to see what their child learn. There is need to hold regular meetings with parents in order to create that assurance to parents that even if they are not educationally sound, they can still make regular visits to school to ask anything about their child's school work.(Teacher 2)*

#### **4.5.2 Improved technology**

Following the interviews conducted by the researcher on how teacher-parent collaboration can be enhanced. The common sub-theme that emerged from the teachers also was the need for government to supply schools with technological gadgets in form of tablets where all school work learnt would be stalled.

One teacher said;

*I think with the coming of the technology, there is need to embrace the use of phones so that if a child has been given homework at school parents should also be sent so that they are aware of what sort of work their child has carried but you know there must be a policy to that effect. In order for us teachers to collaborate effectively with parents in homework Government should come up with deliberate policies such as buying tablets for all schools for learners so that most of their work should be put there that way it can be a very easy way mode of collaboration.(Teacher 6)*

## **4.6 Parents views on the importance of homework**

The researcher wanted to get the views of parents why they thought it was important to give their children homework. Three sub-themes emerged as follows; Homework motivates parents to check in their children's work; homework gives confidence in learners and ideas are shared by both the teachers and parents

### **4.6.1 Homework motivates parents to check in their childrens' books**

The researcher interviewed parents on the important of homework to their children and of the six parents interviewed five of them said that homework acted as a motivating factor that forced parents to check in learners' books.

One of the parents observed;

*It is very important ba sir for teachers to give homework to our children because homework act as a connector between parents and teachers. As a parent homework will lead me into going through my child's books and be able to know how my child is fairing at school.....Homework for me can act as motivation on my part to have time with my child and see his work...So.....laughs ba teacher homework to me is a very important tool which brings the two parties together that is to say teacher and us parents to help our children. (Parent 1)*

### **4.6.2 Homework gives confidence in learners**

Most parents made an observation that the more teachers give homework, to learners the more confidence they become. The other parent observed that the giving of homework to learners creates confidence on the part of us parents. Learners' also create trust in their parents that they would help them in homework.

One parent said;

*Helping learners when they come with homework from school gives the learners' confidence in us parents. When they are given work they will have*

*hope that my father or mother will assist me. My girl Jane is very sharp.....  
Being a teacher, but not employed by government but working in private I take  
interest in what they learn at school and only helps her when she has  
challenges with the work. Yaaah.....what was the question... Woow...so  
collaboration of parents and teachers in homework is very important as it  
strengthens the bond between parents and teachers. Yah...for me there is need  
to strength homework in schools because this will make parents to have  
interest in their childrens school work. I have heard about homework policy in  
schools, how is it? Pose...we need a strong policy in homework so that the  
learning can be enhanced. (Parent 2)*

#### **4.6.3 Ideas are shared by both teachers and parents**

Parents share the views that homework was an important component in the learning process because once homework is given, different ideas on the solutions to problems can be shared. This is noticed by one parent who observed that;

*Homework is important... Very... very important to the our children as there  
some ideas that can be shared by us the parents to the learners, for instance,  
certain formulas that maybe learnt to solve a problem, me as a parent may  
have a simplified formula. This will help my child to improve academically. As  
children come with homework, it also makes us remember what we used to  
learn in the past. Laughs....There are certain formulas that we used to solve  
simple arithmetic yah like the simple way of multiplying numbers with eleven  
which I taught my son.  $11 \times 13$  where you just add 1 and 3 the put the sum in  
between 1 and 3 what becomes the answer is 145. This is how we used to  
calculate mental arithmetic. So the teachers should continue giving homework  
to children because we are capable of helping them were we can. (Parent 3)*

Another parents added the following;

*Homework is very important because it helps a learner to improve  
academically. It also keeps my child home because she is busy with homework.*

*She will not have time to move about. It can also reduce on children from getting pregnant..... (Parent 4)*

Yet one parent also shared that;

*Homework is good for our children. I just encourage my child homework can make my child to have good future. My child is very intelligent at school even if I'm not educated myself. (Parent 5)*

#### **4.7 Challenges faced by parents in helping their children with homework**

When asked to give challenges which parents face in trying to help their children in homework. Among the challenges that came out more prominent were busy schedules among parents, as well as illiterate parents failing to help learners. Other reasons were lack of communication on the part of the learners each time they are given homework from their teachers.

##### **4.7.1 Illiteracy**

One of the challenges faced by parents in helping their children in homework was illiteracy.

One parent stated;

*I don't know how to read. It is difficult for me to help my child with homework. My child waits for his father until he returns from work. If he does not return in good time my child answers for himself. If the father does not return in good time and especially if the homework is challenging then it becomes difficulty for my child (Parent 1)*

##### **4.7.2 Lack of communication**

When the parents were asked by the researcher on the challenges they faced with regards helping their children in homework. Out of the six parents interviewed four said mostly sometimes their children did not tell them whether a teacher had given them homework or not and instead some children were in the habit of answering homework for themselves. This is can be noted by one parent who said;

*I face a lot of challenges in terms of homework. When she is given homework sometimes my child opts to answer for herself without notifying me and fakes my signature. Sometimes I'm not aware that my child has been given homework unless I ask him. If he fails, teachers think that I'm the one who was helping him. It becomes an embarrassment to me because it will appear as though am dull...Many are the times that I have visited and discussed the matter with ba teacher bakwe. And I told her teacher that each time my child is given homework my child should be told to show me....yah (Parent 2)*

Yet another parent shared the following response

*Some problems that I face as a parent is that some homework given by some teachers lack instructions. When a child brings it, me as a parent fail to help my child because instructions are sometimes vague. E.g. teacher, yah so sometimes I normally call the teacher to seek clarity on the questions, though sometimes it's a bit tricky, by the time you are checking homework its already night and late. Calling at night Ooh no kutiwaleta ulwaisula mushi.It gives a challenge to me especially when the homework is not properly copied from the board. Sometimes it's both ways, eeeeeeh it's either the teacher has not written clear information on the board for the learners to see clearly or the learners themselves...you see so this can be a challenge. (Parent 4)*

#### **4.7.3 Busy schedules**

Most parents interviewed by the researcher pointed to busy schedules as one of the challenge hindering parent participation in learners' homework.

One parent said;

*Homework is a challenge for me because I'm rarely found at home. I go for work and come back late when I'm tired. The giving of Homework for some teachers is too much. It's given to our children almost on a daily basis. Those of us who are very busy can't manage to check on our childrens work on a daily basis. Some of us are very busy .There should be coordination between*

*parents and teachers on the way home work is supposed to be administered to our children. May be two to three times a week I feel it's too much. Teachers should also know that we should not be involved entirely because that is the reason we send our children to school to go and learn and not to be given more work again. I don't normally have time to go through my child's books (Parent 5)*

#### **4.7.4 Parents' views on how homework should be given**

The researcher wanted to get the views from parents on the best ways of giving homework. Some of the common responses were that, some did not have clear instructions. Homework needed to be given in relation to the topic learnt.

One parent said the following;

*Mmm...what should I say...The comment I would make is that some homework is given without Instructions. There is no correlation between the learnt work and the homework given. Homework must be concise and clear. Teachers should give references where parents must find answers. Some homework that teachers give is not based on the work learnt. They would just give ati abafyashi balaya bafwa abana. That's why some homework is not done to some extent. Teachers should ensure that the homework that they give to our children should be related to what they have taught...The homework for my child should be based on what they have been taught.You see I hear the syllabus has been changed I hear there are computers social studies fyonse ifi we need to do some research to avoid embarrassment from our children. Laughs..... (Parent 1)*

The second parent shared the following views

*For me as a parent, I'm satisfied with the way the teacher for child gives homework. I think it has benefited my child a great deal. I'm urging the teachers to continue giving homework to my children. They shouldn't stop. The*

*giving of Homework for me should be enhanced. I for one supports it. The home work actually makes my child busy. Umwana wandi alitemwa ukutamba TV. So lyonse ba teacher ngaba mupela Homework alaposako amano because her teacher is very strict. If she has not answered the work the teacher normally sends her away home to call me so that I can be asked why my daughter did not answer the homework. So when my child is given more work from school the more busy my daughter will be. For me I appreciate my teacher so much because she has made my daughter to be responsible and divides time well. Yaaah.... Nodes (Parent 4)*

The other parent added that;

*For me homework is good because it acts as a linkage between us parents and teachers. It's through homework that teachers will know which parent is serious and not. It makes me responsible over daughters' education. Other than paying school fees and attending to is it PTA meetings homework forces me to check my child's work because when she is done with her work, mmm she asks either the father or myself to sign in her book. Now imagine ngatasangile ifyamano meaning ba teacher kuti batumwenamo ukuti bafyashi tabaposako amano. In the long run the one whom we are helping is the child not me or the teacher. In fact I am very glad for this issue of homework. Teachers should continue. (Parent 3)*

#### **4.8 Parents' views on parent-teacher collaboration**

The researcher wanted to find out comments from parents on how they would like to be involved in helping their child with homework. Three common views emerged and all were in the affirmative that indeed there was need for parents-teachers collaboration.

One parent made the following comments

*You....see sir teachers should involve us in the affairs of our children. If a child is given homework by his her teacher, It is important that a parent should be made aware. You know these children some of them are crooks, they will*

*not tell you that they were given a homework. So ine ndecita suggest that teachers should In order to improve performance for our children, we, parents and teachers need to come together. Teachers must always consult us parents on anything that concerns our children that's why I have requested the teacher's number from my child john so that in case of misbehaviour from my son, the teacher should tell me. Yes these children if you are not careful as a parent you may think he has gone to school meanwhile aleangalafye (he is just playing). (Parent 1)*

Another parent added that;

*Homework must continue to be regular. To encourage pupil participation in homework, our children should be subjected to tests based on the homework given monthly. Teachers must invite us regularly to schools to check on our children learning processes. Twalinga ukwisa kusukulu so that twacita create a relationship naimwe ba teacher so that tuleendela pamo. Though, some parents are scared to come to school because of the attitude of some teachers. Yah....pose...Some teachers have a negative attitude towards parents bambi they think parents can't contribute anything just because they are illiterate. So for me teachers needs to send us notices each time homework has been given. The notices will give us a signal that homework has been given.haaaaa....this can enhance our participation in our childrens homework. (Parent 2)*

The other parent also added;

*It is very important for parents and teachers to work together through homework because the curriculum or is it the syllabus has come with its own challenges. One of the challenge that has come with the curriculum is that we have new subjects like computer studies am I right. In eeeeh....eeeh which subject is this. Eeeeh is it technology studies. In this subject one day 'the' my daughter came with homework that was to name different parts of the computer....mmmmm I literally failed to name some components..yah I didn't even know these things are important ....so mwamona (you see) there is need*

*for us parents to work together if we are to see progress in our children. Those of us that are a bit fine should even be told which books and some other things we need to buy for our children (Parent 3)*

The findings on parents' comments on how they would like to be involved in helping their children in learners' homework seem to point out to the fact that most of the parents interviewed are in support of wanting to be involved in helping their children in homework.

#### **4.9 Summary of presentation of findings**

The chapter presented the findings of the study under major themes derived from the research objectives. The study revealed that parents implored various ways in which they use to help their learners in homework such as; signing in their childrens homework books after guiding them in needy areas. In case of illiterate parents, they seek help from any member of the family or family friends in the neighbourhood. Parents helped their children in homework by making visitations to schools where their children learn from and make necessary enquires in matters of homework. Parents also provide necessary materials related to homework which would help the learners in answering homework. They also provided gadgets like smart phones so that learners could go on internet to look for information in relation to the homework given.

The research also revealed that homework was an important component in the learning process of the child. The giving of homework encouraged learners to study at home. It also improved their learning abilities. Homework instilled the culture of research among learners and it acted as a linkage between parents and teachers.

Furthermore, the study revealed that there were various challenges that parents faced when helping their children in homework as lack of communication from teachers. Some children did not inform parents that they had homework. Some homework lacked clear instructions on how to go about them and other parents had no time to help their children with homework due to economic and social factors, they spent most of their time looking for food for their children and had no time to sit with their children to help them with homework.

The study revealed that it was important for parents and teachers to work together in the enhancement of learners' homework because; the weaknesses of the learners are both known by

parents and teachers. It brings about discipline among learners, self-esteem is also built. Absenteeism is another aspect that could be alleviated as a result of effective collaboration between parents and teachers in homework.

## **CHAPTER FIVE: DISCUSSION OF FINDINGS**

### **5.0 Overview**

The previous chapter presented the findings of the study. The present chapter discusses the findings. The discussion will be guided by the following headings derived from the research objectives.

1. Ways in which parents help their children homework.
2. Parents views about their involvement in homework.
3. Teachers' views about parents' collaboration in homework.

The discussion of these findings will be guided by Epstein's (1995) perspectives on parental involvement in relation to ways through which parents get involved in their children's education.

### **5.1 Ways in which parents help their children in homework**

The study revealed various ways in which parents helped their children in homework. Undersigning in learner's homework books after the child has answered was one way which showed that parents had participated in helping their children. The research found out that most of the books which were signed regularly by parents, learners' performance in school work was relatively good. Those parents who did not sign in homework books regularly or not at all in most instances as observed were not doing very well in school work. This finding however, does not resonate with Mumba et al (1998) which revealed that although many parents signed their childrens' homework, their performance in class remained below average.

Findings further revealed that parents who were illiterate assigned other members of the family to help out with homework. If there was no one in the homestead parents could seek help from the neighbours who had children or anybody who was readily available to help out with the homework given. In the African context people believe in extended families and help such as this one can come from anybody provided the one helping has a knowhow of the subject matter. These findings are in line with the views of (Munsaka & Kalinde 2017), who state that parents regardless of whether they understand the child's homework or not have the responsibility to provide support, supervision and encouragement to their children as they do homework.

Furthermore, parents who are unable to handle their children's homework can also make other people in the house to render help were necessary.

Another way through which parents helped their children in homework was through visitations to schools where their child learns from. This was done in order to have a rapport with teachers on how best the homework could be executed. The research revealed that parents visited teachers in schools for various reasons, one of them being seeking clarity from teachers as to whether their child was doing the right thing in matters relating to homework. The findings are in line with Epstein (1995) model of overlapping of influence on which this study was anchored whose findings also state that parents who are involved with their children's education are those who consistently demonstrate good parenting styles, communicate with the school staff, volunteer their time in the school, help their children learn at home and those parents who regularly collaborate with school staff. This implies that parent participation in the welfare of their children is cardinal. If parents do not take keen interest in their children's wellbeing at school that means no meaningful results would be achieved.

## **5.2 Importance of giving Homework to learners**

The research revealed that there were various ways in which parents helped their children in homework. It is important to give homework to learners because it's one way of encouraging learners to study at home. The giving of homework makes learners improve their learning abilities as they are up to date with what they learn at school. The giving of homework to learners tends to instil the culture of research among learners. Homework is one way that makes parents feel that they are part of the learning process. Homework provides a linkage between teachers and parents. It also acts as an assessment on the level of participation of parents in school work. The findings are in line with (Epstein & Van Voorhis, 2000; Kidwell, 2004) who did similar studies on the importance of giving homework to learners and found out that the giving of homework to learners is important as it raises the efficiency of learning and demonstrates subject mastery. It also gives an impetus for learners to learn the material given by their teachers in accordance with their intellectual skills, learning style and speed in addition to giving enough time until full comprehension of the material. Furthermore, (Kidwell, 2004; Painter, 2003) postulate that homework is important as it helps the

learners to develop the independence of study skill in students which will in turn help in inculcation of will power and discipline. Responsibility with regards to homework is not only about the actual task, but lies within the knowledge that by doing their homework the student takes responsibility for their own learning.

It is important to note that while many other factors may be considered on the way of improving academic performance in pupils, it is important to state that homework is one way which can help accelerate the improvement in learners.

### **5.3 Views teachers get from parents regarding homework**

The research revealed various ways on how parents looked at homework. The common responses that were given were; 'it is not the parents' duty to help their children with homework,' but teachers because teachers are employed and they ought not to be bothered with work which is suppose to be done at school. It was further noted that some parents complained that when they send their children to school it is the duty of teachers to teach them and teaching should end there. Transferring work from school to their homes was a burden for them, because if they knew how to teach they would not send their children to school. Above all teachers are paid for the work they do by teaching their children. We also have other things that we do to earn our livelihood. The findings are not in line with Georgiou (1997) who found that parent involvement, which includes assistance in doing homework and involvement in school programs, has a correlation with student success. Parent involvement has benefits for children's academic achievement and the development of their characters and behaviours. As can be seen there is need for parents and teachers to spell out roles to each other so that parents should know the extent to which they should go in helping their children. The implication of such sentiments as found in the research is as a result of uninformed parents who are not aware that for a child to get educated there is need for both parents and teachers to work together and the giving of homework to learners is one way in which parents and teachers can be in engagement with each other.

Some parents do not help their children with homework because they are illiterate. This view was shared by several teachers who vehemently said illiteracy was one of the major challenge why many parents were unable to help their children in homework. This finding is in tandem

with (Kang'ombe 2013; Mumba e tal, 1998) who found out that one of the constraints of parental involvement in learners' school work was illiteracy. It is important to note that although there were short comings with regards to parents failing to help their children in homework because of being illiterate, some parents gave other members of the family to help out in areas where they could not understand. In some other instances learners themselves opted for other members of the family or even neighbours who could provide help on the given homework.

The study further indicated that other parents did not participate in homework because of language barrier. This is confirmed from the statement by one parent who said 'I'm Kaonde and each time my child comes with homework in icibemba I'm always stuck. My family and I grew up in North Western Province and we speak chikaonde. We have just started learning icibemba.' This was also supported by another female teacher who had a similar encounter with a different parent. This finding is in line with the Centre for Comprehensive School Reforms and Improvement (2005) which showed that language barrier proved to be a constraint on many immigrant families of USA, Washington. Some parents were unable to express themselves fluently in the English Language. As a result, they were unable to communicate with the schools or let alone help their children with school work. This study was conducted in Ndola one of the towns on the Copperbelt which is a mining province in Zambia as a result there is always an influx of people from other towns to the province in search of employment and as such several teachers pointed out the fact that language was one of the barriers in answering homework that was given in icibemba by teachers which is one of the languages that is learnt at this school where the research was conducted. The research also noted that even some teachers themselves had challenges in teaching using icibemba and giving homework in icibemba proved futile to a certain extent.

The research also revealed that some parents did not participate in helping their children because of busy schedules from their place of work. They left home before their children were awake and returned home when their children were fast asleep. Certain parents did not participate in helping their children in homework because of their busy schedules from the place of work. They fail to manage to attend to Parent teachers Association Meetings so that they can be acquainted on the importance of certain new developments that the Ministry of General Education keeps on bringing in making sure that parents get involved in their childrens' school work. The study

found out that although most of the parents were busy with their work, some parents availed themselves in PTA meetings to contribute in decision making process. It is however, important to also note that very few parents attended PTA meetings because they were more often busy with other things. On the other hand others complained that there was poor communication between school management and parents, so in most instances parents were not preview to certain programs such as PTA meetings as regards when they would take place.

The findings above corroborate with Kang'ombe 2013; Nandango and et'al (2000) report in which they stated that one of the ways in which the school can involve parents in the education of their children was through P.T.A/ Board Committees. Some teachers reported that they discussed with parents several times on the importance of homework through P.T.A meetings. It is through such meetings were various issues are ironed out with regards to the academic improvement of the learners. Now in most instances, parents have been found wanting in this regard. Nevertheless, this study differs with that of Nandango and et'al (2000) in Mubanga (2010). With them, their focus was on involvement of parents in administration. However, this study focussed on collaboration of teachers and parents in learners' homework at one selected school of Ndola urban.

The research also revealed that homework is very important as it makes learners very busy when they are at home and reduces unnecessary movement hence making learners concentrate on school work. As a consequence this may act as a catalyst in the improvement of learners' academic prowess.

#### **5.4 Teachers' views on the need for-parent-teacher collaboration**

The research revealed that parents at this school needed to work together with teachers for the various reasons; one importance which was brought out by both the parents and teachers was that the weakness of the learner is known by both the teacher and the parents. When the learner is given homework the teacher will know the level of intelligence that the child possesses and it will enable the teacher to see the level at which the child grasps the concepts in the homework given. Similarly the parent will be able to know the level of competence which the child possesses. By so doing both parents and teachers will work out mechanisms on how to make sure the child is helped.

The research further revealed that for the young ones there was need for teachers and parents to work together to help learners in homework as it is one of the ways in which learners can have their reading skills improved and enhanced. When a child is given homework parents are reposed with the responsibility to ensure all the necessary help and attention is given to the child.

Additionally the research revealed that the participation between parents and teachers in homework reduce the rate of absenteeism in learners. It was seen that one of the teachers who consistently gave out homework had observed a reduction in the rate of absenteeism among her learners. This was evidenced by the marks that were shown in the register showing fewer absentee marks as opposed to previous years before the homework policy was enhanced at this school. These findings are in line with the study by Collins et al., (1982) in Mubanga (2010) which revealed that positive outcomes in involving parents in their children's education include improved achievement, reduced absenteeism, improved behaviour and restored confidence among parents in their children's schooling. Though several literature states that when parents are involved children perform better, none states which type of involvement or a combination of types has the greatest impact on student achievement. Literature from Brady (1999), showed that schools where children were failing improved dramatically when parents were enabled to become effective partners in their child's education. Parents must participate actively in their children's academic lives. Parents need to collaborate with teachers in the formative stages of the learners. This is most likely to result in high achievement levels in children. The study also revealed that when parents and teachers collaborate ideas are shared about the best ways on how homework should be done so that it's convenient to both parties.

### **5.5 Challenges faced by parents in trying to help their children in homework**

The research revealed that parents experienced a number of challenges which came as a result of helping their children in homework in the selected school that the study was conducted in Ndola District. Most of the parents responded that busy work schedules greatly affected the parents in helping their children with homework. Mostly parents said they were extremely busy in search of food and other amenities for their families as such they woke up very early in the morning leaving their children fast asleep and returned in the evening when their children were fast asleep again. This basically hampered their participation in homework. One of the female parent echoed the following words 'Homework is a challenge for me because I'm rarely found at home. I go for

work and come back late when I'm tired. 'This finding is in line with the study by the Scottish government (2005) as in Singogo (2017) which revealed that the major hindrance to parental involvement was lack of time to working parents. Parents were reported busy by most respondents in the study with various work schedules which made it difficult for them to involve themselves in learners' activities. As stated above, the research which was conducted in Ndola urban also seemingly gave a similar challenge to parental involvement in learners' homework.

It is further reported in the study that some parents found homework challenging at times and because of this parents in most instances backed down as they were not able to answer certain questions which children brought in form of homework, as such this proved to be a challenge. One parent said that 'I don't know how to read. It is difficult for me to help my child with homework. My child waits for his father until he returns from work.' If he does not return in good time my child answers for himself or gives others to help him in the neighbourhood.' These findings are in line with Mumba and et'al (1998)'s as cited in katele (2017) findings which revealed that illiterate parents of Eastern Province were unable to play their roles of supporting their children's education at home. Further, the findings are in line with the Centre for Comprehensive School Reforms and Improvement (2005) which showed that language barrier proved to be a constraint on many immigrant families of USA, Washington. Some parents were unable to express themselves fluently in the English Language. As a result, they were unable to communicate with the schools or let alone help their children with school work.

In contrast with the above studies referred to where parents of Eastern Province and Washington D.C. could not do anything despite facing limitations of illiteracy and language barrier, in this study which was conducted on the Copperbelt of Ndola district, the situation was quite different. The parents who could not read and write as well as speak in English assigned difficult homework to clever siblings or neighbours as work this is how homework was said to be done.

Another challenge revealed by parents in the study was that some homework that children were given lacked instructions. Some parents noted that it was either the teacher couldn't write well on the board to enable the learners to copy clearly or it was vice-versa. Parents complained that they faced challenges in the way some of the homework was given. The research also revealed that most parents advocated that the giving of homework by teachers needed to be time-tabled and availed to parents to make them aware. This would help parents to adjust their time so they could

spare time to support their children in Homework. This finding resonates with Ministry of Education (1996) which state that the giving of homework shall be institutionalised and must be given to learners regularly and each school therefore shall be required to have a clear schedule of performance in monitoring activities and check pupils progress .Prominent among these will be homework given to pupils on a regular basis, thoroughly marked and quickly returned. These and other instruments will enable teachers to collect reliable information on the strengths and weaknesses of their pupils and to assess their performance fairly and systematically. The giving of homework has been a policy in Zambia since 1996 but from that time it has never been uniformalised to make sure that it is put on the time table. However there have been attempts to come up with a localised homework policy at the school were the research was conducted and it has been decided that homework shall be given every Wednesdays and Fridays. Though, the attempts have been made by the authorities that be at the school where the research was conducted to institutionalise it, teachers and parents have remained pessimistic about the all issue of homework.

## **5.6 Parents' views on how teachers give homework to their children**

The study revealed both positive and negative comments that parents made on the way teachers give homework to their children. They said that they were in support of homework as it made children busy when they are at home. It also reduced childrens' mobility in most instances. It also made children to be time conscious. Homework made children to divide time for different schedules of activities in a day.

The research also revealed that homework is a good thing and should be given because it acts as a linkage between parents and teachers. It makes parents to be more responsible for their children progress. It forces parents to check pupils work as they are compelled to go through their childrens' work before it's submitted for work.

### **5.6.1 Parents' views on how they would like to be involved in helping their children with homework.**

The study revealed that homework promoted discipline among learners. As parents frequently check books of homework for their children it made them aware as to whether the child is

making progress or not. If no improvement is noticed it will force the parent to visit the school to find out from the teachers the way forward for their child. As a result of the parental involvement the child will in turn become a good child. Some of the parents interviewed pointed to the fact that they regularly checked their childrens homework and they said homework improved performance and discipline in learners. The above findings are in tandem with (Kidwell, 2004) who postulates that homework cultivates independent study habits which build discipline and willpower in learners. Once a learner learns to do homework independently, he/she will be able to grow with it in adulthood.

The study also revealed that homework being a good tool of collaboration, there was need for learners to be given tests based on homework every month. This is confirmed in a statement from one parent who articulated that “homework must continue to be regular. To encourage pupil participation in homework, our children should be subjected to tests based on the homework given monthly.” The sentiments were echoed by various parents that in order to have an effective homework, teachers needed to give test to learners every month. The study also revealed that teachers needed to invite parents regularly to school to check on their children learning processes. They said that this needed to be done in order to enhance parent participation.

### **5.7 Parents’ views on Parent-teacher collaboration**

The study revealed that teachers at the primary school where the research was conducted in Ndola suggested that it was important for teachers and parents to work together in order to enhance performance of children through homework. This is solely because the weakness of the learner are known by both the teachers and parents. Once the weaknesses are known by both teachers and parents, they will be able to know on how best to help him/her. The behaviour of the learner is also known holistically because teachers and parents will be able to give the side of the story since both are collaborating together.

The research further reviewed that the collaboration between parents and teachers was very important as it helped in reducing absenteeism among learners. Since parents and teachers are in constant collaboration, it will be difficult for the child to be absent deliberately because reasons will be known by both parties the circumstances leading to the cause of the pupils being absent from school.

The study also reviewed that enhancement in communication between parents and teachers can help improve performance in learners. It was found that in most instances there was no effective communication between teachers and parents which led to parents not helping their children with homework. Teachers at a school where the research was conducted mainly mentioned miscommunication as a challenge regarding parents' involvement. For teachers, miscommunication referred to the difficulty of maintaining open and frequent communication with parents, especially with the parents whose children needed close and consistent attention. The study is in tandem with Hughes and Kwok (2007), as cited by Munsaka and Kalinde (2017), indicated that children whose parents maintained constant communication with teachers, volunteered to do certain activities in class, assisted children with homework and attended school functions had the most engaged in school and their children were academically superior especially in reading tasks. The research further revealed that the collaboration in homework if enhanced can make learners improve in their reading skills. When learners are given homework in reading they will be able to recite it at home. This will give opportunity for parents to offer moral support where necessary. Because of this support which is offered by the parents reading skills are inculcated in the learners.

The study further indicated that parents who regularly monitored their children in homework by way of paying visitations and regularly monitored their children's homework too had improved performance. All the six teachers interviewed suggested that mostly parents who frequently visited school on matters relating to the academic performance of their children normally showed improvement in their academic performance. One teacher said; "So for me sir....coughs. Homework can bring teachers and parents to work together, by doing so the academic performance for the learner will be improved." These findings are in line with Epstein (2005) who says educational research has also shown that when parents attend parent-teacher conferences, open houses, and become involved in school related activities such as homework students tend to achieve higher test scores regardless of socioeconomic status, ethnic background, or educational background of the parents. Studies of (Huang & Mason, 2008) on parental involvement have also shown that when parents are involved in their child's education there is an increase in their academic achievement. This clearly points out that the interaction that should exist between teachers should be the one that should aim at helping a learner to

improve their academic performance which will subsequently improve their life after leaving school to join the world of opportunities.

The study also revealed that it was important for parents and teachers to collaborate in order to ensure that homework is effectively done. When teachers and parents are seen to be working together self-esteem is built. Self-esteem can only be built when parents work together with their children each time they are given homework. The longer the parents help their children in homework the higher self-esteem is created. In trying to look at the ways in which teachers and parent's collaboration created self-esteem, one teacher said, "The point that I can add sir is that it creates confidence in the learner as there is constant interaction with the learner. Because of this self-esteem is created in the learner because he/she has no option but must present homework for signing and necessary check-ups before it is taken back to school to have it marked. So for me sir....coughs. Homework can bring teachers and parents to work together, by doing so the academic performance for the learner will be improved." In this case children develop self-worth and adequately deal with their homework with ease since their parents have bestowed confidence in them. In line with this finding, Munsaka (2000) argued that the construction of self-concept is mainly dependant on the experiences that one gets through the interaction with others. It is indeed clear from the above argument that children can only gain self-esteem through the collaboration that must exist between teachers and parents through homework.

### **5.8 Summary of discussion of findings**

The discussion brought to light various findings in the study. The research also reported many ways in which parents help their children in homework such as signing in in their childrens books after guiding them in needy areas. In case of illiterate parents, they seek help from any member of the family or family friends in the neighbourhood. Parents helped their children in homework by making visitations to schools where their children learn from and make necessary enquires in matters of homework. Parents also provide necessary materials related to homework which would help the learners in answering homework. They also provided gadgets like smart phones so that learners could go on internet to look for information in relation to the homework given. Additionally, the study found that homework improved learners' learning abilities. It also instilled the culture of research among learners and it acted as a linkage between parents and

teachers. Teachers and parents viewed the collaboration between them in helping learners with homework as paramount. The next chapter looks at conclusion and recommendations.

## **CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS**

### **6.0 Overview**

The previous chapter discussed the research findings. This chapter presents the conclusions of the study and further makes recommendations to different stakeholders. It must be reaffirmed that this research intended to look at teacher, parent collaboration in learners' homework in Ndola District of the Copperbelt province.

### **6.1 Conclusion**

The study established that there were various ways in which parents helped their children in homework. The common ones were signing in their children work. This gave an indication a parent had had participated in guiding and helping a child in the homework he/she was given at school by the teacher. Another way that the research found was that those parents who were not able to read and write assigned other members of the family to help with homework. In the event that there was no one in the house parents could look elsewhere in the neighbourhood of someone who could render help to the child. Communication was another tool which parents used to help their children with homework. They made frequent visitations to school in order to acquaint themselves with the teacher in matters related with homework. Some parents provided necessary materials corresponding to the learners' grade in case they are given homework would use the same material to aid them to answer the homework given.

The study also revealed that there were mixed reactions that parents brought out concerning teachers and the giving of homework to their children. One of the sentiments expressed by the parents was that it was not their duty to help their children with homework. For them this duty lies in the teachers who are trained and are paid for the same, so transferring work to them a total misplacement of duty on the part of teachers. Some parents failed to help their children in homework because they were illiterate. Others said language barrier was another issue that they raised. Since the research was conducted in a cosmopolitan area which has an influx of people who come from all the corners of the country to look for jobs in industries and mines, some parents could not help their children in homework especially if it was done in Icibemba which is a language predominantly spoken in the area the research was conducted. Working parents found it difficult to help to attend to childrens' homework due to busy schedules at the place of work.

They said they left early in the morning when their children are asleep and came back very late when they are fast asleep respectively. So, for parents homework was a nonstarter. Other parents commended the teachers for the job well done. That they should continue to give homework to their children as it provided a platform where teachers and parents could engage to improve the academic performance of the learners.

On whether it was important for teachers and parents to collaborate in learners' homework, mostly, the responses given were in the affirmative; it is important for teachers and parents to collaborate in learners' homework because the weaknesses of the learner are known by both parties at the same time. The collaboration can improve early reading skills in learners because when learners are given reading homework, learners are helped by parents as well, they eventually improve their literacy skills. It also reduces absenteeism in learners. As teachers and parents are in constant engagement it will be difficult for the learner to be absent deliberately as either party will be aware of the circumstances leading to them being absent. Constant engagement would make learners earn themselves self-concept.

This study was guided by Epstein's (1995) theoretical perspectives on parental involvement in children's education. In his perspectives, he identified several ways through which parents got involved in their children's education and these included: parents volunteering at school, parents helping children's learning at home, joint decision making and collaborating between parents and school authorities. Epstein (1995) argued that the following can improve school-community relations and enhance parental involvement in education; helping families to establish home environments to support children as students, designing effective forms of school-to-home and home-to-school communication about school and children's progress, recruiting and organizing parents' help and support, providing information and ideas to families about how to help students at home with homework and other curriculum related activities, involving parents in decision making, identifying and integrating resources and services from the community. However, from the perspective highlighted above it must be noted that a lot need to be done if effective teacher, parent collaboration can be realised in Ndola District where the study was conducted. Parents faced several hindrances in trying to collaborate with teachers in learners' homework. Factors like illiteracy, lack of communication, some of the work lacked clear instructions. Despite some

of the challenges faced in the collaboration between teachers and parents some parents showed commitment towards learners' work.

## **6.2 Recommendations**

Based on the findings of the study, the following recommendations were made:

1. Given the evidence of the study at hand, it is recommended that homework should be time-tabled so that teachers, parents and learners are informed. There is need for parents to be given roles on how best they can be engaged in helping their children with homework.
2. Based on the evidence of the study were some parents said it was not their duty to provide help to their children in homework as the duty lies with the teachers who are paid for teaching children, there is need for the Ministry of Education to carry out sensitisation meetings in order to make them aware of their roles they ought to perform in their childrens' academic work
3. It was noted in the study that PTA meetings were poorly attended by parents. This made it difficult for schools to effectively implement programmes such as homework. There is need for the Ministry of Education to come up with a policy coupled with common agenda were parents are compelled to attend meetings such as PTA so that they can be acquainted on the importance of them helping their children with homework.
4. Based on the findings, there is need for government to procure tablets in form of cell-phones to be used by learners so that when learners are given homework, parents and their children can check and answer accordingly.

## **6.3 Areas for further research**

1. There is need to conduct a comparative research in both private and government schools on the level of collaboration between teachers and parents in learners' homework.
2. Since the research on teacher, parent collaboration in learners homework was conducted at one school, there is need to conduct a study on a large scale by increasing the scope of the study with more respondents to see whether the findings would be consistent.
3. There is need to conduct a study on whether the levels of collaboration between teachers and parents in homework are the same between primary schools and secondary schools.

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**APPENDICES**

**Appendix A: Consent Form**

THE UNIVERSITY OF ZAMBIA DIRECTORATE OF RESEARCH AND GRADUATE  
STUDIES SCHOOL OF EDUCATION DEPARTMENT OF EDUCATIONAL  
PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION

**Consent form**

I am a registered Masters student in the department of educational psychology, sociology and special education at the University of Zambia. I am conducting a study on Teacher, parental collaboration in learners' homework. I need to interview teachers and parents regarding on how they collaborate in homework for the learners. The Ministry of Education is in full support of this study .Be assured that the information you give will be kept confidential. If you are willing to participate in the study, please sign your name in the space provided below. Should you feel at any point of the interview that you cannot continue, you are free to withdraw from the study.

Participants Name.....

Signature.....

Date.....

Place.....

Witness'

Name.....

Signature.....

Researchers Name.....

Signature.....

Place.....

Date.....

**Thank you for accepting to participate in this study**

## **Appendix B: Semi-Structured Interview Guide for Grade Five (5) Teachers**

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL  
EDUCATION

### **Dear Respondents,**

I am a postgraduate student at the University of Zambia currently pursuing a Master's in Education Psychology. I'm conducting a research on the topic, '**Teacher, parental collaboration in learners' homework in Ndola District**'. You are kindly requested to participate in this research by responding to the questions below. All the responses recorded will be taken as strictly classified. This study is purely for academic purposes and not meant to cause you any mental or physical harm. Consequently I encourage you to be free when providing your responses.

### **QUESTIONS**

1. What is your schools' guiding philosophy regarding homework?
2. How often do you give Homework to learners?
3. In what ways do parents help their children with homework?
4. How do you give homework in relation to varied learning abilities in class?
5. Why do you think the giving of homework to learners is important?
6. What are the views that you get from parents regarding homework?
7. Why do you think it is important for teachers and parents to work together in enhancing the performance of the child through homework?
8. .How do you think the collaboration between teachers and parents can be improved in handling homework.

## **Appendix C: Semi-Structured Interview Guide for Parents**

THE UNIVERSITY OF ZAMBIA  
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL  
EDUCATION

### **Dear Respondents,**

I am a postgraduate student at the University of Zambia currently pursuing a Master of Education Degree in Educational Psychology. I am conducting a research on the topic, ‘**Teacher-parent collaboration in learners’ homework in Ndola District**’. You are kindly requested if you may participate in this research by responding to the questions below. All the responses recorded will be taken as strictly classified. This study is purely for academic purposes and not meant to cause you any mental or physical harm. I consequently encourage you to be free when providing your responses.

### **QUESTIONS**

1. How often does your child come home with homework?
2. Why do you think it is important to give homework to your child?
3. What constraints do you face as a parent when trying to help your child in homework?
4. What are your comments on the way teachers give homework to your children?
5. How would you like to be involved by teachers in helping your children with homework?

### ***END OF INTERVIEW***

***I wish to THANK YOU so much for your time and participation***

**APPENDIX D: An introductory letter from the Department Educational Psychology,  
Sociology and Special Education.**



**THE UNIVERSITY OF ZAMBIA**

Telephone 291777 291381  
Telegram UNZA. LUSAKA  
Telex UNZALU ZA 44370

PO Box 32379  
Lusaka, Zambia  
Fax: +260-1-253952

Dear Sir/Madam,

**TO WHOM IT MAY CONCERN**

The bearer BRIAN M. SIVILE holding a computer number  
2016.14.5585 is a bonafide students of this Institution. He / She is currently  
pursuing MASTERS IN EDUCATIONAL PSYCHOLOGY  
programme and would like to utilize your Institution facility for the purpose relating to His  
Her studies

Your assistance and co-operation would be very much treasured.

Yours faithfully,

Kalima Kalima  
**HEAD - DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY  
AND SPECIAL EDUCATION**

DEPT. OF ED. PSYCHOLOGY  
SOCIOLOGY & SPECIAL ED.  
09 APR 2018  
THE UNIVERSITY OF ZAMBIA  
P.O BOX 32379, LUSAKA



## THE UNIVERSITY OF ZAMBIA

### DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777  
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### Approval of Study

10<sup>th</sup> August, 2018

**REF. No. HSSREC: 2018-APRIL-006**

Mr. Brian M. Sivile  
Chifubu A. Primary School  
P.O Box 70878  
**NDOLA**

Dear Mr. Sivile,

**RE: "TEACHER, PARENT COLLABORATION IN LEARNERS' HOME WORK"**

The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB resolved to **approve** this study and your participation as Principal Investigator for a period of one year.

Review Type	Expedited Review	Approval No. HSSREC: 2018- APRIL-006
Approval and Expiry Date	Approval Date: 10 <sup>th</sup> August, 2018	Expiry Date: 9 <sup>th</sup> August, 2019
Protocol Version and Date	Version- Nil	10 <sup>th</sup> August, 2018
Information Sheet, Consent Forms and Dates	• English.	To be provided
Consent form ID and Date	Version	To be provided
Recruitment Materials	Nil	Nil

There are specific conditions that will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If