

The quality of education in South Africa through the eyes of parents



Findings of a nationally representative survey of parents in South Africa



ACRONYMS

DMT	_____	De Montfort
HRC	_____	Human Resources Research Council
DE	_____	Department of Basic Education
SB	_____	School Governing Body
SLLs	_____	Small Area Leaders
DLs	_____	Dealing Units

"No school can work well for children if parents & teachers do not act in partnership on behalf of the children's best interests"

~ Rosalind Wiseman

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Executive Summary

Parents play a unique role in their children's education as they are often their first teachers and champions for learning. They are also vocal parent advocates in schools. Whether through their engagement in the content of a child's syllabus, discussions with teachers and principals, or through voting for school governing bodies, parental involvement makes for a healthy schooling system.

It therefore makes sense that parents' perceptions of quality education would impact how they engage with schools. Parents tend to feel empowered and have sufficient knowledge about what is happening in schools to be able to advocate for their children's rights and champion their education. But do we know enough about how parents value school, nurture children, or assess the quality of the school? Do we know enough about what parents are thinking, feeling and experiencing in relation to their children's education?

Until now, there has not been sufficient qualitative and quantitative data on the subject. So, Aseer Power commissioned a national survey to measure parents' perceptions and experiences of different areas that contribute to quality education. The survey was carried out by the Project, Science, Research, Council and is the first of its kind and nationally representative.

Participants in the survey were chosen from all nine provinces and different socio-economic backgrounds, including those with children in public, private, urban and rural public schools and private schools. In addition to conducting an extensive national survey, researchers conducted one-on-one interviews that form a part of qualitative analysis, providing depth to the initial responses collected in the survey.

Key Research Findings

How did parents assess the quality of their child's school? Half of parents either said that, in comparison to their own educational experience, the overall standards of the school were a lot higher (50%) or a little higher (50%). It was neither the best of parents' opinions nor did they think that their child was doing well at school and well that they enjoyed attending.

On the issue of safety, researchers found that the majority (85%) of parents strongly agreed that their child's school was safe. Relying on schools can be problematic in a post-coronavirus learning environment and we wonder about quality education. A quarter of parents believed this was an issue of concern. A similar proportion identified drugs and alcohol as a problem within schools. If the parents had older children, they were more predisposed to think that drugs and alcohol were a difficulty at their child's school.

The majority of parents responded positively to questions about whether principals were doing a good job, including the principal's approach to safety, how well training they were, and whether they were trustworthy. The participants, on a range of different measures, generally gave their child's school a favourable evaluation. They believed that the teachers at the school were providing a good service and that they supported parents. In addition to these findings, the participants rated their school's disciplinary rights. The majority (84%) believe/have a firm grip on what is going on at their children's schools. Many of the parents who were interviewed in the quantitative study alluded to the use of technology as a key tool in accessing information from schools. This was in the form of emails, WhatsApp, and WhatsApp communication.

Outcomes of the Research

The findings of the survey and qualitative analysis provided the dataset needed to address Project Power's main – a practical toolkit for engaging with schools. The toolkit guides parents on how to determine whether their child is getting a quality education, and offers a common language on how to advocate for children's rights at school.

2. Parents Have Their Say

Parents have a unique role to play in the education of their children as they are often the first educators their children encounter. Parents also have a unique role to play as advocates for their children's rights, enshrined in the South African Constitution. This article includes the rights to human dignity, freedom of association and the specific provisions of the Constitution. However, for this reason, parents need to feel empowered, and have sufficient knowledge about what is happening in schools as advocates for their children. Parents have value in this as "knowledge for action". We believe that knowledge is not just about information, but also about identity-building. By learning and learning from parents, we can also empowering them to see themselves as agents of change in their communities. This is why we place a strong emphasis on building knowledge in the hearts of parents.

Thabizile's experience of school

Thabizile* is a single mother who lives in Gugulethu, Johannesburg. She's one of the 60% of parents who are solely responsible for her child's schooling. This means that she has to pay for school fees, bus fees of uniforms and transportation costs. It can be quite difficult for her to manage. She is among the 60% of respondents who consider that "money goes fast" for education. Thabizile doesn't mind spending the money though, because she wants her son to be able to have a positive schooling experience. Unlike the majority of parents surveyed here, she didn't choose to school based on proximity to home. Instead, she is paying almost 50% of her monthly salary on transport to allow her to attend a better school. Thabizile was concerned about the level of safety in her community, and so a routine (fixed daily) transport to take her son to a suburban township, where she believes he will be safer. To ensure good safety, she believes the school should have a clearly delineated yard and the well-guarded.

When considering safety in schools, Thabizile is concerned mostly with the physical foundation of the school, but also about the attitude of staff.

"You know the school that I preferred for my child to go to, because of the good education, [but] I also looked at the behaviour of teachers and learners and it seems like a private school."

"The minute you get off at the bus stop there is no need to ask. The yard is fenced-off and very neat. The classrooms have doors and windows. Floor tiles are not broken."

"There is nothing that worries me at that school."

"Even as a parent when you are there to collect report card or maybe with other reasons, you can feel that it is a good school compared to the schools that I have said they are not in good condition."

Thabizile is also concerned about how easily her child will be able to get into university and find work after her completed high school.

"A school should expose a learner to a variety of avenues that he can follow post schooling."

"A learner should have knowledge of what to do post because they are used to wanting to be a doctor or teacher or policeman. But the scope must be a little bit wide and includes like myself, I did technical subjects."

"So, children must see that they are not going to school just to be employed by somebody, but they can actually create jobs from the education that they would have got."

"I don't think everyone can work out there but there are people who can work for themselves."

"I think that is where the school should direct the learners in terms of their potentials."

Thabane also needs to encourage better planning. Doesn't always have time to attend school governing body meetings, but he does consider himself a highly involved parent. She has regular communication with her wife's teachers and he found that often WhatsApp has made it easier for her to get information about school assignments and the performance.

"It is important because you need to know what your child is doing in class."

"I think now we have the technology to connect to our children's teaching to see if they are not doing well in class."

"You have to know what your child is doing in class. Since we now have smartphones, they send us WhatsApp messages on the group instead of writing letters to us."

Thabane also makes time to help children with his homework and can recall more than the one hour a day that 85% of parents say they have available for children's - she believes her involvement in his schooling linked to his success.

Woman's experience of school

Woman* lives in New London along with his wife Caroline and their children, Alice and George. Manu's parents live with close proximity to his children's schools and understand about transportation and the Covid-19 pandemic was every difficult period for his family as they tried to navigate home schooling. He is among the 1/3 of parents who reported facing learning challenges during this period, particularly when it came to the homework given by teachers. His daughter Alice, who was in Grade 6 in 2020, was the most impacted by pandemic learning.

"It really affected them negatively during that time because children do not cope when they go to school on a part-time basis."

"They need to be in school on a full-time basis because when they are at home they do not focus on their studies."

"I even noticed during that time that her performance in her studies were getting poorer than before."

"It shows that they need a teacher close by to teach them so that they are able to grasp. During that time, they were going twice or thrice in a week and that was breaking consistency in their learning and studies,"

his wife.

Manu has noticed that the workload seems to have increased significantly for both of his children. In addition to studying for tests and exams, they have less of homework. He is worried that they might become copying

"It is because learners were going to school rotationally on different days like attend one a week. And on top of that they were been loaded with homework..."

"And also, when they gave them one homework assignment like in English, they would say they must cover 20 pages in writing! I mean when the child reaches page 3 then their minds cannot catch anything. It is tired!"

"Even if you were trying as a parent to teach them something but they could not hear a thing [...] So, at the end it was like you are the one doing the work now. So, they ended up just copying and submitting the work only. They were submitting something that they didn't know."

Now Martin's children have returned to school full-time, Martin would not consider himself particularly involved in his children's schooling and does not support the principal and teachers in that way.

"They [principals] should be strong. Like the school I went to, the vice principal was stronger than the principal. When learners are making noise and he passed by the whole school will be quiet."

"The vice principal was strong and respected!"

"A good school must have a principal that is able to communicate with his teachers."

"Sometimes you can think a school is bad while the problem is the teachers. Every teacher comes with different behaviour."

He also got some useful contact with his children's teachers, forming part of the list of parents who had not attended a meeting without their child's school in the past three years. Instead he relies on the school to communicate issues with him. "What they are doing really fine. They have GMR's, meals, and meals to ensure parents are well constituted!" Martin's view is that teaching staff should take the lead role in the education of his children, while also acknowledging the role of parents to deal with education.

Overall, Martin and his family are not real people. They are composite characters created for this report using the inputs of parents who were surveyed. These inputs include some of the stresses that parents encounter, along with issues that affect the happiness of learners.

1. Methodology

The *Women Power Survey* took on both a quantitative and qualitative approach. The sampling design ensured that the survey yields weighted results that are representative of the population of women in South Africa. The sample of the survey was derived to represent all women living in the country. *Women Power's* definition of women is any adult living as one of the primary caregivers to child currently attending primary or secondary school (Grade R - Grade 12). The survey interviewed women in the quantitative study where three explicit stratification variables were used in the sampling namely province, geographic area and majority population group to ensure national representability.

Table 1 gives a breakdown of the sample size at both a national level and at the level of each of the provinces.

WEPi is a nationally representative, repeated cross-sectional survey that has been conducted annually by the IHSRC since 2007. *WEPi* is a uniquely promising a unique, long-term dataset of the speed and direction of change in the underlying public perceptions, values and social habits of modern South Africa. *WEPi* thus represents a valuable tool for monitoring and/or assessing social, economic, and political values among South Africans, that also demonstrates promising utility as an early warning or predictive mechanism that can inform decision- and policy-making processes.

Table 1: *WEPi* Sample for 2017

Province	Quantitative sample		Qualitative	
	N	%	N	%
Western Cape	86	100%	30	100%
Eastern Cape	86	100%	30	100%
North West	87	100%	31	100%
Free State	88	100%	31	100%
Eastern Province	88	100%	31	100%
North East	87	100%	31	100%
National	600	100%	207	100%
Western Cape	86	100%	30	100%
Eastern Cape	86	100%	30	100%
North West	87	100%	31	100%
Free State	88	100%	31	100%
Eastern Province	88	100%	31	100%
North East	87	100%	31	100%
Total	600	100%	207	100%

Note: Post-stratification of unweighted sample
representations

Of the 20 women who took the survey and agreed to participate in the qualitative component of the study, the researchers randomly selected qualitative interviews with 10 women. The reason for this was to ensure women who were not selected to participate in the quantitative research in the research team could not reach them. The qualitative survey took the form of 10 telephone interviews.

4. Parent Power Index

The content of the report deals with the findings in relation to the five domains which formed the basis selected as the most significant of parental involvement and quality education of children. Parents were asked a variety of questions that informed each domain in the index.

The domains are:

- **Happiness of child at school**
- **Safety of child at school**
- **Confidence in principals**
- **Knowledge of school**
- **Parent power**

Researchers also considered the correlation between different domains, as it was clear that there were overlaps in some areas.



Happiness domain

Happiness of child at school

Survey participants were required to agree or disagree with five statements about how they feel about their child's experience of their school. Parent/teacher judges rated each of these statements as the most important indicator of a happy and flourishing learner. If one of these experiences is negative, then it may be indicative of poor school-life practices and a sign of a depleted learning environment.

It was evident that the facts of life of parents thought that their child was doing well at school. Of the five, the statement that obtained the most favourable appraisal concerned their child's opinion of their teacher. A third of parents strongly agreed that their child likes, and respects, their teachers at the school and felt, just agreed. The statement that received the lowest rating concerned whether their child understood the homework or assignments given to them.

In terms of educational performance, resources and social conditions within the school, parents also report that their child has sufficient resources; those who most strongly agree that the school environment is clean and in a good condition; those who are satisfied with their child's overall performance; and those who appreciate their children's what they needed aspects of them, also rate their child as happy and better adjusted.

Figure 7: Parent agreement and disagreement with five different statements about their child's happiness at school



Parents of girls report their children as happier at school than those of boys. Compared to black African parents, white parents report lower levels of child happiness. Children with greater access to educational resources are also reported to be happier at school.

Below are some responses from parents who were asked about their child's happiness at school.

"Sometimes a child leaves home alright but when they get to school they are not ok, maybe they have not eaten they are not focusing. A parent should ask if they were beaten at school they should be asked why." ...Anonymous survey participant

"It is very important because I will have an understanding what is going on at school, I will have an understanding of the way they are teaching them at school, what they are telling them at school, what they are providing them. I think it's important to be involved." ...Anonymous survey participant

Table 4: What do school parents about their child's happiness

Statement by child

Child happy at school	35%
Child and all teachers are engaged at school	35%
Child engaged with all teachers about learning	35%
Child and respect their teachers at school	35%
Child along with other children at school	35%

Safety of child at school domain

Safety of child at school

For an educational experience to be successful, learners require that calls on schools. If they do not think of the education as safe space, then learners may be unable to properly learn and participate in educational activities. Ineffective safety and security protocols can, therefore, be extremely damaging and undermine the viability of the entire educational system. The Department of Basic Education (DBE) has partnered with local law enforcement organisations across the country to help provide safety and security in all schools. In the private schools sector, many schools rely on private security firms. The vast majority of the parental population agreed that their children were safe at school. The research team found that 96% of parents strongly agreed that their child's school was safe and effective facilities that they just agreed.

The education level of parents had some bearing on how they viewed their children's safety. More educated parents were much more likely to think their school was secure. A positive correlation was observed between age and safety evaluations: younger parents had a greater probability of reporting safety concerns than their older peers. Consider, for example, that 95% of older primary educated parents strongly agreed that their child's school was safe. This is almost twice the national average and almost percentage points more than their younger counterparts.

Perceptions of safety decline as children progress through school; parents of learners in older grades rate their child's safety as lower than those of younger learners. The finding makes sense and reflects the increase in incidence of bullying, prevalence of drugs and alcohol, and increased independence as children age, but is interesting that incidents across the board across all measures are included in the model.

Parents also report higher levels of harassment upon lower levels of safety. Those who believe that the school must take all responsibility for educating their child also rate overall safety as lower. Similarly, parents who believe the school environment is clean and in good condition, those who are satisfied with their child's performance and who help more with their child's day-to-day educational set up rate safety higher.

Female parents rate their child's safety lower, while older parents rate it higher. Compared to Black African parents, Coloured parents rate safety significantly lower. Other demographics and household characteristics are also associated with lower safety ratings, more so than for other outcomes areas. Parents with higher qualifications, those who struggle with the language of learning, those outside the labour market, uneducated and single parents all report lower perceived levels of their child's safety.

Table 4: What we asked parents about safety at schools

Statement – as measured

My child's school is safe
My child's school is a good place
My school is clean and in good condition
The principal has the best interests of all

Here we quote responses from parents who were asked about their child's safety at school:

"A good school has to be safe and not allow criminals to go in and out and stab learners or allow children to take drugs or smoke marijuana. Children leave the home well-mannered and when they get to school, they learn about drugs and marijuana and all of those bad things! Then, they end up being bullied and scared, and when they tell the teachers they don't do anything." – anonymous participant

"The school must be safe when they could just say for one day, the whole day we search children. We search to see if they were or have been smoking, we search to see what is inside their pockets because they carry knives these children. They must not even mention that they will be searched they just do it. The school could be safe like that. So, the children will be afraid to carry wrong things not knowing when they will be searched." – anonymous participant

Confidence in principals domain

Confidence in principals

Given the importance of school leadership we asked what parents in South Africa think about principals as their child's school. We examined what parents thought of school principals across a range of different quality of service dimensions. Respondents were asked to agree or disagree with six different statements. The IIRD results show us the most important qualities these school principals in South African parents. Analyzing this people learned to their questions, it was evident that clear-cut majority of the general population gave principals a favorable evaluation.

Most parents think school principals are providing a good service, including providing safety. Of the five, the statements that received the most positive evaluation concerned the principal doing their best to keep schools safe. Two-fifths of parents strongly agreed with the statement and 40% just agreed. The statement about treating all parents fairly received the lowest rating.

The survey also showed that confidence in parents is not limited to its on their own work but is impacted by the resources made available to schools, and the overall management of school operations. For example, confidence is higher amongst parents who report their child has sufficient resources and those who agree that the school is clean and in good condition.

Parents who report a good and well-functioning school (satisfying Masel (2011)) who report higher levels of confidence in the principal. Female parents report higher levels of confidence in their child's principal, and in comparison with those who are Black African, white parents also report higher confidence levels. Compared to those who are married, parents who are separated/divorced and those who are single report less confidence in their child's principal.

Interestingly, those who report their child has greater access to educational resources report lower levels of confidence. Researchers examined the relationship between attitudes around performance and school level resources and confidence. It found that those with greater access to educational resources that support homework, however, confidence in their child's principal.

Figure 8: Parents agreement and disagreement with the different statements about their confidence in principals



Here are some responses from parents who were asked about their child's safety in school:

"The principals should ensure that teachers are doing the right thing at high schools. They should ensure that teachers don't date learners. It is totally wrong because the children will behave the way they behave because when she looks at the teacher, she sees a boyfriend. The principal should say "stop" to that kind of a behaviour. There should not be a relationship between the teacher and the learner." - anonymous participant

"A good school must have a principal that is able to communicate with his teachers. Sometimes you can think a school is bad while the problem is the teachers. Every teacher come with a different background." - anonymous participant

"A good principal is a principal that understands what your situation is and a good teacher is supposed to explain the learner's situation to the principal. The principal should be able to hurry and call a meeting between themselves, the parent and teacher. They should tell the parent about the worries that they have with that learner maybe they do not listen and try to find out if the learners not going through poverty at home, if they are mistreated or anything they might be going through." –anonymous participant

"In terms of the teachers when they go to school and enter the classroom, they must know that they are the role models. They should show that they are the parents, and when they say no, it should be no. When a learner behaves bad towards a teacher, the teacher must not be afraid to report it to the parent, because the child belongs to all of us. They spend most of the time with our children, so we must work together." – anonymous participant

Table 1: What we asked parents about their confidence in principals

Statement the principal:

They do not do as they say

They do not do as they say

They do not do as they say

They do not do as they say

They do not do as they say

Knowledge of School domain

Knowledge of school

Participants in the survey were required to indicate the extent to which they agreed or disagreed with the statement: "I do not know what is going on at my child's school". The majority of parents either said that they disagreed with the statement (64%) or gave a neutral response (21%). Only a minority (15%) of the general population said that they agreed with the statement. Responses to this question differed substantially by school type: private school parents expressed their concern about knowing less than their counterparts at public schools. However, we found there was not especially more of public schools in metropolitan areas. Public schools in these areas, especially if they were non-fee, were seen as less able to communicate information about the school in comparison to other kinds of schools.

Parents demand for information is positively associated with all other attitudinal domains and increases as children age. Parents who report the school's decisions are not overruled believe the school is doing well in general and also report knowing more than their counterparts when it comes to them, have a greater skills, and were more regularly involved in their child's day care than need for more information is higher. Parents with higher educational qualifications rate their need for knowledge higher and, compared with Black African parents, white parents report lower demands/needs. Black and parents also report greater need for information than married parents.

"A good school should be able to communicate with people around the school, so that if something happens, communication it will start from the community and some teachers stay far from the school, so it is better if they stay amongst the community." –Anonymous participant

"These things of meetings, they need to have regularly. Maybe once a term, establish a WhatsApp group with parents. It is better because parents get to ask questions they do not understand, like right now I asked my daughter to ask for the timetable for the past 3 weeks and there has been no feedback. Send home a newsletter so they bring you up to speed to what is happening." –Anonymous participant

Table 4: What we asked parents about the "supply" of knowledge?

Table:

Do you know how to communicate with your child's school?
Do you know what to do if your child has a problem?
Do you know how to help your child with their schoolwork?
Do you know how to help your child with their schoolwork?

Unlike the preceding domains, there was no indicator that did contain variability such that it could be used as a single outcome variable.

Figure 5: Distribution of responses to the statement

To what extent do you agree or disagree with the following statement:

"I do not know what to do if my child's school?"



To be consistent across the analysis, we also create several constructs relating to the "supply" of knowledge as well as the "demand" for more knowledge.

Table 5: What we asked parents about their "demand" for knowledge?

Table:

Do you know how to help your child with their schoolwork?
Do you know how to help your child with their schoolwork?
Do you know how to help your child with their schoolwork?
Do you know how to help your child with their schoolwork?

Parent Power domain

Parent Power domain

This indicator comprises of seven questions in which parents were asked about how they perceive teacher attitudes towards parents and pupils. They were asked about whether teachers listened to parents and pupils as well as whether they showed respect. Most parents answered positively, agreeing that teachers respected learners and listened to them rather than they had problems. The majority of parents also felt that teachers respect them and listened to their concerns.

Figure 8: Cross-sectional descriptive analysis of items included in the "Parent power" index



The idea of parent power is positively related to children outcomes. Parents who agree that their children, through participation, have greater access to educational resources at home, those who read and watched educational performance and who distinguish what to expect in school all report greater parental power. Still, functioning school learning status are also positively associated with parents' sense of power and their relationship with the school.

Table 8: What we asked parents about their power

Statement included in the "Parent power" index

I feel in the control of parents
When asked, I speak parents
It is easier for me to support and defend other's differences
I feel in control when they have problems
Responsibility

5. Conclusion

Demographic and socioeconomic factors are related to parents' sense of power but these are mediating factors; more amenable change that also influences their experiential perception of quality education at well-governing school (governing body, being regularly involved in their child's school, they being informed and knowing when appropriate).

Increasingly, schools (even free fee-paying private) are associated with any of the outcome area, except for the binary indicator of knowledge. In other words, compared to those in care, fee-paying schools, parents of low-income private schools, both low/medium report "knowing when to step in in my child's school". Parent parents often believe that they know more about schooling because they are less likely to know that they are appropriate (less money). This is an area that the Parent Power Index can tell parents to build their own knowledge (regularly and take action where necessary).

In addition to school infrastructure, resources and the general conditions of the school matter: higher levels of involvement are associated with parent safety reports, as well as greater demand

for information systems. Where conditions are better, parents rate their child's overall adjustment and safety more highly, and their confidence is greater.

The steps of supporting parents and enhancing their parental power offer an efficient range of children's wellbeing journey: parents of lower children in particular need more information as well as increased support for their safety concerns.

Beyond this journey, Parent Power wants to provide resources for parents to engage more effectively with schools. The indicators used in this report can be used to better assess the quality of education learners experience, along with the work of teachers and principals. Skills and parent groups can then use their findings to determine areas of improvement in their own communities and work with educators to better deal with some concerns.



APPENDIX: SUMMARY STATISTICS

(complete cases)

Variable	N (%)	Mean	SD	Min	Max
Age (years)	1000	33.4	1.70	18	54
Sex	1000	13.4	3.40	0	5.7
Confidence in the Manager	1000 ^a	34.3	1.70	11	54
Belief in the Ethical Model	1000	32.7	1.80	11	50
Personal Power	1000	13.1	1.90	1	54
Business School/Work Characteristics					
Female	1000	17.0	3.80	0	7
Age	1000	33.07	1.6	18	50
Employee Group (not Work)					
Customer	1000	0 ^b	1.00	0	1
Not a Student	1000	0	1.00	0	1
Other	1000	0	1.00	0	1
Organizational Identification (not Work/Power)	1000	13.3	1.80	1	8
Not a student	1000	0	1.00	0	1
Organizational Identification	1000	13.0	1.80	0	7
Organizational Identification	1000	13.0	1.80	0	7
Percentage of Staffs' Performance is a a. Knowledge (not understood)	1000	13.1	1.8	1	8
Access to Educational Resources (not Work)	1000 ^a	17.0	3.8	0	7
Work Status (not Working)					
Management	1000	0	1.00	0	1
Student/Other Student	1000	0	1.00	0	1

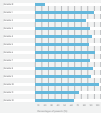
Variable	N (%)	Mean	SD	Min	Max
Market Status (not Working)					
Not a Student/Other	1000	0	1.00	0	1
Student	1000	0	1.00	0	1
Other	1000	0	1.00	0	1
Work Type (not Work/Working)					
Public/Not Working	1000	0	1.00	0	1
Private	1000	0	1.00	0	1
Other Characteristics					
Female	1000	0	1.00	0	1
Other (not Work)	1000	0	1.00	0	1
Attitudes toward performance, ethical awareness & general conditions					
"My staff has enough confidence"	1000	13.1	1.80	1	8
"The staff's confidence in the manager"	1000	13.0	1.80	1	8
"The ethical environment is clear and is good condition"	1000	13.0	1.80	1	8
"All the staffs I get only satisfied with the staff's performance in other"	1000	13.0	1.80	1	8
"I know why my staffs see the aspect of the staff"	1000	13.1	1.80	1	8
"The ethical environment is good, staffs see the aspect of the staff"	1000	13.0	1.80	1	8
Staff's Learning Resources	1000	0	1.00	0	1
"Working staff with 'staff' staff"	1000	13.1	1.80	1	8

APPENDIX: SUMMARY STATISTICS

(continued from page 1)

Variable	1974	1984	1994	2004	2014
Attendance (Percentage of Student Enroll)					
Eastern Oregon	93.84	93.1	92.91	93	93
Northwest Oregon	93.84	93.7	93.61	93	93
East Idaho	93.84	93	92.91	93	93
Southwest Oregon	93.84	93	92.91	93	93
Northwest	93.84	93	92.91	93	93
Montana	93.84	93	92.91	93	93
Idaho	93.84	93	92.91	93	93
Washington	93.84	93	92.91	93	93
Western U.S. (all)	93.79	93	92.91	93	93

Final 10th-grade



8. End Notes

1. Reynolds, K.A., Wry, D., Wells, K.W., & van der Horst, M. (2010). *PHS & 2010 Employment, Education Policy and Curriculum in Reading*. Retrieved from Boston College: THE S.A. PHS & International Study Center website: www.phsintl.org/employment
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3. The Constitution of the Republic of South Africa (1996) (<http://www.justice.gov.za/legislation/constitution/constitution.htm>)
4. The term “Performance of other learners in the school” did not comply well with other items and reduced the overall internal reliability (alpha coefficient) and so was removed from further analysis.

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