

**Parents' Perceptions of their Involvement in their Children's
Literacy Development in the Foundation Phase in
King Williams Town**

A. Someketa, J. Mathwasa and N. Duku

University of Fort Hare, P. Bag X1314 Alice, Eastern Cape, RSA

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ABSTRACT The perspectives of eight parents and four educators on parental involvement in literacy development in the early childhood were explored through a qualitative interpretive case study. Data which were collected through semi-structured interviews, document analysis and observations were thematically analysed. Results of the study indicate that parents in King William's Town, South Africa are not effectively involved in their children's acquisition of literacy because the parents do not feel appropriately empowered to influence the development of their children's literacy. The paper also found that shortage of literacy material like newspapers, magazines, story books, and computers militated against parental involvement. The findings reveal a need for parental empowerment in terms of knowledge and skills, understanding and allocation of resources. It also recommended a collaborated effort between schools and parents in the formulation of parental involvement policies and programs. Educators' workshops on parental involvement were deemed necessary for continuing teachers' professional development skills.