

Parental Involvement In Children's Education In Zimbabwe: A Case Of Colleen Bawn Cluster Of Primary Schools In Gwanda District

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Abstract: *The Study Sought To Examine The Extent Of Parental Involvement In Their Children's Education In The Colleen Bawn Cluster Of Primary Schools In Gwanda District In Zimbabwe. The Descriptive Survey Design Was Used To Collect Data Through Questionnaires And Face-To-Face Interviews. The Study Revealed High Parental Involvement In Their Children's Education In The Colleen Bawn Cluster Of Primary Schools Which Include Participation In The School's Academic Activities, Co-Curricular Activities. The Study Also Revealed That Parents In The Colleen Bawn Cluster Of Primary Schools Did Not Provide Adequate Teaching And Learning Resources, Were Not Invited To Participate As Resource Persons To Educate Learners And To Officiate In Sporting Activities And Accompany Learners On Educational Trips. The Study Recommended That An In-Service Training For Sdcs, Teachers And School Heads Be Held On The Role Of Parental Involvement In Schools Towards The Provision Of Quality Education Which Includes The Value Of Providing Schools With Teaching And Learning Resources, Stationery And Building Desired Physical Infrastructure. The Study Further Recommended That Parents Be Invited To Officiate In Sporting Activities, Accompany Learners On School Organized Educational Trip And To Participate As Resource Persons In Educating And Training Learners.*

Keywords: *Parental Involvement, Academic Activities, Teaching And Learning Resources, Co-Curricular*

I. Introduction

Parental Involvement In Their Children's Education

The Study Focuses On The Extent To Which Parents Involve Themselves In Their Children's Educational Areas Such As Academic Work, Provision Of Resources And Co-Curricular Activities. Parental Involvement Is Defined By Eldridge (2002) In Mawere Et. Al. (2015) As The Process Whereby Schools, Parents And Other Services Support Each Other In Stimulating Children's Curiosity, Motivation, And Development In Order To Achieve Educational, Organizational, Democratic And Enabling Objectives. According To Trotman (2001) Parental Involvement Creates A Partnership That Allows For Greater Collaboration Between Home And Schools. Hence Parental Involvement In Children's Primary School Educational Activities Sets The Stage For Continued Involvement In The School Environment And Sends A Message To The Child That Education Is Valued And Important (Mawere, Et. Al. 2015). Wehlburg (1996) And Epstein (1991) Argue That Parental Involvement Include Basic Obligations Of Parents In The Schools Progress, Voluntary Involvement In Schools And Participating In Extra-Curricular Activities And Governance And Advocacy.

Even Before Formal Education Was Introduced Parents Have Always Been Involved And Played A Crucial Role In The Education Of Their Children. Hence Spodek (1983) In Mawere, Et. Al. (2015) Says That, Pestalozzi And Frobel Observed That The Partnership Between Parents And Educators Was Emphasized Since The 18th Century. Mawere, Et. Al (2015) Argue That Since That Time, A Growing Literature Suggests That Parental Involvement Has A Positive Impact On Children's Learning And Development. As The First Educators Of Their Children And The People Who Have The Best Knowledge About Them, Parents Have A Crucial Role To The Academic Achievement By The Pupils (Rosen (2007) In Mapolisa Et. Al. (2014). Hiatt (1994) And Mawere, Et. Al (2015) Argue That In The Earlier Years The Care And Education Of The Children Are The Natural Right And Primary Responsibility Of The Parents, With Little Or No Formal Involvement From A Structured Education Entity. According To Desforges And Abouchaar (2003), Parental Involvement Is A Catch All Term For Many Different Activities That Include Good Parenting, Helping With Homework, Talking To The Teachers, Attending School Functions Through Taking Part In School Governance.

Parents Have Certain Duties And Obligations To Undertake In Order To Ensure That They Protect The Interests And Welfare Of Their Children In Terms Of The Un's International Convection On The Rights Of The Child. Mawere Et. Al (2015) Indicate That The United Nations Declaration On The Rights Of The Child 1959

States That The Best Interest Of The Child Shall Be The Guiding Principle Of Those Responsible For His/Her Education And Guidance. Mawere, Et. Al (2015) Argue That In This Regard, The Care And Education Of The Children Are The Natural Right Of Parents And The Duty Is Primarily Theirs. Singh, Mbokodi And Msila (2004:301) Argue That Parents Who Play Little Or No Role In Their Children's Homework And Study Programs Contribute To The Poor Performance Of Their Children In The Classroom. Hence Parents Have A Crucial Role In The Educational Development Of The Pupils Through Helping With Homework, Talking To The Teachers, Attending School Functions, Providing Teaching And Learning Resources, Taking Part In School Governance And Participating Co-Curricular Activities.

Parental Involvement In Children's Education Comes In Various Forms And Differs As The Child Moves Through Primary And Secondary School, (Epstein Et. Al. 2002). Desforges And Abouchaar (2003) Argue That It Is Widely Recognized That If Pupils Are To Maximize Their Potential From Schooling They Will Need The Full Support Of Their Parents. Attempts To Enhance Parental Involvement In Education Occupy Governments, Administrators, Educators And Parents' Organizations Across North America, Australasia, Continental Europe, Scandinavia And The Uk (Desforges And Abouchaar 2003). It Is Anticipated That Through Parental Involvement, Parents Should Play A Role Not Only In The Promotion Of Their Own Children's Achievements But More Broadly In School Improvement And The Democratization Of School Governance. Desforges And Abouchaar (2003) Posit That According To The European Commission, The Degree Of Parental Participation Is A Significant Indicator Of The Quality Of Schooling.

Research Has Shown That When Parents Become Involved, Standards Of Education Improve Including Understanding The Curriculum, Keeping Track Of The Children's Progress And Helping With Homework And Parents Understand What The School Is Trying To Achieve And How They Can Help (Hampton And Mumford, 1998; Patrikakou, Weissberg, Redding And Walberg, 2005). Research On Parental Involvement By Patrikakou, Weissberg, Redding And Walberg (2005; 15) Proved That Children Benefit When Schools And Parents Work Closely And Such Benefits Include Higher Grades And Test Scores, Improved Attendance, Improved Behavior At Home And At School, Better Interpersonal Skills And More Responsible Decision Making. Success In The Education Of The Children Depends, At Least In Some Part, On The Involvement Of Parents (Burke And Picus 2001:3). If The Children See That Their Parents Are Enthusiastic About Their Education, They Are Most Likely To View Their Schooling In A Positive Light And Are More Receptive To Learning (Hampton And Mumford, 1998:414). In That Sense, Schools Should Work In True Alliance With Parents If The Education Of The Children Is Not To Be Compromised.

Parental Involvement Extends To Simply Ensuring That Homework Was Completed Successfully And Attendance Of Parent Teacher Association (Pta) Meetings. This Is Further Supported By Luneburg And Irby (2002) Who Reported That Parental Involvement Extended To Expectation For Their Children's Achievements, Participating In School Activities, Offering Encouragement And Providing Home Learning Environments. Overtime, Parental Involvement Included Parents' Participation In School Based Activities Such As Parents' Conferences, Pta Meetings And Fund Raising Events. Bastiani (1999) Indicated That The Parent Teacher Meetings Discussed Children's Progress And Any Difficulties They Were Having, Established From Parents How Children Were Coping With School, Identified Ways In Which Parents Could Help Their Children At Home And Revealed Potential Conflicts. Literature Shows That Parental Involvement In Schools Has Greatly Evolved And Now Demands Unlimited Parental Involvement In Their Children's Education Which Include Participation In School Events, School Organizational Work Including School Governance, Involvement In Fund Raising Activities And Volunteering To Be Resource Persons And Provision Of Resources. Research Carried Out By Mubanga (2012) Revealed That Parents Were Gradually Involved In Their Children's Education Through Being Members Of The P.T.A, Providing The School Requirements, Assisting Children With School Work, Participating In The Development Of The School Infrastructure. Teachers Revealed That Parental Involvement In Their Children's Education Had Benefited The School And Pupils, As The Teachers Found It Easy To Understand Children's Environment As A Result Of Constant Interaction Between Parents And The School.

The Study By Mubanga (2012) However Revealed Barriers To Parental Involvement To Be High Illiteracy Levels Among Parents, High Poverty Levels Among Families And Lack Of Knowledge On The Importance Of Education. As A Way Of Increasing The Level Of Parental Involvement In Their Children's Education, Parents And Teachers In Mubanga (2012) Suggested That Parents Should Attend School Meetings, Participate In The Decision Making Process And Support Their Children With School Work. Other Suggestions Were That Parents Should Visit The School To Discuss Academic Performance With Teachers And That They Should Be Sensitized On The Importance Of Education. Fitzgerald (2004:3) Argues That Some Parents Really Need Education In That Direction Because Often, Parents Are Ignorant Of Their Roles And Do Not Understand That The Way They Raise Their Children Greatly Influences Their Development And Learning. According To Lareau (2006:3) On The Other Hand, Some Like To Be Involved As Much As Possible But Their Social Class Prohibit Them From Doing So. Fuller (2006) In Mapolisa, Et. Al. (2014) Argues That Even If Low Socio-

Economic Status Families Are Worried About Their Children's Poor Performance, The Majority Of Them Are Not Always Able To Assist Their Children Due To Illiteracy. Given Such A Scenario, Education Managers Need To Know That Families, Schools, And Communities Have A Common Goal; To Nurture And Guide Children To Adulthood. This Study Sought To Establish The Extent To Which Parents Are Involved In The Education Of Their Children In Colleen Bawn Cluster Of Primary Schools In Gwanda District Of Zimbabwe.

Parental Involvement In Children's Education In Zimbabwe

According To Zvobgo (1994) The Provision Of The Rhodes Education Act (1955) As Indicated In Circular No. 21(1970:2) Specified That Parents Teachers Association (Pta) Had No Official Powers In Professional Matters. This Reduced Parents To Observers Than Participants In An Education System That Would Mould Their Children. Although They Were Ignorant Of Professional Matters, Parents Provided Financial Support And Labour Force In Building Schools. Hence Parents Have Nevertheless Always Been Actively Involved In Enhancing Their Children's Educational Progress.

Parental Involvement, Although Present Since Prehistoric Times, Has Been, Is And Will Continue To Be A Contentious Issue In Education. Hence Parental Involvement Has To Be Managed And Regulated As Indicated By Fitzgerald (2004:6) Who Argues That Parental Involvement Is "Empowerment Which Brings About Its Complications As It Brings In Non-Professionals To The School Setup." In Some Extreme Cases, Parents Go To The Extent Of Dictating Concepts And The Type Of Curricular To Be Taught Their Children Even If They Are Not Academically, Socially, Physically And Emotionally Ready To Do So Fitzgerald (2004). In That Context In Zimbabwe, The 1987 Education Act Through Statutory Instruments 87 Of 1992 And 70 Of 1993 In Non-Government And Government Schools Respectively Sought To Lawfully Introduce Parental Involvement In Schools And Regulate It At Same Time.

The Introduction Of Statutory Instruments 87 Of 1992 And 70 Of 1993 In Non-Government And Government Schools Respectively Gave Power And Authority To Parents In Their Educational Involvement In Schools Hence Educational Development In Schools Officially Became Vested Upon The Shoulders Of Parents By These Statutory Instruments (Tshuma, 1997, Unpublished). Of Late, Due To The Amendment Pronounced In The Education Act Of 2006, The Once Separate Sdc And Sda Parental Boards Are Now Reported As Sdcs Regardless Of Their Geographic Location, Although Independent Schools Continue To Be Managed By Ptas Or Trust Boards Or Board Of Governors (Zvobgo, 2004:149). Through Sdcs, Parents Are Called Upon To "Bridge The Gap" Between What Government Could Provide And What The Communities Want In Their Schools (Zvobgo, 1996:30). The Parental Involvement Through The Statutory Instrument Was A Clear Indication That Parents Have Come To Be Viewed As Critical Partners In The Education Of Their Children In Zimbabwe For The Success Of The School Programmes, Hence Their Inclusion In Policy At National And Local Levels. In Zimbabwe, The Government's Strategy For Securing Parental Involvement Included Providing Parents With Information, Giving Parents A Voice And Encouraging Parental Partnerships In Schools. The Creation Of Such Partnership Served To Fulfill The Various Policy Mandates For Parental Involvement In The Education Of Their Children.

The Major Responsibility Of The Sdcs Was To Raise Funds For Infrastructural Development In Schools Through Levies, Donations And Any Other Fund Raising Activities (The Education Act, 1987:29a). Hence The Minister Of Education, On 15 September 2011 Revealed That "Governments Thrust To Provide Education For Everyone Required Huge Resources And Government Has Had To Rely On Parents And Communities To Play A Major Role In Providing Many Of The Resources That Their Schools And Children Need." The Assertion Shows That The Government Relies On Parents To Provide Resources For Their Children's Schools As Mandated By The Statutory Instruments Which Legalized Parental Involvement In Schools. In This Context, The Limitation Of Resources Gave It No Option But To Bring Parents Into The Limelight. Parental Involvement Plays A Pivotal Role As Revealed By Berger (2007:27) Who Assets That: "To Work With A Child And Not With The Parent Is Like Working With Only The Pieces Of A Puzzle. It Would Be Like A Person Who Put A Puzzle Together With A Thousand Pieces And Then As He Finishes, Found The Centre Missing." The Education Act (1987) Gave Mandatory Powers To Parents To Provide Any Needed Resources For The Development Of The Schools The Schools In The Colleen Bawn Primary Schools Cluster Were No Exception.

In Zimbabwe, Parents Are Involved In Their Children's Academic Work Through Attending Consultation Days To Find Out From The Teachers How Their Children Are Performing In Class. These Parent Teacher Conferences Provide A Two Way Communication Between Teachers And Parents. At Such Conferences, Parents Provide Teachers With Information On Pupils' Life Outside The School. The System Also Permits Parents And Teachers To Ask Questions, Discuss Common Concerns In Helping Pupils And Plan Together Programs For Improving Pupils' Learning And Development. Many Schools In Zimbabwe Use Teacher-Parent Conferences In Conjunction With Termly Reports.

Research By Siggh, (2006) On The Role Of Parents In Sport Reveals That Parents Play Several Roles In Youth Sport. Parents And Guardians Have Been Responsible For The Initial Exposure, Encouragement, Motivation, Support And Guidance Required By Their Children To Be Successful In Sport. The Child Should Be Allowed To Explore His Or Her Talents In Sports, And To Maximize His/Her Opportunity For The Widest Possible Array Of Life Experiences, Safe From Harm. This Therefore Means That Parents Should Support And Encourage Their Children In Sporting And Other Talent Oriented Activities. Whilst The Zimbabwe Government Gave Power And Authority To Parents In Their Educational Involvement In Schools, The Level Of Parental Involvement In The Colleen Bawn Cluster Of Primary Schools In Gwanda District Has Not Been Explored Hence The Importance Of This Study.

The Research Design

The Descriptive Survey Design Was Preferred For This Study As It Was Found To Be Ideal For Gathering Original Data For Purposes Of Describing Certain Perceptions, Opinions, Attitudes, Relationships And Orientations That Are Held By A Population As Large As That Of The Colleen Bawn Cluster Of Primary Schools. The Descriptive Survey Was Preferred Since It Is Perhaps The Most Frequently Used Method Of Research That Describes What We See And Observes Beyond The Situation, Thereby Giving A Comprehensive Picture (Leedy, 1993). The Researcher Selected The Descriptive Survey Design Since It Can Describe What We See And Reveals The Actual Picture Of A Situation Through The Emerging Trends From The Study (Leedy, 1993). The Descriptive Survey Approach Therefore Enabled The Researcher To Make Accurate Observations Of The Natural Situation In Line With Leedy's (1993) Argument That The Descriptive Survey “---Looks With Intense Accuracy At The Phenomena Of The Moment And Describes Precisely What Researchers See.” The Descriptive Survey Research Design Also Enabled The Researcher To Obtain In-Depth Information, Extract Patterns And Compare Relationships Between The Variables And Facilitate Generalization Of One's Findings To The Larger Population (Maree, 2007; Borg & Gall, 1996). The Use Of The Descriptive Survey In This Study Facilitated Objectivity, Where The Researcher Developed An Understanding Of The World As It Is ‘Out There’, Independent Of One's Personal Bias, Values And Idiosyncratic Notions. To Achieve The Desired Objectivity, The Researcher Had To Be Personally Detached From Those Being Studied Through The Use Of Objective Standardised Questionnaires, Observation Schedules, And Interview Guides To Collect Data (Borg & Gall, 1996; Maree, 2007).

The Use Of The Descriptive Survey Approach Enabled The Researcher To Use Random Sampling Which Enabled The Study To Deal With The Shortage Of Financial Resources, Time And Accessibility To The Institutions And To Generalize The Findings To The Entire Population Under Study (Babbie, Mouton, Vorster, & Prozesky (2001); Cohen, Manion & Morrison, 2006). Purposive Sampling Was Preferred When Selecting The Participants For The Study Because Of Similar Defining Characteristics That Made Them The Holders Of Specific Data Needed For The Study From Which One Could Learn Most (Maree, 2007; Thomas & Nelson (2001:281). In Using Purposive Sampling, The Researcher Hand-Picked Certain School Heads, Teachers, School Chairpersons And Parents To Include In The Sample On The Bases Of Their Relevance To The Problem Under Study. This Is In Line With Patton (1990) Who Argues That The Logic And Power Of Purposive Sampling Lies In Selecting Information-Rich Cases For In-Depth Study. Information-Rich Cases Are Those From Which The Researcher Can Learn A Great Deal About The Phenomenon Being Studied.

Data Was Collected From Each School Through Use Of Questionnaire And Face To Face Interviews. The Researcher Presented The Research Findings In The Form Of Tables Together With The Description Of Analysis Of Trends, Comparing Groups And Relating Variables That Revealed General Tendencies In The Data. These Helped The Researcher To Analyse The Data From The Sample And To Draw Conclusions About The Larger Population (Maree, 2007).

II. Research Results And Discussion

The Sought To Establish The Extent To Which Parents Are Involved In The Education Of Their Children In Colleen Bawn Cluster Of Primary Schools In Gwanda District In Zimbabwe. The Focus Was On Parental Involvement In Their Children's Academic Issues, Provision Of Resources And Co-Curricular Activities. Parental Involvement In Academic Issues Will Be Articulated First.

Parental Involvement In Academic Issues

The Analysis Of The Results Of The Responses To Questionnaires And Face To Face Interviews On Parental Involvement In Academic Issues Are Presented In Table 1 Below.

Table1: Parental Involvement In Children's Academic Work

Item	A	%	D	%
Heads' Responses				
1.1 Parents Supervise Their Children's Written Homework	4	100%	0	0%
1.2 Parents Assist And Monitor Their Children Reading At Home	3	75%	1	25%
1.3 Parents Are Free To Consult Teachers On Their Chn's Learning Anytime	4	100%	0	0%
1.4 Parents Participate As Resource Persons For Their Chn At School	3	75%	1	25%
1.5 Parents Provide Additional Books For Their Chn	1	25%	3	75%
1.6 Parents Attend Scheduled Consultation Days	4	100%	0	0%
Teachers' Responses				
1.1.Parents Supervise Their Children's Written Homework	10	62.5%	6	37.5%
1.2.Parents Assist And Monitor Their Children Reading At Home	6	37.5%	10	62.5%
1.3.Parents Can Consult Teachers On Their Chn's Learning Anytime	14	87.5%	2	12.5%
1.4.Parents Particpate As Resource Persons At School	5	31.25%	11	68.75%
1.5.Parents Provide Additional Books For Their Children.	9	56.25%	7	43.75%
1.6.Parents Attend Scheduled Consultation Days	11	68.75%	5	31.25%
Parents' Responses				
1.1.As A Parent, You Supervise Your Children's Homework	15	93.75%	1	6.25%
1.2.You Assist And Monitor Your Child/Children Read At Home	13	81.25%	3	18.75%
1.3.As Parent(S) You Are Free To Consult Teachers Anytime	9	56.25%	7	43.75%
1.4.Parents Participate As Resource Persons At School	13	81.25%	3	18.75%
1.5. Parents Provide Additional Books For Their Children	13	81.25%	3	18.75%
1.6.Parents Attend Children's Consultation Days	16	100%	0	0%

In Responding To Parental Involvement In Their Children's Academic Work, 100% Heads, 62.5% Teachers And 93.75% Parents Of The Sampled Schools Indicated That Parents Supervise Their Children's Written Homework While 37.5% Teachers And 6.25% Parents Disagreed. In The Main The Study Revealed That Parents In Colleen Bawn Cluster Of Primary Schools Supervise Their Children's Written Homework. On Monitoring Children's Reading At Home, 75% School Heads, 37.5 Teachers And 81.25% Parents Indicated That Parents Monitor Their Children's Reading At Home While 25% Heads, 62.5% Teachers And 18.75% Parents Disagreed. While Most School Heads And Parents Indicated That Parents Monitor Their Children's Reading At Home, Most Teachers Disagree. The Interview Responses From Parents Revealed That Some Parents Assist Their Children With Their Reading At Home Whilst Others Assist When They Find Time As They Are Busy With Work Most Of The Time. However, Most Parents Revealed That They Assisted Their Children With Their Reading At Home. The Findings Of This Study Established That Parents In Colleen Bawn Cluster Of Primary Schools Supervise Their Children's Reading And Homework Hence Contribute To Improved Performance Of Their Children In The Classroom And Do Not Agree With Singh, Mbokodi And Msila (2004:301). One Interviewed School Head Encouraged All Parents To Fully Participate In Their Children's Academic Work As Education Is An Investment. One Teacher Revealed That Some Parents Do Not Involve Themselves In Their Children's Academic Issues Because They Are Illiterate And Lack The Knowledge Hence Left Most The Work In The Hands Of The Teachers. This Observation Concur With A Study By Mubanga (2012) That Revealed Illiteracy Among Parents As One Of Barriers To Parental Involvement In Their Children's Education. The Study Concur With Fitzgerald (2004) In That Such Parents Need In-Service Training On Their Roles In Influencing The Quality Of Their Children's Education. The Overall Picture That Emerged Is That Parents In Most Primary Schools Of The Colleen Bawn Cluster Participate In Their Children's Academic Work Through Supervising Their Children's Homework. The Findings Of This Study Agree With Wehlberg (1996) And Luneburg & Irby (2002) Who Argue That Parental Involvement Extended To Simply Ensuring That Homework Was Completed Successfully And Extended To Participating In School Activities, Offering Encouragement And Providing Home Learning Environments.

When Responding To Whether Parents Are Free To Consult Teachers On Their Children's Learning Anytime, 100% Heads, 87.5% Teachers And 56.25% Parents Agree While 12.5% Teachers And 43.75% Parents Disagree. The Study Revealed That Parents In The Colleen Bawn Cluster Of Primary Schools Are Free To Consult Teachers On Their Children's Learning Anytime. While Teachers' Responses Revealed That Parents Are Free To Consult Teachers Anytime Some Parents On The Other Hand Disagreed. The Study Indicates That Parents Felt That They Can Only Consult Teachers During The Scheduled Consultation Days Which All Indicated That They Attended. To Some Extent, The Findings Of This Study Concur With Trotman (2001) In That Parental Involvement Creates A Partnership That Allows For Greater Collaboration Between Parents And Teachers.

In Responding To Whether Parents Participate As Resource Persons For Their Children At School, 75% Heads, 31.25% Teachers And 81.25% Are In Agreement While 25% Heads, 68.75% Teachers And 18.75% Indicate That Parents Do Not Participate As Resource Persons. The Study Revealed A High Parental Involvement As Resource Persons In Colleen Bawn Cluster Of Primary Schools, Though Teachers Felt That Parents Do Not Adequately Participate In Schools As Resource Persons. The Study Concur With Mubanga

(2012) Who Revealed That Parents Were Gradually Involved In Their Children's Education Through Providing The School Requirements.

When Responding To Whether Parents Provide Additional Books For Their Children, 25% Heads, 56.25% Teachers And 81.25% Parents Indicated In The Affirmative While 75% Heads, 43.75% Teachers And 18.75% Parents Disagree. Judging By The Responses From School Heads And Teachers Some Parents In Some Schools Provide Additional Books For Their Children While Some Do Not. Most Heads And A Few Teachers Revealed That Parents At Their School Did Not Provide Additional Books For Their Children. Most Teachers And Parents Indicated That Parents Provided Additional Books. The Study Indicates That Most Parents Provided Additional Books For Their Children Hence Concurs With Mubanga (2012) In That Parents Were Gradually Involved In Their Children's Education By Providing The School Requirements Such As Books.

In Responding To Whether Parents Attend Children's Consultation Days, 100% Heads, 68.75% Teachers And 100% Parents Are In Agreement With 31.25% Teachers Disagreeing. The Study Clearly Revealed That Parents In Colleen Bawn Cluster Of Primary Schools Attend Their Children's Consultation Days. The Teachers Interviewed Revealed That Parents Attend Consultation Days And Most Interviewed Parents Indicated That They Participated In Consultation Days. All Interviewed School Heads Encouraged All The Parents To Always Liaise With The Teachers So As To Have A Knowhow Of What Is Happening In The School. The Study Concurs With Bastiani (1989) In That The Parent-Teacher Consultative Meetings Reflect On Children's Progress And Any Differences They Could Be Having And Establish From Parents How Children Were Coping With School, As Well As Identify Ways In Which Parents Could Help Their Children At Home And Also Reveal Potential Conflicts.

The General Picture That Images Is That Parents In The Colleen Bawn Cluster Schools Work Hand In Hand With The Schools In Their Children's Academic Issues. The Findings Of The Study Agree With Berger (2007) Who Asserts That To Work With A Child And Not With The Parent Is Like Working With Only The Pieces Of A Puzzle. It Will Be Like A Person Who Puts A Puzzle Together With A Thousand Pieces And As He Finishes Found The Centre Missing. Parental Involvement In The Provision Of Resources For The Schools Their Children Attend Is Discussed Next.

Parental Involvement In The Provision Of Teaching And Learning Resources

The Analysis Of The Results Of The Responses To Questionnaires And Face To Face Interviews On Parental Involvement In The Provision Of Teaching And Learning Resources Are Presented In Table 2 Below. In Responding To The Extent To Which Parents Paid Levies And Fees, 50% Heads, 62.5% Teachers And 93.75% Parents Indicated That Most Parents Paid The Stipulated Levies And Fees For Their School Development Activities Whilst 50% Heads, 37.5% Teachers And 6.25% Disagreed. The Study Reveals That While Most Parents Pay Levies And Fees For Their School Development Activities There Are However A Few Who Do Not Pay At All. Interviewed Heads And Teachers Felt That Parents Should Be More Committed By Providing Required Levies And Fees For The Provision Of Teaching And Learning Materials Since Poor Provision Of Teaching And Learning Resources Lead To Children's Decline In Academic Performance. There Is A Strong Indication That Most Parents In The Colleen Bawn Cluster Of Primary Schools Pay Levies And Fees As Enshrined In The School Development Committees Statutory Instrument.

Table 2: Parental Involvement In Provision Of Resources

Item	A	%	D	%
Heads' Responses				
2.1.Parents Pay Fees/Levies For Their School Development Activities	2	50%	2	50%
2.2.Parents Participate In School's Fund Raising Activities	3	75%	1	25%
2.3.Parents Have Purchased Furniture For The School	1	25%	3	75%
2.4.Parents Have Purchased Stationery For The School	1	25%	3	75%
2.5.Parents Have Constructed Physical Structures Like Toilets, Libraries Etc	2	50%	2	50%
2.6.parents Have Purchased Learning Equipment For Their Chn - Computers Etc	2	50%	2	50%
2.7.parents Have Purchased A Vehicle For The School	1	25%	3	75%
Teachers' Response				
2.1.parents Pay Fees/Levies For Their School Development Activities	10	62.5%	6	37.5%
2.2.parents Participate In School's Fund Raising Activities	7	43.75%	9	56.25%
2.3.parents Have Purchased Furniture For The School	2	12.5%	14	87.5%
2.4.parents Have Purchased Stationery For The School	7	43.75%	9	56.25%
2.5.parents Have Constructed Physical Structures Like Toilets, Libraries Etc	4	25%	12	75%
2.6.parents Have Purchased Learning Equipment For Their Chn Such As Computers Etc	3	18.75%	13	81.25%
2.7.parents Have Purchased A Vehicle For The School	1	6.25%	15	93.75%
Parents' Response				
2.1.parents Pay Fees/Levies For Their School Development Activities	15	93.75%	1	6.25%
2.2.parents Participate In School's Fund Raising Activities	15	93.75%	1	6.25%
2.3.parents Have Purchased Furniture For The School	4	25%	12	75%
2.4.parents Have Purchased Stationery For The School	3	18.75%	13	81.25%
2.5.parents Have Constructed Physical Structures Like Toilets, Libraries Etc	5	31.25%	11	68.75%
2.6.parents Have Purchased Learning Equipment For Their Children L- Computers	4	25%	12	75%
2.7.parents Have Purchased A Vehicle For The School	1	6.25%	15	93.75%

When Responding To The Extent To Which Parents Participate In The School's Fundraising Activities 75% Heads, 43.75% Teachers And 93.75% Indicated That Parents Participated In Fund Raising Activities While 25% Heads, 56.25 Teachers And 6.25% Parents Indicated That They Did Not Participate. Interviewed Parents Revealed That They Participated In The School's Fundraising Activities As A Way Of Providing Teaching And Learning Resources. The Findings Of This Study Concur With Chivore (1995:59) Who Pointed Out That Provision Of Material And Financial Resources Through Fundraising Are Imperative In The Provision Of Educational Resources To Learners. Data Therefore Show That The Majority Of Parents In The Colleen Bawn Cluster Of Primary Schools Participate In The Fund Raising Activities Of Their Children's Schools And A Few Who Do Not.

In Responding To Whether Parents Purchased Furniture For The School Attended By Children 25% Heads, 12.5% Teachers And 25% Parents Indicated That Parents Purchased School Furniture Whilst 75% Heads, 87.5% Teachers And 75% Parents Disagreed. In The Main, Data Show That Parents In Few Schools Purchased Furniture While Parents In The Majority Of The Schools Did Not Purchase Furniture. When Responding To Whether Parents Purchased Stationery For Their Children's Schools, 25% Heads, 43.75% Teachers And 18.75% Parents Indicated That Parents Purchased Stationery Whilst 75% Heads, 56.25% Teachers And 81.25% Parents Disagreed. The Study Revealed That Very Few Parents Purchased Stationery For Their Children's Schools And The Majority Did Not.

In Responding To Whether Parents Have Constructed Physical Infrastructure Like Classrooms, Toilets, Libraries And Teachers' Houses Etc 50% Heads, 25% Teachers And 31.25% Parents Indicated In The Affirmative While 50% Heads, 75% Teachers And 68.75% Parents Disagreed. The Study Revealed That Most Parents Did Not Put Up Physical Infrastructure At Their Children's Schools. When Responding To Whether Parents Of Colleen Bawn Cluster Of Primary Schools Purchased Teaching And Learning Equipment Such As Computers, Photocopiers Etc For Their Children's Schools, 50% Heads, 18.75% Teachers And 25% Parents Indicated That They Had Did Purchase The Equipment While 50% Heads, 81.25% Teachers And 75% Parents Did Not. In Responding To Whether Parents Purchased A Vehicle Or Vehicles For Their Children's School, 25% Heads, 6.25% Teachers And 6.25% Parents Indicated That They Did While 75% Heads, 93.75% Teachers And 93.75% Indicated That They Did Not. The Picture That Emerges Is That Most Parents In Colleen Bawn Cluster Of Primary Schools Did Not Purchase A Vehicle For Their Children's Schools.

The Overall Picture That Emerges Is That The Majority Parents In The Colleen Bawn Cluster Of Primary Schools Did Not Purchase Teaching And Learning Equipment And Vehicles For Their Children's Schools. The Findings Of The Study Draws Similarities In The Colleen Bawn Cluster Of Primary Schools With Findings By Singh, Mbokodi And Msila (2004:301) Who Indicated That Parents Who Play Little Or No Role In Their Children's Education Contribute To The Poor Performance Of Their Children In The Classroom. Illiteracy Among Parents Was Also Cited By Some Interviewed School Heads And Teachers As The Main Cause Of Failure To Provide The Required Teaching And Learning Resources By Parents. The Findings Of The Study

Therefore Concur With Mubanga (2012) And Fuller (2006) In Mapolisa, Et. Al. (2014) In That Illiteracy And Lack Of Knowledge On The Importance Of Education Is The Handicap Among Parents Hence There Is Need For In-Service Training On Their Roles And Responsibilities In The Education Of Their Children (Fitzgerald (2004:3).

This Study Revealed That While Parents In Most Schools In The Colleen Bawn Cluster Schools Paid The Required Levies, Fees And Participated In Fund Raising Activities They However Were Unable To Provide Furniture, Stationery, Physical Infrastructure, Teaching And Learning Resources And Vehicles For Their Children's Schools. The Picture That Emerges Is That Parents Of Colleen Bawn Cluster Schools Have Not Provided Adequate Teaching And Learning Resources For Their Children's Schools Despite Paying The Stipulated Fees And Levies And Participating In Fund Raising Activities. One Then Wanders How The Collected Fees And Levies Are Utilized, Their Adequacy And The Extent To Which Parents Are Involved In The Utilization Of The Collected Funds. The Emerging Picture Seems To Indicate Lack Of Parental Participation In The Decision Making As Suggested By Parents And Teachers In Mubanga (2012) Hence Leaves The Partnership That Allows For Greater Collaboration Between Parents And Schools Fragile And In A Limbo (Trotman 2001). Failure To Provide Teaching And Learning Resources By Most Parents Reveals That The Sdcs In The Colleen Bawn Cluster Of Primary Schools Are Unable To "Bridge The Gap" Between What The Government Could Provide And What The Communities Want (Zvobgo 1996:30). Parental Involvement In Co-Curricular Activities Is Discussed Next.

Parental Involvement In Co-Curricular Activities

The Analysis Of The Results Of The Responses To Questionnaires And Face To Face Interviews On Parental Involvement In Co-Curricular Activities Are Presented In Table 3 Below.

Table 3: Parental Involvement In Co-Curricular Activities

Item	A	%	B	%
Heads' Responses				
3.1parents Are Invited To Coach Some Sporting Disciplines	4	100%	0	0%
3.2parents Officiate In The School's Inter-House Competitions	2	50%	2	50%
3.3parents Accompany School Teams On Away Sporting Activities	4	100%	0	0%
3.4parents Come To Support Children's Sporting Activities	4	100%	0	0%
3.5parents Accompany Children On School Educational Trips	2	50%	2	50%
3.6parents Participate In Children's Prize Giving Days	4	100%	0	0%
3.7parents Are Invited To Educate Children On Traditional And Cultural Values	3	75%	1	25%
Teachers' Responses				
3.1parents Are Invited To Coach Some Sporting Disciplines	14	87.5%	2	12.5%
3.2parents Officiate In The School's Inter-House Competitions	14	87.5%	2	12.5%
3.3parents Accompany School Teams On Away Sporting Activities	9	56.25%	7	43.75%
3.4parents Come To Support Children's Sporting Activities	15	93.75%	1	6.25%
3.5parents Accompany Children On School Educational Trips	7	43.75%	9	56.25%
3.6parents Participate In Children's Prize Giving Days	12	75%	4	25%
3.7parents Are Invited To Educate Children On Traditional And Cultural Values	9	56.25%	7	43.75%
Parents' Responses				
3.1parents Are Invited To Coach Some Sporting Disciplines	8	50%	8	50%
3.2parents Officiate In The School's Inter-House Competitions	7	43.75%	9	56.25%
3.3parents Accompany School Teams On Away Sporting Activities	9	56.25%	7	43.75%
3.4parents Come To Support Children's Sporting Activities	16	100%	0	0%
3.5parents Accompany Children On School Educational Trips	5	31.25%	11	68.75%
3.6parents Participate In Children's Prize Giving Days	15	93.75%	1	6.25%
3.7parents Are Invited To Educate Children On Traditional And Cultural Values	7	43.75%	9	56.25%

In Responding To Parental Involvement In Coaching Sporting Activities Offered By The School, 100% Heads, 87.5% Teachers And 50% Parents Indicated That Parents Were Invited To Coach Some Sporting Disciplines While 12.5% Teachers And 50% Parents Disagreed. The Interviewed Heads Revealed That They Utilize Expertise From Their Communities In Co-Curricular Activities Hence Data Show That Parents In Most Schools Were Invited To Coach Sporting Disciplines. The Findings Of This Study Concur With Day Et. Al (1980:206) Who Argue That Parents Can Be An Important Resource Persons In The Life Of The School But Are Often Underutilized. In The Case Of Colleen Bawn Cluster Of Primary Schools Parents Are Utilized To Coach Some Sporting Disciplines They Are Skilled In.

When Responding To The Extent To Which Parents Officiated In Schools' Inter-House Competitions, 50% Heads, 87.5% Teachers And 43.75% Parents Indicated That Parents Officiated Whilst 50% Heads, 12.5% Teachers And 56.25% Parents Disagreed. Interviews Revealed That Parents Are Invited To Officiate. The Study Therefore Revealed That Some Schools In The Colleen Bawn Cluster Of Primary Schools Invited Parents To Coach Some Sporting Disciplines While Some Did Not. When Responding To Whether Parents Accompany

School Teams For Sporting Activities, 100% Heads, 56.25% Teachers And 56.25% Parents Affirmed While 43.75% Teachers And 43.75% Parents Disagreed. In The Main, Data Show That Most Schools Allow Parents To Accompany Their Children's School Teams For Away Sporting Activities. In Responding To Whether Parents Come To Support Children's Home Games, 100% Heads, 93.75% Teachers And 100% Parents Were In The Affirmative. Data Show That Parents In All The Colleen Bawn Cluster Of Primary Schools Come To Support Their Children's Home Games. The Findings Of This Study Concur With Wehlberg (1996) Who Posit That Parents And Guardians Have An Obligation And Responsibility Of Volunteering And Participating In Extracurricular Activities And For The Initial Exposure, Encouragement, Motivation, Support And Guidance Required By Their Children To Be Successful In Sport. .

When Responding To Whether Parents Accompany Their Children On School Organized Educational Trips 50% Heads, 43.75% Teachers And 31.25% Parents Agreed Whilst 50% Heads, 56.25% Teachers And 68.75% Parents Indicated That Parents Do Not Accompany Children On Educational Trips. The Picture That Emerges Is That Parents In Most Schools Of Colleen Bawn Cluster Of Primary Schools Do Not Accompany Their Children On Educational Trips. In Responding To Whether Parents Participate In Their Children's Prize Giving Days, 100% Heads, 75% Teachers And 93.75% Indicated That Parents Participated In Their Children's Prize-Giving Days. The Study Clearly Revealed That Parents Of Children In Colleen Bawn Cluster Of Primary Schools Participate In The Schools' Prize Giving Days.

When Responding To Whether Parents Are Invited As Resource Persons To Educate Learners On Traditional And Cultural Values, 75% Heads, 56.25% Teachers And 43.75% Parents Indicated That Parents Are Invited To Educate Their Children On Traditional And Cultural Values While 25% Heads, 43.75% Teachers And 56.25% Parents Revealed That Parents Are Not Invited To Educate Learners On Cultural Values. The Picture That Emerged Is That Most Schools Invite Parents To Educate Learners On Traditional And Cultural Values While A Few Do Not.

The Study Revealed That The Colleen Bawn Cluster Of Primary Schools Enjoys Parental Participation In The Extra-Curricular Activities Through Coaching Some Sporting Activities, Accompanying School Teams On Away Games, Supporting Sporting Teams On Home Games And Participating In The Prize Giving Days. On The Other Hand The Colleen Bawn Cluster Of Primary Schools Experiences Poor Parental Participation In Officiating In Sporting Activities, Accompanying Their Children On Educational Trips And In Participating As Resource Persons To Educate Learners On Traditional And Cultural Values.

III. Conclusion

The Data Revealed A High Involvement Of Parents In The Colleen Bawn Cluster Of Primary Schools In Their Children's Academic Issues Such As Homework Supervision And Attending Consultation Days With The Teachers To Discuss How Their Children Are Performing In Their School Work And Co-Curricular Activities In The Colleen Bawn Cluster Of Primary Schools. The Study However Revealed Failure By Sdcs To Provide Schools With Teaching And Learning Resources, Stationery And Building Desired Physical Infrastructure For Their Children's Schools In The Colleen Bawn Cluster Of Primary Schools. The Failure Is Experienced Despite The Fact That Most Parents Paid The Stipulated Levies And Fees As Well As Participated In The Schools' Fundraising Activities. The Failure Could Be Due To High Levels Of Illiteracy Among Parents That Result In Lack Of Meaningful Participation In The Decision Making Process On How To Spend Collected Funds. The Study Revealed That In Most Schools In The Colleen Bawn Cluster Of Primary Schools Parents Are Actively Involved In Co-Curricular Activities Through Attending And Supporting Sporting Activities At The School And Inviting Some Parents To Come And Coach Some Sporting Disciplines. The Study Concluded That In-Service Training For Sdcs, Teachers And School Heads On Parental Involvement In School Issues Was Necessary.

IV. Recommendations

The Study Recommended That:

- An In-Service Training For Sdcs, Teachers And School Heads Be Held On The Role Of Parental Involvement In Schools Towards The Provision Of Quality Education
- Sdcs Ought To Provide Schools With Teaching And Learning Resources, Stationery And Build Desired Physical Infrastructure For Their Children In The Colleen Bawn Cluster Of Primary Schools.
- Parents To Be Invited To Officiate In Sporting Activities, Accompany School Sporting Teams On Away Games And Accompany Learners On Educational Trip.
- Parents To Be Invited To Participate As Resource Personnel In Educating Learners On Traditional And Cultural Values In The Colleen Bawn Cluster Of Primary Schools.

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