



**Educational Praxis as a Systemic Directive Towards a Child-Parental Inquisitive Discourse:  
The Looming Mirage in the Pedagogical Stance of Self-empowerment.**

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**Abstract**

*The paper sought to probe a systemic directive pertaining a child-parent quest for pedagogical stance in the looming educative space where both parties have to play a major role in the child' learning discourse. The paper further looks at the parental literate level and the ability to interact with the child on academic matters towards educational self-empowerment. In a child-parent inquisitive learning discourse, the act of engaging, applying, exercising, realizing or practicing ideas, which is referred to as praxis, is an accepted practice or custom, an idea which should be translated into action or into reality rather than something in theory. Due to a revolutionary discourse, and digital gap between the rich and the poor in the passage of industrialization, this led to an unattended discourse in the child-parent engagement and application of knowledge to the benefit of the child in the current educative dissertation. Systemically, we might have lot of theories in our education structure, but became much harder in praxis in real life situation. The practical application in the educational praxis questions a profitable child-parent engagement within the parties' inquisitive treatise.*

*In a contemporary pedagogical framework, the branch of learning identifies perennial and unattended means to alleviate the management of parent-teacher interactive learning initiatives to counteract the blurring principalities towards the child's performance and attainment, and the role parents play in assisting the child to unleash his/her best potential within the classroom situation. In this regard, the major contention of the paper examines the extent through which the parent can go in self-availability for the benefit of the child in the best and maximum performance, not only at school, but also in home assistance. The paper*

*theorises and formulates a child-parent interactive learning strategy, where parents, with various teaching and learning resources, can collaboratively enhance the child's levels of competence and achievement in the best potential through the availability of relevant information.*

*Participatory action research (PAR), as a data collection approach, became appropriate for mutual participative involvement and dual action where a child should benefit from their parental assistance with their school work, and at the same time parents develop initiated collaborations that buttress participative action. The question lies in the catalytic nature of the less literate individual ability to apply knowledge gained for specific purposes in specific contexts of use.*

*The generated data, to be deeply analysed, critical discourse analysis (CDA), has used to interpret and discuss it as having an intention to develop, and contribute in the analysis of text, level of power and social habits, while at the same time, demystifies the interaction between parents and teachers, and equally improve child's performance in that class significantly. The parent-child inclusive interactive initiative, as a strategy, apprehended that a child is expected to demonstrate basic operational knowledge where parents have to play a major role in merging that learning as comprised of a wide applicability in sustainable performance. Parent-and-child effective involvement enhances network through mediation and development of space for equality, which insist the involvement and understanding of the contexts within which such an interactive, as a strategy, might successfully be implemented. In conclusion, the paper further critic the inclusive learning strategy in multiple folds, that supposed to dwell in collective and collaborative relationships; to anyone who might be affected by learning engagement, of which in this context, there are gaps parents suffer a losing battle in assisting their children due to literacy level and technological innovations which blur as contributing factor towards their ability and unsalable issue in their inquisitive discourse.*

**Key words:** *child-parent inquisitive, parent-child inclusive learning engagement, interactive learning, collaborative relationships*

## 1. Introduction

According to the mandates and fundamentals of the Constitution of South Africa (1996), and the constitutionalized inclusivity of education, schools are in dire position to take a variety of innovative and creative approaches to involve parents in their child's learning discourse. The constitutional mandate expects schools to run interactive school-parental initiatives to share ideas on how to break down barriers and merge the existing gap to reach those who are reluctant to participatively engage, and ensure that parents and carers feel part of the educative voice. Schools take various possible and flexible means to take a lead as necessary in the form of time and space to bring together teachers and parents. Schools create an open space to hold confrontational conversations on a child learning discourse in the form of parent meetings and parent invitations, but in the vehement of child-headed space, single-parenting bound by non-breathing space because of work, as well as a child under the holistic care of grannies whose literate level is against their will to the child in learning. Both sides, parents and teachers, feel the valuable need of listening to each other through effective confrontational conversations of which all technology cannot replace. A teacher-parent confrontational conversation seems most flexible to close the feedback loop, and letting parents know and feel that their ideas had been accommodated on the child educative rearing space.

## 2. Background

Parents are keen to support their child's learning, but the challenge emerge in the comfort of doing due to various barriers of which some have been identified in the introduction. The working conditions, single-parenthood, child-headed households and shrinking socio-economic space within the dynamics of industrial revolution further turn to be contributing factors in the child inadequate academic performance. The methods and modelling approaches systematically created by the educational sector and by class or subject teachers on the learning platform hardly secure fruitful parent-teacher engagements. The significant of parental involvement in the child's education is loudly reverberated by Selelo (2018) as an element that should have an impact in enhancing child' education.

Though significant involvement is perceived by schools as a priority, poor parental initiatives and involvement materialize as a bigger concern facing specifically public schools in South Africa. Despite constitutional directives and powers assigned by various statutes in the form of the South African Schools Act 84 of 1996, and the incorporation of the School Governing Bodies (SGBs), shortfalls are still experienced in educational transformation in South Africa. Such challenges of inequality are identified in cases where school activities given to the child to perform at home return undone or uncompleted. Most of the work shows entire implications of not being supervised by parents or carer, and at the same time, the parental failure to offer any guidance to the child. Pahl and Rowsell (2012) are of the opinion that parental involvement in the child's learning activities should provide an opportunity for the child's social and cognitive development, and provide parents with opportunity to listen to the child's talk, play and write and reciprocally learn what are the best need for the child. The importance of parental involvement as an accelerating and motivating factor in the child's learning development cannot be under emphasized

The research paper explores the successful implementation with regard to the exploration of effective parent-teacher and child's support for maximum achievement in class. Since a confrontational conversation approach (CCA), (Mbanjwa 2018) takes a low profile on teacher-parental side, it is detected as a contributory factor concerning skills that a child needs in order to function in various levels. It negatively affects communicative and behavioural skills, which according to Dunlosky et al (2013), need to be combined with the objectives of content mastering where parents need to work collaboratively to achieve a meaningful learning result for the child.

### **3. Theoretical framework**

The research paper has been viewed under the lens of a contemporary pedagogical theory (CPT), as its theoretical framework. The relevancy of the contemporary pedagogical theory (PTC), is strongly recommended by Feden (2012), as a framework that takes a pedagogical stance which is most commonly associated with the ability towards oppressed groups, to transform people's socioeconomic worlds through processes of reflection and action informed by theoretical knowledge. In the educational strata, praxis, within the parameters of CPT, is used by educational sector to describe the recurring passage through cyclical process of experiential learning. In a contemporary pedagogical theory (CPT), the branch of learning

identifies perennial and unattended means to alleviate the management of parent-teacher interactive learning initiatives to counteract the blurring principalities towards the child's performance and attainment, and the role parents should play in assisting the child to unleash his/her best potential within the classroom situation. In this theoretical field, the learner is interactively prepared across multiple curriculum fields and learning stages with skills and capabilities to succeed in the dynamics and rapidly changing intertwined world. According to Shi and Blau (2020), there is a need to understand and apply contemporary theories of learning to meet changes of the interconnected dynamics of the ever-evolving industrialized world.

#### **4. Design and methodology**

Because of the nature of participative involvement, which is full of effective social practice, the research required an applied intervention through participatory action research (PAR), which Kindon and Elwood, (2009) proclaim as fashioning the conditions that nurture space for empowerment and transformation within the confinements of the participative perspective. This is further re-iterated by Boyd and Markarian (2011) concurring MacDonald (2012) while perceiving participatory action research (PAR), as a data collection approach. Because of its appropriateness for mutual participative involvement and dual action, the child benefit from their parental assistance within the reciprocal interactive relationship, and at the same time parents develop initiated collaborations that buttress participative action. The question lies in the catalytic nature of the less literate individual ability to apply knowledge gained for specific purposes in specific contexts of use.

The relevancy of PAR in this article developed from its ability to allow an open engagement from entirely parties involved who collaboratively shared social realities as custodians of social experiences. Goodyear (2013), authentically perceives PAR as a promoter of social justice through creation of conditions that foster empowerment and address differences between power structures as it enabled participants, through a critical discourse analysis, which Van Dijk (2003), declared as putting the hypothetical basis into practice in text, social level and discursive analysis.

#### **5. Preliminary literature review**

Parental involvement and support form the most important factors for effective teaching and learning. According to Du Plessis, Conley and Du Plessis, (2008), parental involvement is a foundation of a healthy parent-school relationship which foster a lifelong learning. Such

participative involvement indoctrinated among other things; physical bond, psychological closeness and emotional therapy between a parent and a child. Fathi (2014) valued parental role in their child's learning development through regularly engagement as "role models and partners" of their childcare providers, which, at the same time, increased the levels of parental influence when a child need to be helped in adjusting in their own resourcing and networking ability and social and intellectual competence. Parents involved in their child's education made an enormous difference to their chance of achieving success at school, at home and later, as approved by Malibese (2016), in their potential in life. Parental collaborative involvement with their child's schoolwork does not empower them with ability, but also helped learners to work hard and succeed in their learning because they experienced their first-hand participation, not only to individual children but also to the greater society based on equal provision. Equal provision, according to Lazar (2012), examine the provision of information for all participants in the teaching and learning situation. It is where the information providers, teachers and parents, have to be the catalyst in providing access to books, and both printed and electronic information; regardless of race, gender, religion, economic status or disability. This depends on parental involvement and the literacy level, which probed learners to enjoy a provision of direct access to the learning media in the form of internet and other information tools in the learning space. Jaeger et al (2011), had a belief that parental access to such knowledge turned to be a driving force towards equal access and opportunity for children to venture information previously pertains physical access, but currently stretched beyond classroom into homes through digital gadgets in the form of Ipads, IPods and iPhones. This is further confirmed by Goldstein (2013) as increasing access to information which turned to be a great value to all societies, particularly, the classroom situation and the remote areas where individuals do not have the benefit to adequate relevant information and even alleviated parental literacy rate.

## **6. Reiteration to the research paradigm**

The study was accomplished within the confinements of the transformative learning paradigm, which was adorned by discursive dialogues, focus group discussions, observations and social interactions in the form of confrontational conversations as an approach (Mbanjwa 2018). Mertens (2007:212), perceived transformative learning paradigm as a perspective where the focus is based on the relationship between the participants in a way where a fair

understanding of vital viewpoints be created, and the power of dialogues did not overpower the findings considered to be crucial on the two-way process. In the view of this paper, as supported through the ideals of Boyd (1991), the transformational paradigm through discussions and conversations explicitly addressed social justice issues in relation to interactive involvements that call for human participation, where people developed critical self-reflection to consider their beliefs and experiences through transforming means of seeing things based on behavioural change (Mezirow 2000).

## **7. Re-iteration to strengthened parental involvement**

The policy confirms various theories of parental involvement, which researchers used to describe the interest family behold in the child's education. The education policy (SASA 84 of 1996) supports the theory of parental involvement (Ryan 2015:35), notifying that parent's sense of efficacy for helping their children succeed in every learning environment, which evolved around the way parents believe how their participative encounters exerted a positive influence on child's educational outcome. School endeavour bonded by parental partnership cannot be a sole project, but can be a continuous and cohesive collaboration with classroom's overall mission and goal, of which, as re-iterated by Rubagiza (2016), without parental involvement, learners would be unable to draw existing learnt experiences and knowledge

Rising of a space for collaborative parental confrontational dialogues and conversations can be an inevitable tool to buttress positive strategies against the root cause of socio-educative inequality within the mainstream public schools. Confrontational conversations, as deeply encouraged by Mbanjwa (2018), synergises the promotion of equality and community cohesion expressed by Bourdieu and Wacquant (1992) perceived through the principles of building personal and social capacity, creating trust, and connecting participants. Interactive dialogues is synonymous to solidarity because of its natural link to personality building where parental found themselves embedded in positive intergroup relations; promoting inclusion and participation as desired inputs in addressing the non-desirables of prejudice, social exclusion and discrimination among entire social milieu. The constitution of the Republic of South Africa (1996), mandated the levels of parental involvement, which envision fundamental transformative goals in the education sector shaped by democratic governance and national development through the institution of the SGBs with significant power at all public schools. The final accountability for child's achievement, as expected by SASA 84 (6) (1996), rests with the caregivers or the guardian's effective participative dialogues in the learning of those who they care for and to whom guidance is provided.

## **8. Problem statement**

A child is likely to experience difficulties because of insufficient interactive parents-teacher interactive involvements, where the situational reality caught them unprepared to face the educational challenges, of which they experience a loss pertaining mark attainment and progression. According to the South African White Paper 6 (DoE2001:3), there is a dire need for collective support towards inclusive education to ensure that all children, regardless of socio-economic background and ability, accessed the education and training desired and deserve through effective parental involvement.

Insufficiency and unequal access to such platforms accelerates the child's inability to express personal knowledge while collaborating with fellow learners and working on multifaceted challenges perceived by Bandura, (1993); as requiring diverse types of capabilities. Brown and Campione (1998:35), expressed the insufficiency as a problem when the child ought to deal with composite challenges and issues on their own without any affective parental involvement. Some children seemed unable to communicate and work with others from diverse backgrounds and views, and unable to share what they had learned with other people, which posed a causal question to their likely inability to cope in the classroom situation which posed the question of the availability of the parent.

## **9. Echoing the research question**

The research questions is informed by the research based on the observations of the inadequacy of parent-teacher confrontational conversations can negatively affect the child's attainment and compromise effective teaching and learning. The research paper examined the following:

- What were the challenges and problems probing parents and teachers to avoid effective confrontational conversations in schools?
- Which solutions that might improve interactive confrontational conversations to respond to problems of child underachievement in class?

## **10. Reiterating the aim of the research**

The paper sought to probe a systemic directive pertaining a child-parent quest for pedagogical stance in the looming educative space where both parties have to play a major role in the child's learning discourse. The paper further looks at the parental literate level and



the ability to interact with the child on academic matters towards the sustainable child's educational self-empowerment.

### **11. Reaffirming the Objectives of the study**

The objectives of the study were as follows:

- To investigate the challenges and problems probing parents and teachers to avoid effective confrontational conversations in schools?
- To identify solutions that might improve interactive confrontational conversations to respond to problems of child underachievement in class and support confrontational conversations in the parental initiatives.

The above objectives would assist in reaching profound findings and conversant recommendations towards effective parental involvement in schools using a confrontational conversation approach. The identified findings and echoed recommendations justified the need

for socially inclusive teaching and learning strategy to respond to discomfiture learning problems resulting in a poor child's performance and low mark attainment.

### **12. Conclusion**

In conclusion, the paper had critically discerned the inclusive learning strategy in multiple folds, that supposed to dwell in collective and collaborative relationships; to anyone who might be affected by learning engagement with an aim of the gaps where parents suffer a losing battle in assisting their children due to literacy level and technological innovations which blur as contributing factor towards their ability and unsalable issue in their inquisitive discourse. The importance of parental involvement materializes as an accelerating and motivating factor in the child's learning development and need not to be under emphasized. Parental engagement in the generation and resourcing of information influenced academic performance of the child which also need to be associated with a variety of positive academic outcomes in the form of higher-grade point averages. CPT created a favourable platform for parents to engage in teaching their children to read meaningfully as the way of conceptualizing how parents could support their children's learning while at the same time providing the opportunity to improve their own skills.

### 13. Findings and recommendations

Parental involvements seemed to be milestones for interactive dialogues in pushing forward the agenda of developing confrontational conversations for the success, not only for the child, but also for their parents. Some children hardly considered themselves as driving force for their own educational learning pertaining developing the required skills. Parental involvement would put emphasis on the significance of collaborative initiatives and social cohesion identified by Dunlosky et al. (2013), as promoting the child's ability to articulate their acquired and accumulated learning experiences.

On the perspectives of the literature, Paul Freire (1970), insisted that dialogue encompass respect, as individuals work collectively as where one person never act on another. According to Yosso (2005), dialogue viewed as a cooperative activity involving respect and enhancing parental interaction and building social network. The concept of parental involvement made them aware of the power they possess, which Avelar (2011), asserting Freire's perception on "consciousness-raising", stipulated that dialogic approach (on the bases of confrontational conversation) is a precursor to a collective learning community that produced better results than an individual endeavour.

The high level of parental involvement as enforced by the constitution (1996), envisioned fundamental transformative goals in the education sector through participative involvement of parents. Parental involvement is highly recommended as it gave shape to the democratic governance of education and through the institution of the SGBs with significant power in schools. The evidence proves that the constitution invested final accountability for child's behaviour as resting not only with parents, but also with the caregivers or the guardians, where all need to support the schooling and require a child to observe educational rules and regulations (SASA 84 (6) 1996).

This is espoused by contemporary pedagogical theory (CPT) Feden, (2012) commonly associated with the ability of the oppressed groups to transform their socioeconomic worlds through processes of reflection and action informed by theoretical knowledge. It is aligned with the realities of working within actual connection to perform and relate vital teaching and learning that would be powerful enough to transform programmes and practices.

Parental involvement and communication through confrontational conversations born positive impact on child's learning and development; and vital for the communication and

involvement to be about teaching and learning experiences so that home and classroom activities can support each other. Dented parental involvement skills, coercion and non-compliance, limited or non-existent of child supervision, parental distancing, and stressful external events in the form of job loss, single parenting, child-headed household and disintegration of nuclear families, exacted an unremarkable impact in the child's performance. This conversely affected their progress at school and caused them to develop unpredictable behaviours compromising their learning progress.

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