

The Role of Parents in Developing Reading Skills of Their Children in the Foundation Phase

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ABSTRACT The study sought to look at the role of parents in developing reading skills of their children. The study was qualitative and 24 respondents in the foundation phase were selected using purposive random sampling from one primary school in the Limpopo province of South Africa. An interview schedule with parents and learners was conducted. The results showed that parents do not involve themselves and they become reluctant to help their children to do their school work at home. Some of the parents state that they are not teachers – after all, they pay school fees which helps to supplement the government subsidy. The study recommended that parents should be encouraged to attend meetings so that become aware about how to help and motivate their children in school work.