# EXPLORING PARENTAL INVOLVEMENT IN THE MANAGEMENT OF HIGH SCHOOLS IN TSHWANE SOUTH, GAUTENG

by

**MOHLAPUDI KLASS CHOHLEDI**

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**DECLARATION**

STUDENT NUMBER: 5084457

I, MOHLAPUDI KLASS CHOHLEDI, declare that the dissertation titled: **EXPLORING PARENTAL INVOLVEMENT IN THE MANAGEMENT OF HIGH SCHOOLS IN TSHWANE SOUTH, GAUTENG**

is my own work and all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I have not previously submitted this work, or part of it for examination at UNISA for another qualification or any other higher education institution.

SIGNATURE: <u>M.K.</u>                                Date: ………………

MK CHOHLEDI

**DEDICATION**

This goes to my late parents, Maforane Daniel Chohledi and Mpa Elsie Chohledi who wished to witness my success in the academic field. To my son, Tshepo Judymentus and daughter Mpa Elsie named after my late mother, for their undying support and love, and to my beloved wife, Molatelo Cynthia Chohledi for the uncompromising support she gave me.

## ACKNOWLEDGEMENTS

**ABSTRACT (ENGLISH)**

The role of parents in South African schools remains problematic as it is undercut by many challenges such as the failure of schools to promote and embrace and value their participation in the education of their children. Parents also face multiple challenges such as low education levels, unemployment and poverty, which render them unable to contribute meaningfully to their children's learning. The study explored the way the school governing bodies (SGBs) and parents participated in the activities of high schools in Tshwane South. Previous studies on the topic focused on the duties and responsibilities of school governing bodies and parents from local and international perspectives. A qualitative research approach was used, employing research methods that included observations, semi-structured interviews and document analysis. A case study research design was used to determine how the SGBs and parents operated in six purposively selected high schools in Tshwane South. From each school, the principal, the SGB chairperson, the secretary or treasurer of the SGB and one parent were chosen to participate in the study, leading to a total of 24 participants. The findings showed that the Department of Basic Education did not provide sufficient support to the SGBs and parents in their duties and responsibilities. The SGBs were further constrained by a lack of resources and training in rendering their services. To address these challenges, it is recommended that the Department of Basic Education should intensify its support to schools and offer training workshops for the SGBs to enable them to perform their roles and responsibilities effectively.

**Key terms:** Management, parent, parent involvement, public high school, capacity building, democratic school governance.

## OPSOMMING (AFRIKAANS)

Die rol van ouers in Suid-Afrikaanse skole bly problematies vanweë vele onderliggende uitdagings, soos skole se versuim om hul deelname in die opvoeding van hul kinders te bevorder, aan te gryp en te waardeer. Ouers moet ook talle struikelblokke te bowe kom – lae opvoedingsvlakke, werkloosheid en armoede kan byvoorbeeld veroorsaak dat hulle nie in staat is om om 'n sinvolle bydrae tot hul kinders se leer te lewer nie. Die studie het ondersoek ingestel na die manier waarop ouers en skoolbeheerliggame aan die aktiwiteite van hoërskole in Tshwane-Suid deelgeneem het. Vorige studies oor die onderwerp het gefokus op die pligte en verantwoordelikhede van skoolbeheerliggame en ouers vanuit plaaslike en internasionale perspektiewe. 'n Kwalitatiewe navorsingsbenadering is gevolg en navorsingsmetodes wat gebruik is sluit waarnemings, halfgestruktureerde onderhoude en dokumentontleding in. 'n Gevallestudie-navorsingsontwerp is gebruik om te bepaal hoe die skoolbeheerliggame en ouers in ses doelbewus gekose hoërskole in Tshwane-Suid te werk gegaan het.  Van elke skool is die hoof, die voorsitter van die beheerliggaam, die sekretaris of tesourier  van die beheerliggaam, en een ouer gekies om aan die studie deel te neem. Daar was altesaam 24 deelnemers. Die resultate het getoon dat die Departement van Basiese Onderwys nie voldoende ondersteuning aan die skoolbeheerliggame en ouers gebied het in die nakoming van hul pligte en verantwoordelikhede nie. Dienslewering deur die skoolbeheerliggame is verder bemoeilik deur 'n gebrek aan hulpbronne en opleiding. Om hierdie struikelblokke te bowe te kom, word aanbeveel dat die Departement van Basiese Onderwys sy ondersteuning aan skole verbeter en opleidingswerkswinkels vir skoolbeheerliggame aanbied om hulle in staat te stel om hul rolle en verantwoordelikhede doeltreffend te vervul.

**Sleutelterme**: Bestuur, ouer, ouerbetrokkenheid, openbare hoërskool, kapasiteitsbou, demokratiese skoolbestuur.

## KAKARETŠO (SEPEDI)

Karolo ya batswadi dikolong tša Afrika Borwa e sa le bothata ka ge e fokotšwa ke ditlhohlo tše ntši tša go swana le go palelwa ga dikolo go tšwetšapele le go amogela le go tšeela godimo go tšea karolo ga bona thutong ya bana ba bona. Batswadi gape ba lebane le ditlhohlo tše ntši tša go swana le maemo a fase a thuto, tlhokego ya mešomo le bohloki, tšeo di ba dirago gore ba se kgone go tsenya letsogo ka tshwanelo thutong ya bana ba bona. Nyakišišo ye e lekotše ka fao makgotlataolo a dikolo (SGB) le batswadi ba tšerego karolo medirong ya dikolo tše di phagamego ka Borwa bja Tshwane. Dinyakišišo tša peleng mabapi le hlogotaba ye di be di šeditše kudu mešomo le maikarabelo a makgotlataolo a dikolo le batswadi go ya ka dipono tša ka mo gare ga naga le maemong boditšhabatšhaba. Go šomišitšwe mokgwa wa nyakišišo ya khwalithethifi, woo o šomišago mekgwa ya nyakišišo yeo e bego e akaretša tshekatsheko ya dipono, dipoledišano tšeo di rulagantšwego seripa le ditokomane. Tlhamo ya nyakišišo ya kheisisetati e šomišitšwe go bona gore diSGB le batswadi ba šoma bjang dikolong tše tshela tše di phagamego tšeo di kgethilwego go ya ka morero ka Borwa bja Tshwane. Go tšwa sekolong se sengwe le se sengwe, hlogo ya sekolo, modulasetulo wa SGB, mongwaledi goba moswaramatlotlo wa SGB le motswadi o tee ba kgethilwe go tšea karolo nyakišišong ye, ka palomoka ya bakgathatema ba 24. Dikutollo di bontšhitše gore Kgoro ya Thuto ya Motheo ga se ya fa diSGB le batswadi thekgo ye e lekanego mo mešomong le maikarabelong a bona. DiSGB di ile tša thibelwa gape ke go hloka ditlabakelo le tlhahlo ya go aba ditirelo tša tšona. Go rarolla ditlhohlo tše, go šišinywa gore Kgoro ya Thuto ya Motheo e swanetše go matlafatša thekgo ya yona go dikolo le go fa diSGB dithuto tša tlhahlo go di kgontšha go phethagatša dikarolo le maikarabelo a tšona ka tshwanelo.

**Mareo a bohlokwa:** Taolo, motswadi, go kgatha tema ga batswadi, sekolo se se phagamego sa setšhaba, go aga bokgoni, taolo ya sekolo ya temokrasi.

# TABLE OF CONTENTS

**LIST OF TABLES**

## ACRONYMS AND ABBREVIATIONS

ABET          Adult Basic Education and Training

AGM           Annual General Meeting

CBD           Central Business District

COSAS         Congress Of South African Students

DBE           Department of Basic Education

EEA           Employment of Educators Act

ELRC          Education Labour Relations Council

HIV/AIDS      Human Immunodeficiency Virus / Acquired Immune Deficiency Syndrome

HOD           Head Of Departments

LRA           Labour Relations Act

MECs          Members of Executive Council

NCLB          No Child Left Behind

PAM           Personnel Administrative Measures

PED           Provincial Education Department

RSA           Republic of South Africa

SADTU         South African Democratic Teachers Union

SASA          South African Schools' Act

SES           Socioeconomic Status

SGBs          School Governing Bodies

SMS           Short message services

SMTs          School Management Teams

# CHAPTER 1

## INTRODUCTION AND BACKGROUND

### 1.1 INTRODUCTION

Prior to the dawn of democracy in 1994 in South Africa, the so-called black education in the country was under the authority of the then Bantu Education Department. School committees were established in both primary and high schools and were composed of four to six parents (Nhlabathi, 2015:2). These structures were only functional in black schools, but they were powerless in the sense that principals had full control over the leadership and management of schools. Parents serving on school committees only made a little contribution to the education of their children (ibid.). It was only after the birth of democracy in 1994 that South Africa through its Constitution (RSA, 1996a) adopted the South African Schools Act (SASA) 84 of 1996.

According to SASA (RSA, 1996b), the governance of every public school is vested in its school governing body (SGB), which is comprised of (a) parents or guardians of learners, (b) teachers, (c) general workers and (d) learners in Grade 8 or higher. As per the SASA guidelines, parents must always constitute the majority of members on the SGB. Section 23(9) of SASA (RSA, 1996b) indicates that parent members must be one more than half of the SGB members who are eligible to vote. Parents serving on the SGB are thus influential regarding resolutions made by the entire SGB and its obligation to work according to the rules set out in the SASA document.

The term parental involvement entails various forms of participation in the education of learners. The use of the concept implies the awareness of, and involvement in, school activities, knowledge of the interactions between parenting skills and learner success in schooling, and dedication to consistent communication with teachers about learner attendance and progress (Mncube, 2010:243). It means giving support and effort and upholding the school ethos to monitoring learners' homework, and implies cooperation, sharing and support (Squelch & Lemmer, 1994:93). In terms of SASA, all schools should have an SGB. The Constitution of South Africa introduced a new system of education and the formation of SGBs. Vhulahani (2015:8) established that most parents do not understand what parental participation is and

that if properly channelled, it can improve the learners' academic performance, learners' discipline and the standard of teaching and learning. In her study on parental involvement, Mahlangu (2008:2) opined that provincial department should offer intensive developmental assistance to the SGBs.

In light of the above, Kruger (2011:37) maintained that schools can no longer work in isolation in teaching and learning. He further noted that most schools have become dependent on their environment and that in the country's new democracy, institutions of learning are supposed to partner with the community to improve the quality of education. To be relevant and consistent, the importance, the advantages and the reasons for parental involvement should be stipulated.

### 1.1.1 Rationale for parental involvement

Kruger (2011:40) identified the following as the main purposes of involvement:

- Education in South African schools has changed drastically and the indications showing these changes include disrespect for authority and poor discipline, attitude problems towards teachers and learners, financial unaccountability and vandalism of school property.
- South African schools are no longer serving their purpose as in some schools, learners are abused and do not feel safe.
- Drug abuse is rife in most places, and crime, violence, broken homes and poverty are also common.
- Taking all this into account, the home, the school and the community need to work collaboratively to improve the quality of education.

All the above-mentioned reasons indicate that there is a critical need to investigate the topic under discussion in high schools. This is partly because most learners in these schools indulge in illegal substances and activities. Several high schools in the townships are now controlled by COSAS, and as such, parents have little or no say at all. To bridge the parent involvement gap in transforming education, many scholars assert that it is important to build infrastructure that facilitates the active participation of parents (Carignan, 2006:121). The fact that education has collapsed in some schools is an indication that parent involvement is lacking.

Furthermore, Kruger (2011:40) classified the advantages of parental involvement according to their value for all stakeholders. According to him, some of the advantages are that it can engender a more faithful relationship between the home and the school; restore trust between the home and the school; improve the learner's academic performance; maximise the learner's sense of belonging; improve the quality of education, develop trust and cultivate material and financial support from the community.

## 1.2 THEORETICAL FRAMEWORK

Placing the research study into a more understandable and general conceptual framework or theoretical orientation helps to address the purpose of the study and answer the problem statement (McMillan & Schumacher, 2010:74). As Lemmer (2007:22) illustrated, Epstein's parental typology entails the following six critical aspects: (a) parental responsibilities; (b) home and school communication; (c) volunteering towards school projects; (d) learning at home and school; (e) decision-making process from stakeholders; and (f) collaboration between the school and the community. The research was also guided by SASA, which requires parents to be stakeholders in school governance (Mbokodi & Singh, 2011:39). It focused on parental involvement in the activities of high schools in Tshwane South. It was based on two key phenomena: parental participation and school activities which are clearly outlined in the SASA document.

Epstein's theory of spheres of influence and Bronfenbrenner's ecological system theory have been chosen to frame this study because they are relevant to parental involvement and complement each other well. These two theories underpinning the study and other theories are discussed in detail in Chapter 2. Driven by the need for greater democracy and participation in education, parents in South Africa and other countries always clamour to take part in decisions regarding the education of learners (Mncube, 2010:234).

According to Singh, Mbokodi and Msila (2004:301), black parents, particularly those from previously disadvantaged and impoverished backgrounds, need assistance if they are to make a difference in the learners' education. Baeder (2010:57) aptly pointed out that teachers' lives are more dissociated from those of their learners as many of them commute to school from distant townships or live in different places

from those where they are employed. Bloomberg and Volpe (2019:167) posited that theories or concepts help to guide a study in relevant fields of study, direct all aspects of the study and bring new dimensions and understanding of issues about the phenomenon of interest, and simplify the real meaning of information.

## 1.3 PURPOSE OF THE STUDY

Globally, schools focus on communication between the school and the home and give parents limited opportunities to express their views regarding the quality of schooling (Meier & Lemmer, 2015:1). However, most researchers indicate that the schools' endeavours to improve learner outcomes depend significantly on the information and support provided by parents towards their children's education (ibid.). SASA (1996) stipulates that the SGB parent component should be more than both teacher and learner components in number. In the context of the above, the purpose of this study was to identify and explore possible strategies needed to increase parental involvement in township high schools of Tshwane South, Gauteng. The findings are intended to assist policymakers and other stakeholders like school management teams, principals and teachers in Tshwane South and other provinces on the effective methods that can be used to increase meaningful parental involvement in schools in order to improve the quality of education. This shows that capacity-building of parents and stakeholders is critical for enhancing teaching and learning in schools.

## 1.4 PROBLEM STATEMENT

Since 1994, several policies, reforms and legislations such as the SASA 84 of 1996 have been formulated in South Africa in order to improve the management and functioning of schools. In terms of SASA, all schools should establish the SGBs to ensure that parents take part in governance. According to Lemmer and Van Wyk (2003:27), these reforms were intended to forge stronger cooperation and collaboration among different stakeholders in education, particularly between schools and parents. SASA underscores that communication between the home and school is critical for improving the standard of education. Despite all these changes, research has shown that in some schools, mostly in the townships, parental involvement is lacking or limited, leading to poor student learning and educational quality. According to Singh et al. (2004:301), non-involvement in schools is

particularly acute among black parents. This could be linked to low parental education levels, failure to understand the value of education and high levels of poverty in township communities, which render parents unable to support their children educationally. This study sought to identify new ways that can be used to involve parents in the education of their children in high schools of Tshwane South in Gauteng Province. The research problem that this study seeks to address can be framed in the following questions:

## 1.5 MAIN RESEARCH QUESTION

How can high schools of Tshwane South strengthen parental involvement?

### 1.5.1 Sub-questions

To address the main research question sufficiently, the following sub-questions are posed:

- What factors hinder or promote parental involvement in the management of high schools in Tshwane South?
- How can the school management teams promote parental involvement in the management of high schools of Tshwane South?
- How can schools strengthen parental involvement in the management of high schools in Tshwane South?
- How can schools assist the school governing bodies to implement the aspects of the South African Schools Act related to parental involvement in high schools of Tshwane South?
- How can schools assist parents to understand and implement policies on parental involvement in high schools of Tshwane South?

## 1.6 AIM OF THE STUDY

The major aim of the research study is to assess the parental involvement in the management of chosen high schools in Tshwane South.

### 1.6.1 Objectives of the Study

To address the above aim, the specific objectives that the study seeks to achieve are formulated as follows:

5

- Identify factors that hinder or promote parental involvement in the management of high schools in Tshwane South.
- Explore how the SMTs can promote parental involvement in the management of high schools in Tshwane South.
- Establish how schools can strengthen parental involvement in the management of high schools in Tshwane South.
- Determine how schools can assist the SGBs to implement the aspects of the SASA related to parental involvement in schools of Tshwane South?
- Establish how schools can assist parents to understand and implement policies on parental involvement in high schools of Tshwane South?

## 1.7 PRELIMINARY LITERATURE REVIEW

In the Nordic countries, there has been a move towards developing the provision of education and decision-making to governments and strengthening involvement on school governors grounded in cultural norms, values and beliefs that educating learners is a shared responsibility of families, local departments and schools (Björk & Browne-Ferrigno, 2016:114). These authors further asserted that the interest of the ruling government in retaining control over the education system through compulsory school improvement plan and learner assessment ultimately proscribes and diminishes the role of parents serving on governing bodies.

Olibie (2014:49) emphasised the need for the school to try and reach out to parents in a positive way. He further proposed that school principals and teachers should implement strategies that can improve parental participation and balance the involvement in teachers' professional autonomy. Olibie further concluded that effective curriculum implementation and coverage requires the concerted efforts of schools and governing bodies. From the research conducted, and the application of parent involvement model, Epstein (1985) identified the following categories:

- Parenting enables the sharing of information about learner needs and interests, families' concerns for learner growth and development.
- Dialogue increases the flow of communication, a flow of information from home to school and vice versa to develop mutual understanding between school and home.

- Volunteering occurs when parents offer their services freely to the school.
- Learning-at-home activities direct parents to help their children with school activities and prepare a conducive learning space at home.
- Decision-making requires parents to be directly involved in school governing bodies.
- Collaborating with stakeholders requires forging of mutual relations among schools, home and organisations.

In their study, Kabir and Akter (2014:13) noted that one of the potential obstacles to involvement was the workload given to teachers and administrative staff. They further established that both parents and schools were unaware of the value of parental involvement in learners' education. According to Kabir and Akter (2014:13), social class and gender issues are barriers for parents to participate actively in learners' education.

Marshall and Jackman (2015:88) noted that this involvement is operationalised using four subscales as follows: modelling, instruction encouragement and reinforcement. In closing, they noticed that there is a strong connection between involvement and proximal educational outcomes. They also noted that variables such as socioeconomic status might have a moderating effect on the existence of the relationship between the two outcomes. Demographically, most townships and schools are racially divided and overcrowded, and most residents of these townships have a low socioeconomic status and educational level (Mampane, 2014:1).

Baker and Hourani (2014:198) argued that the priority on the involvement in the first instance should be on home-based engagement with assistance given to parents on effective home-school involvement for the benefit of learners. They further maintained that both school governors and parents should embrace participation. They observed that there are misperceptions and misunderstandings about the roles that parents should play due to a lack of support. They argued that a lack of role clarification for parents, and knowledge and skills for school governors hamper this involvement (Baker & Hourani, 2014:198).

In their research on the role played by parents in school governance in the township of Port Elizabeth (now Gqeberha), Mbokodi and Singh (2011:38) reported that

parents serving on the SGBs still fail to fulfil their obligations in schools regarding the education of learners. In an earlier research study, Singh et al. (2004:371) observed that without effective proactive involvement, the previously disadvantaged schools in South Africa are doomed to fail in their efforts to improve the quality of education. Mbokodi and Singh (2011:43) further established that parents were aware of their right as stakeholders in the governance of the schools but could not participate due to certain conditions militating against their anticipated involvement. The factors identified include dysfunctional SGBs, illiterate parents, poor attendance of parent meetings, a lack of teacher support, low financial income and a lack of communication between the home and school. They concluded that it is the responsibility of the school to initiate and promote the involvement of parents.

## 1.8 RESEARCH METHODS AND DESIGN

### 1.8.1 Research Approach

The research study is based on the interpretivist research paradigm, which assumes that there are many socially constructed realities. This is different from post-positivism which assumes that there is a single reality (McMillan & Schumacher, 2010:6). The interpretivist approach is associated with qualitative research (Aspers & Corte, 2019:142). Qualitative researchers conduct their studies in participants' own territories and attempt to make sense of and interpret the data accordingly. A research design describes the processes of carrying out the research study, including when, from whom, and under which conditions the information will be obtained (McMillan & Schumacher, 2010:20). It specifies a programme for generating empirical evidence that will be applied to answer the research questions. A research design is a unique strategic programme to be followed by researchers in carrying out the research and serves as a guide for the procedures and processes to follow in choosing sites and collecting data (Gwija, 2016: 52). The study adopted a qualitative case study design to explore parental involvement in the management of high schools and ways of involving more parents in meaningful ways. The researcher used semi-structured interviews to gather data from the selected participants.

Winkle-Wagner, Lee-Johnson and Gaskew (2019:9) averred that qualitative research requires the researcher to interpret the reality of participants and shared situations.

Pasque and Lechuga (2017:xi) added that qualitative research is a critical instrument for researchers to explore the complexity of societies that value equity and justice. A real strategy is for the researcher to carry out long interviews with the participants aimed at understanding their perspectives on their daily lived experiences with the phenomenon under study (McMillan & Schumacher, 2010:24). The qualitative approach is relevant if the researcher wishes to access more ideas on participants, actions or texts (Mik-Meyer, 2020:3). In a qualitative study, the researcher enters the participant's inner world and, through continuous interaction, obtains the participant's views and meanings of their world (Creswell, 2009).

### 1.8.2 Population and Sampling

The study concentrated on parental involvement in the management of high schools in Tshwane South. The researcher used purposive sampling in selecting participants, namely the chairpersons and the secretaries of SGBs, and the principals. In addition, some parents of children at the selected institutions were chosen as key informants to provide reliable information about their perceptions of the topic under discussion. McMillan and Schumacher (2010:326) contended that in qualitative research, sampling is normally done from knowledgeable participants. They further argued that it requires data to be received about variations or differences among samples selected so that the interviewer can identify well-informed participants, groups, places or events to study.

### 1.8.3 Instrumentation and Data Collection Techniques

A qualitative interview is a special type of semi-structured interview applied in studying the behaviours or the importance of the way of life among the chosen participants (McMillan & Schumacher, 2010:356). Before the interviews could commence, the interviewer sought permission from participants for recordings and captured them on a tape- recorder after they consented. Mouton (2015:100) maintained that in the human sciences, the measuring instruments include questionnaires, observation schedules, interview schedules and psychological tests. Besides using a voice recorder, the interviewer also acted as a scribe during the interviews. This is consistent with Hofstee's (2006:115) assertion that a research instrument implies "anything" that the researcher uses to get the information analysed.

### 1.8.4 Analysis and Interpretation of Data

Mouton (2015:108) submitted that the aim of an analysis is to explore various constructive elements of one's information by looking at the relationships between concepts, constructs, or variables, and to verify whether there are any patterns or trends that can be seen or separated, or to find themes in the data. Data was analysed by means of an inductive method. According to McMillan and Schumacher (2010:367), qualitative analysis is basically an inductive procedure of arranging data into categories and realising patterns and relationships from categories. They asserted that information is gathered first and then synthesised inductively to enable reliable and clear understanding and a phenomenon of interest. Data recorded was transcribed fully and analysed after being coded. Mouton (2015:109) stated that interpretation involves considering real descriptions of one's data and showing the level of support the data provide for the intended interpretation. Patton (2015:15) averred that qualitative analysis enables transforming data into research findings, while Atkins and Wallace (2012:163) posited that an analysis entails making sense of a specific social universe and the relationships and practices within it.

### 1.9 CREDIBILITY AND CONFIRMABILITY

Mouton (2015:109) explained that using existing instruments has certain advantages, one of which is saving time and costs. According to McGinley, Wei, Zhang and Zheng (2021:10), the first criterion of trustworthiness is the credibility of data and entails an evaluation of how the findings align with reality. It differs from validity and reliability which are terms used in quantitative research based on statistical evidence of the accuracy and consistency of the results obtained from a study (Hayashi, Abib & Hoppen, 2019:98). Therefore, qualitative research seeks to access the reality of the phenomena studied without losing control of the entire researcher's subjectivity in a way that it is unshaken (ibid.). Nguyen et al. (2021:57) defined confirmability as references of how data analyses can be tested and compared to original data. Cohen, Manion and Morrison (2006:119) defined reliability as synonymous with consistency and replication after a certain period, regarding instruments and group of participants. They further maintained that in qualitative research, reliability can be regarded as researchers' verification of the data and what occurs in the participants' own places, that is, a degree of originality and eligibility of

coverage. To ensure credibility and confirmability, information was gathered by multiple methods, notably observations, face-to-face interviews and analysis of documents. As part of member chalking, the interviewees were awarded time to rewind to the voice-saved interviews and go verify notes of exactly what they believe they have recorded.

## 1.9 RESEARCH ETHICS

As McMillan and Schumacher (2010:15) argued, educational research pays attention to people, and as such the interviewer is ethically obliged for protecting the rights and welfare of the interviewees. This implies that the researcher should respect the participants' rights to privacy as covered in the Constitution of the RSA, and not use data for anything else besides the proposed research study.

In almost all research studies, an informed consent be obtained from learners, their parents or guardians, or a relevant institution and rules are in place for protecting the right to information and the privacy of the participants (McMillan & Schumacher, 2010:15). In this research study, the interviewee was requested to accept receipt of the declaration of confidentiality ahead of the actual interview. As Mouton (2015:243) proposed, the following rules that underscore the right to privacy were adhered to during the research process. Specifically, he stipulated that may refuse to be interviewed; to answer phone calls or email; to answer any question; to be interviewed during supper or lunch; to be interviewed in the evening and lastly to be interviewed for a long period.

Moreover, participants were all given informed consent before interviews could be conducted. Specifically, they were made aware of the specific aim of the research study and assured of the protection and respect of their privacy and confidentiality. They were notified of their right to withdraw from participating at any time, before or during the interview if they felt uncomfortable without suffering any repercussions.

## 1.10 LIMITATIONS OF THE STUDY

The limitations of the research study are restricting factors, unforeseen circumstances or restrictive weaknesses that occur when certain factors cannot be controlled by the research design (Dibete, 2015:8). The researcher guarded against time-factors and unfounded data that might limit the study. McMillan and

Schumacher (2010:16) identified constraints that limit the research such as: legal and ethical consequence; public schools or institutions; differing programmes; the situation; the nature of research problems and methodological complexities. The study was limited to high schools of Tshwane South, where interviews were secured and conducted with the chairpersons and secretaries of SGBs, principals and parents of learners at the selected schools.

## 1.11 DEFINITION OF TERMS

As McMillan and Schumacher (2010:418) stated, concept analysis entails describing the meaning of concepts by giving their essential meanings, different meanings and appropriate uses. Accordingly, the key concepts set in the study include:

**Democratic school governance –** This refers to the type of leadership where decisions are made based on consultation, dialogue, collaboration, cooperation, partnership, mutual trust and participation of all affected parties (Mabovula, 2009:219).

**Management –** This includes the designing of and managing of plans, doing things properly and working closely with people (Botha, 2013).

**Parent –** SASA defines this as a biological parent or guardian of learner, or a person legally appointed to custody of a child or learner.

**Parental involvement –** This refers to a combined commitment and active participation of parents to the school and the learner (Olibie, 2014:41). It also involves the involvement and support of parents towards the school and at home, which positively assists in the educational performance of learners (Olibie, 2014:41).

**Public high school –** This refers to an ordinary school offering education from Grades 8 to 12 and not from Grade 1 to 7.

## 1.12 OUTLINE OF THE STUDY

The study is structured into the following five chapters:

Chapter 1: Introduction and background. This chapter gives an overview of the study, problem statement and questions, aim and objectives of the study, motivation

for the research, a description of the research methodology and the description of key concepts.

Chapter 2: Theoretical framework and literature review. This chapter lays the theoretical frameworks that shape the study and reviews related literature.

Chapter 3: Research methodology and design. The chapter discusses research methodology, the philosophical suppositions informing it, philosophical paradigms, research approach, design, population and sampling, data collection techniques, data analysis and interpretation.

Chapter 4: Data presentation and analysis. In the chapter, the collected information is presented and analysed, and the results discussed.

Chapter 5: Summary, conclusions and recommendations. This final chapter summarises the research findings, draws conclusions and proposes recommendations.

## 1.13 CHAPTER SUMMARY

This chapter has highlighted that both school governors and parents recognise parental involvement in the management of high schools. However, there exists tension in their perceptions of the duties and responsibilities they should play, with obligations on parents to initiate parental involvement without assistance and support (Baker & Hourani, 2014:198). Parents in and outside the SGBs should abide by the SASA. School management should also assist them, especially those who have little information on how to assist their children in doing their schoolwork. SGB members should be trained especially about their responsibilities and powers as spelled out in the SASA. As Grossen, Grobler and Lacante (2017:1) observed, in South Africa, as like in most developing countries, there is a high dropout rates and an undersupply of skilled labourers. All these may be attributed to low involvement in school matters.

## CHAPTER 2

## THEORETICAL FRAMEWORK AND LITERATURE REVIEW

### 2.1 INTRODUCTION

Chapter 1 introduced the study, and provided a rationale for the research study, the research questions, the aim and objectives of the study, a preliminary literature review on parental involvement with a specific focus on South Africa and a synopsis of this chapter. The present chapter reviews literature on parental involvement focusing on both national and international perspectives and the scholarly discourse to highlight some best practices. Literature review provides the relation between existing knowledge and the research problem and gives the required information about methods that should be incorporated into a new study (McMillan & Schumacher, 2010:73).

The main question as presented in Chapter 1: How can schools strengthen parental involvement in the management of high schools in Tshwane South? This question is addressed using both the local and foreign perspectives, theoretical perspectives, and the researcher's own views and interpretations on the concepts of this involvement in the management of high schools, school management and factors affecting the involvement. The following section discusses the theoretical framework of the study.

### 2.2 THEORETICAL FRAMEWORK

Rocco and Plakhotnik (2009:125) described this as the layout of specific theories used in a study. Theories enable the researcher to survey and connect existing knowledge on parent involvement in education and to select the methodology to be used in the research study. The theories also enabled the interviewer to identify the limitations of the research, specific key variables that were of interest and examine how variables differed in certain circumstances. The framework for this study is based on Bronfenbrenner's systems theory and Epstein's theory of spheres of influence.

**2.2.1 Ecological Systems Theory**

Bronfenbrenner's systems theory is based mainly on the child's development within the context of the system of relationships and their environment (Paquette & Ryan, 2001:24). It defines complex "layers" of development, each influencing a child's development as explained below.

2.2.1.1 The micro-system

The layer is close to the child and consists of structures which the child has direct contact with (Paquette & Ryan, 2001:1). This system also includes the relationships and interactions a child has with their closest environment (ibid.). According to Gwija (2016:26), patterns entail the roles and interpersonal relationships encountered by a growing individual in each developing stage. Most research has already established that learners achieve academically well when they are given assistance from parents. He further maintained that parents should motivate their children by assisting them academically, checking their progress and attending meetings and physical training activities (Gwija, 2016:26).

2.2.1.2 The meso-system

This layer involves the relationship between the structures of the child's inner circle (Paquette & Ryan, 2001:2). The connection could be between the home and school of the child. The system is also about parental participation and the school as an organisation that affects the overall performance of the learner. In this model, the child may be able to realise the importance of doing the activities given by the school to be completed at home. Therefore, it is important that the home should assist and support learners in their learning.

2.2.1.3 The exo-system

This system defines the larger connections in which the child does not function directly (Paquette & Ryan, 2001:2). The structures in this layer affect the child's developmental state through interactions with some structures in his/her surroundings (Paquette & Ryan, 2001:2). An example relevant to this study is parents' work commitments and community-based projects. Low parent turnaround at school normally leads to low academic performance.

2.2.1.4 The macro-system

This may be regarded as the extreme outer layer in the child's surroundings (Paquette & Ryan, 2001:2). It is characterised as a given culture, subculture or an extended social structure with reference to the structure of the belief system, resources, hazards, lifestyles, opportunity structures, life course options and patterns of social interchange that are embedded in such over-arching systems (Gwija, 2016:27). It is a culture that contributes to the education of learners and involves parents in its governance as per government legislation. Thus, the school should also take into consideration the different cultures and belief systems of learners in managing parent involvement.

2.2.1.5 The chrono-system

According to Gwija (2016:27), the layer entails changes of influence that occur at particular intervals in the child's life. The chronosystem considers how and when major events occur and how the timing of these events can influence a person's life. These major events could be within the person's life itself or external such as natural disasters, pandemics, or global civil rights protests (Mulcahy, 20120:n.p). From Bronfenbrenner's theory, the researcher can link the importance of the relationship between the home and the school towards the education of learners as the focus of the study.

All the developmental stages of a child give the researcher an indication of how learners, particularly at high school level, relate to their school and their surroundings. These theories assist the researcher in building up the research approach and design towards the study. They further helped the researcher to understand the fundamental influencing factors in the immediate surroundings of the child which are the home and the school. The study is based on the two concepts as illustrated in the first chapter, namely, parental involvement and management. As such, this theory is relevant to this study.

**2.2.2 The Theory of Spheres of Influence**

In the 1980s, Epstein developed the theory, which considers the mission and vision of the school and the home regarding learners' education (Lemmer & Van Wyk, 2011:206). According to these authors, the model assumes that the child will learn

and grow at both school and home. They maintained that the theory assumes that even if the practices or beliefs of both the home and school are applied in isolation, there are mutual responsibilities of home and school. When teachers or parents rely on the perspective of separate responsibility and place more emphasis on specialised skills of teachers and parents, then the spheres of the home and schools are divided. The community can provide opportunities for schools through events and occasions that will contribute towards the academic performance of learners (Lemmer & Van Wyk, 2011:206). Epstein (1985:35) identified six types of family-school-community involvement falling within the areas of overlapping spheres.

- Parenting. In assisting all families to establish supportive home environments conducive for learners to perform better academically.
- Communication. Establishing two-way communication between the home and school about school programmes and learners' progress and developing understanding and cooperation between the school and home.
- Volunteering. Recruiting and organising parents to render their services freely at school as it occurs when parents share their time and talents to help schools, teachers and learners.
- Learning at home. Giving information and strategies to families on how to assist learners with their schoolwork and prepare a learning environment at home.
- Decision-making. Organising parents from different family backgrounds to serve as representatives and leaders on governing bodies as it requires parents to be involved in the decision-making processes about school programmes.
- Collaborating with the community. Identifying and organising resources and services from the community to strengthen school programmes as it requires forging cooperation among school, families, organisations, community groups and agencies.

Epstein's six types of parent involvement gave the researcher the basic principles on which to focus in the study. This gave an indication that parents have a pivotal role to play in assisting their children in education. In the researcher's view, Epstein's theory characterises parents as primary sources of information and learning and they should thus partner with the school for the academic achievement of learners. The researcher further acknowledges that these theories provide an understanding of

parental involvement in the education of learners both nationally and internationally and that no research on this involvement would be complete without this theory. The following section outlines the concepts of involvement.

## 2.3 PARENTAL INVOLVEMENT

Parental involvement is described as the active and voluntary participation of parents in a wide range of school and home-based activities, which may be curriculum-related or related to extra-mural activities (Mphafe, Miruka & Pelser, 2014:184). It also involves forging relationships between the school and the home (Sheldon & Epstein, 2005:42). The focus of this study is on the concept in relation to the management of high schools in Tshwane South. It is also regarded as various ways in which parents support learners to enhance learning and achievement, and involvement with the school community (Kiley, 2021:10). There are differing views on the subject since some researchers believe that it increases academic achievement while others believe that it depends on the context, for example, whether the community is urban or rural (Mathekga, 2016:20). Assefa and Jintayehu (2019:47) further explained that it involves situations and conditions in a home environment, which stimulate development of the child physically, intellectually and emotionally. It refers to a situation in which parents assist learners by being involved in school matters (ibid.). It not only refers to parents enquiring about the academic performance of learners in schools, but also in communicating with their children with the aim of having a healthy relationship with them, to encourage, guide and inspire them (ibid.).

According to Schneider and Coleman (1993:2), involvement is shaped by parents' understanding of education, their socioeconomic status and home and school opportunities. A society that views earning as a means of upward social mobility may have higher educational expectations for learners (ibid.). For Mncube (2010:234), parental participation involves activities that range from a conscious involvement in their children's learning and well-being while at school to their involvement in the evenings and a desire to serve on governing bodies. Carignan, Pourdavood and King (2006:116) observed that all learners benefit significantly from this involvement, while fewer learners and those from low-income families gain the most, possibly because of limited resources and deprived environments in which they live.

Mathekga (2016 21) contended that strong relations between the school, the family and the community lead to better achievement, improved confidence, regular attendance and better behaviour from learners. From the South African perspective, it is also influenced by the fact that some learners are raised by extended families and grandparents due to the scourge of HIV/AIDS.

As Kruger and Van Zyl (2011:180) explained, parental involvement represents a situation where parents assist their children with their schoolwork and participate in education. A scale ranging from "supportive" to "active participation" was established to divide parents into the categories indicated in Table 2.1 according to their involvement (Kruger & Van Zyl, 2011:180):

Table 2.1: Dimensions of parental involvement

| + (supportive)<br><br>- (inactive) | + (supportive)<br><br>+ (active participation) |
|---|---|
| - (not supportive)<br><br>- (inactive) | - (not supportive)<br><br>+ (active participation) |

Source: Vandegrift and Greene (1992:59)

This is explained as follows:

- Type 1 (+, +) – These parents are supportive of their children both at home and school and may even serve on governing bodies.
- Type 2 (+, -) – These parents only support their children at home and not in school activities.
- Type 3 (-, +) – This type of parent is difficult to reach or recognise. They may attend parents' meetings and form part of governing bodies, and yet ignore their children at home.
- Type 4 (-, -) – These parents do not give support to their children at all. They are not in school matters.

Kruger and Van Zyl (2011:181) maintained that it may take place through participation and partnership. In agreement with Vandegrift and Greene (1992:58-

59), Dekker (1993:4) drew two conclusions regarding the nature of the concept: it occurs from involvement that includes support to participation in the real governance of the school and the way it surfaces relates to parental background. In this context, Patrikakou, Weissberg, Redding and Walberg (2005:23) identified the following four definitions of partnership between the home and school, namely: a learner-focused philosophy wherein the home and school collaborate to enhance learning opportunities, progress, and success for learners in four fields: academic, social, emotional, and behavioural; an ideology in the mutual responsibility for educating and socialising learners; a strong emphasis on the quality of the interface and an ongoing relationship between families and schools; and an unavoidable, outcomes-driven focus in which partners strive to formulate conditions that facilitate learner success.

## 2.3.1 The South African Perspective

In the South African context, the Education Department expects SGBs and parents to take a participate in the education of learners. The school policy and the SASA anticipate this participation in the education of learners. In terms of this dispensation, parents should take part in education at an individual level through the SGBs and assist in governance. Section 16 of SASA clearly stipulates the role of the principal (school management) and that of the SGB (school governance). The same section gives governance of a school to the SGB, and professional management of the school to the principal (Mncube, 2010:235). He further maintained that for parents to participate in school activities, enough time is required (Mncube, 2010:241). He further argued that real communication with parents should assist schools to practise the principles of openness in their operations and transparency to all. In that way, parents might feel welcome at school, and a sense of ownership in the school as a legitimate organisation might also prevail (ibid.).

One of the major problems faced by the education department is how parents serving on the governing bodies should be effective in the execution of their duties. Members of the SGBs should be capacitated to perform their functions effectively as stipulated in school policies. A democratically elected SGB comprises parents, teacher representatives, staff who are not teachers and learner representatives in high schools. The parent component is the largest on the SGB and the chairperson

comes from the same component, which may have a greater influence on the governing bodies. School principals are, by virtue of their positions, members of SGBs. Functions in the SASA assume that SGBs are well-informed, capable and committed to performing according to State expectations (Nxumalo & Uleanya, 2021:590).

As Mncube (2010:233) observed, a lot has been written internationally, but little research has been conducted on parental participation in schools. Mbokodi (2011:38) concurred that after many years of democracy and the proclamation of the SASA, many SGB members are still in the dark about the leading role they should play in establishing effective schools which guarantee free and equal education for all learners. In their study, Carrignan, Pourdavood and King (2006:121) established that the concept promotes teaching and learning in "coloured" schools. Their findings are consistent with most research in the field that it can contribute significantly to efforts to reform urban schools and make good on the national aspirations that all children of all backgrounds and circumstances can succeed academically and socially.

Landsberg and Swart (2019:270) established that for learners to become active members of a community, it is important to create a sense of belonging based on the principles of respect, diversity, honesty and collaboration in inclusive learning communities. To achieve this ideal requires the mutual effort of every learner, family, peer, school professional and community member as partners in an all-inclusive community (ibid.).

The SASA allows pregnant learners to attend classes till they reach the time to give birth. In his study on teenage pregnancies in high schools of Limpopo province, Mturi (2016:3) suggested that proper parental involvement would not fill the existing gap among teenagers but would also help in implementing other initiatives. This would provide an opportunity to minimise teenage pregnancy (ibid.). He also proposed that schools should involve parents in dealing with teenage pregnancy at schools. Most pregnant learners do not cope with school activities, and as such, parents should play a pivotal role in assisting learners academically.

Kooverjee (2018:14) argued that parents should be made aware of expectations required, and their duties and major responsibilities should be explained to stimulate

accountability within the management teams. Research indicates that parental involvement is a vital input that is designed to improve the efficiency of a school (ibid.). According to Mnguni (2014:63), schools should have childcare facilities in any parents' meetings to ensure 100% attendance of parents and guardians including breastfeeding mothers while Gqeba (2021:255) maintained that lack of training and understanding of the broader legislative imperatives contributes to SGBs' inability to change community schools.

Meier and Lemmer (2015:2) noted that when schools acknowledge parents' suggestions, they too acknowledge the quality of their children's education. Mogale and Modipane (2021:9) observed that non-involvement regarding the progression requirement policy in Limpopo high schools was troubling while Gounden (2016:26) found that family structure is regarded as one of the factors reducing involvement. Basson and Mestry (2019:9) maintained that communication is necessary in schools and the mutual relationship between the SGB and the SMT is realised through effective communication structures.

## 2.3.1.1 Challenges

According to Mathekga (2016:24), initiatives that were introduced by schools in welcoming parents to participate in school activities made them feel at home and valued. He also proposed that such a move to parents should come from the school (ibid.). He maintained that parents' trust in the quality of education of the school, in turn, gives teachers confidence. Most parents in South Africa are interested in ensuring that their children get the best education. However, some of them may have some hiccups in their attempts to assist their children in school activities. Contrarily, Zide (2020:35) maintained that teachers are in a provision to determine whether parents monitor the quality of their children's homework and determine if there is non-compliance regarding parental involvement.

Mbokodi and Singh (2011:40) averred that a low involvement in schools leads to more peer influence on learners. They further maintained that this could prematurely lead to regrettable educational outcomes, which include truancy, drug abuse from depression and lower performance. Mbokodi and Singh (2011:41) identified some indicators of parental partnerships such as the presence of a recognised SGB; parents attending meetings regularly per invitation from the SGB; financial support

and volunteering by parents and the SGBs' role in strengthening communication between the home and school.

They further concluded that involving parents in school implies change and recommended that it is the responsibility of the school to initiate involvement of parents in school activities. Finally, they concluded that involvement needs determination and initiative, planning and leadership skills from the educational managers to achieve its goal.

Furthermore, Sinyosi and Potokri (2021:1663) contended that establishing relationships for the school was necessary for achieving rewarding outcomes while Yulianti, Droop and Dennessen (2018:24) asserted that teachers should be on good terms with principals for the best interests of the school. According to Makhuvele, Litshani, Mashau and Manwadu (2019:204), most South Africans are sufficiently educated to meet the requirements of drafting, reading and implementing policies. Mampane (2014:1) maintained most adolescents in South African township face many challenges resulting from the present social, political and economic imbalances.

More than 50% of learners who attend schools complete Grade 12 while the remainder of them leave after failing several times (Department of Basic Education, 2017a). Like most developing countries, South Africa has an alarming rate of unemployment and poverty, a large, disorganised sector, a low supply of trained people, a high supply of untrained jobseekers and several state institutions without the required skills to deliver better services (Grossen, Grobler & Lacante, 2017:1).

Most of the local literature reviewed indicates that great effort is still required in recruiting parents to serve on governing bodies. Most research further acknowledges the low level of education and socioeconomic factors as some of the major contributing factors towards low parent involvement in high schools. The research gap noticed from local literature is that managing this involvement is problematic, hence the topic: exploring parent involvement in the management of high school in Tshwane South, Gauteng.

**2.3.2 International Perspectives**

Most studies reviewed from the international perspective show that there is a gap to be filled regarding parent involvement in school activities. From a political point of view, the end of communism in the Soviet Union and the emergence of democracy in Eastern Europe and Latin American countries have caused commotion about policies to promote equal educational opportunities (Sanders & Epstein, 2005:202).

Many researchers agree that parental participation leads to higher pass rate and lower absenteeism (Mphafe et al., 2014:184). They associate some characteristics of the subject like the status of parental education with school academic success (ibid.). Ellis, Hoskin and Ratnasingam (2018:19) averred that there are two ways of assessing academic performance which includes measuring mean grades obtained in school and performance on standardised academic examinations. According to Mphafe et al. (2014:185), parental participation can help the school by ensuring that cultural beliefs, ethos and traditions of the community are recognised and maintained. They further maintained that the process through which this involvement influences academic performance remains stable; hence, it is not simple to target programmes and arrange alternatives to prevent learners whose parents may not sustain school involvement (ibid.).

Wasino, Zulaicha and Shintasiwi (2018:100) outlined the following as its purposes: in creating mutual responsibilities among all stakeholders towards quality education; in encouraging the strength of the quality of education; in raising the home's expectations for children's education; in building a strong bond between educational bodies, family, and community; and lastly in realising a safe, reliable and conducive environment for learning. All these give the researcher some of the basis that may be applied in exploring the involvement in the management of high schools in South Africa and internationally.

According to Bartz, England and Rice (2019:2), participation in community activities that are important to parents' well-being regarding their children has always been seen as an obligation and a right in a free society. Alavi and Asadzadeh (2019:34) stressed that this concept increases students' motivation and self-efficacy, which has a positive impact on their academic achievement. By contrast, Hernandez (2019:9) stressed that schools situated in neighbourhoods with very poor and single-parent

homes experience problems in engaging parents. In their research, Berkowitz, Astor, Pineda, DePedro, Weiss and Benbenishty (2017:4) found that parental attitudes and perspectives are likely to change depending on their children's age and grade levels. Sharabi, Cohen-Ynon and Soskis (2020:73) concurred that involvement strengthens the prestige of the school among the community which yields further benefits such as the better academic performance of learners.

In their research study, Prado-Morales, Simon-Rueda, Aguirre-Camacho and Alonso-Tapia (2020:122) established that the educational level of parents constitutes one of the most influential factors in their children's achievement. Rasool, Zhang, Aydin and Halpern (2021:23) maintained that learners generally behave in accordance with their parents' cultural beliefs and norms with regard to their abilities and competencies in education, while Park and Holloway (2018:26) established that parents' perception of better school and balanced home-school communication help to develop a sense of responsibility, which is also positively related to real involvement. Gorostiaga, Aliri, Balluerka and Lameirinhas (2019:14) maintained that parental comfort, behaviour and autonomy granting are inversely related to inner problems, mainly stress, in older learners.

In her book, *Family Law*, Lamont (2018:333) described parental responsibility in accordance with the South African Childrens Act 1989, s3(1), which includes all the statutory rights and responsibilities awarded to every parent in relation to the child and his property. Greenhow (2021:10) concluded that parents need assistance and guidance in facilitating home learning through technology, while Gibson and Martin (2019:11) maintained that providing high-quality information services to traditionally marginalised communities would be an option. Cooper (2021:13) averred that experience and skill in technology for parents ranges along a scale of 'reasonably comfortable to extremely confident' and that parents were advised to communicate with teachers on different social media platforms. According to Rious, Cunningham and Spencer (2019:37), family cultures and traditions as a way of life provide a foundation of values, expectations and behavioural modes to foster the successful well-being of learners.

In recent times, new needs have arisen for the school and the community (Wahab & Manpreet, 2020:47). For example, during the Covid-19 pandemic, homeschooling

was needed which meant that parents had to be more involved in the education of their children. Wahab and Manpreet's (2020:47) research revealed that many families in Fiji experienced a temporary disruption since homeschooling was a massive blow to parents' responsibility, learners' social life and education (ibid.). He further submitted that parents' view of occupational education as a route to a qualification, but not suitable for learners, may change their opinions when statistics exist to show the academic success of learners who have chosen technical subjects (ibid.). Murphy (2017:110) established that Habermas' theory of communicative action plays a pivotal role as it illustrates how teachers and parents should communicate with each other. Green, MacLean and Charles (2020:16) established that parenting styles may be influenced and reinforced by behaviours along gendered lines of socialisation.

## 2.3.2.1 England

In England, all state-subsidised schools are monitored by an independent government institution, the Office for Standards in Education, Children's Services and Skills (Ofsted) (von Stumm et al., 2021:339). Parents who decide to choose high school for their children may be misguided and take decisions about individual learner outcomes based on government school inspection reports (ibid.). In the same way, parents in Tshwane South schools tend to use the same approach including reports in the media. According to Ates (2021:51), most homes can maximise learners' achievements by attending centres where extra learning is offered such as community libraries and museums and by watching scientific programmes with them. Farooq and Asim (2020:15) averred that parents provide support in several ways like boosting their children's self-confidence, raising their self-efficacy, helping them in autonomous decision-making, helping in home-based projects and providing opportunities to self-regulated learning strategies at home. Yildiz, Duru and Eldeleklioglu (2020:31) established that perfectionists are normally concerned with good behaviour and positive association towards good parenting styles, while Yafe (2020:5) maintained that learners' recollections of their parents' care and overprotection is directly associated with their perceptions of their future expectations. The advantages of a good parenting style are either sustained or maximised timeously (Garcia, Serra & Zacares, 2018:158).

Ties (2021:3) framed this involvement as an intervention that produces quantifiable gains in learners' accomplishments, also necessary for the learner and the school, and can deliver achievements for all the stakeholders. In this regard, parents may assist children in simplifying some activities that were not well conveyed by a particular teacher (Rasmitadila, Samsudin & Aliyyah, 2020:92). Furthermore, their involvement yields cooperation between the school and home in high schools which is important as was also shown during COVID internationally (ibid.).

Barroso and Dias (2020:335) averred that this involvement in education is based on a clear understanding of the relationship between home and school, teaching methods, school climate and intervention strategies. They further established that it is essential in promoting the interaction between the home and the school since they may improve the school context and assist families to communicate with each other (ibid.). According to Yulianti, Droop and Dennessen (2018:17), parents' behaviours related to the children's school or schooling may be manifestations of their dedication to educational matters, while Ghanney (2018:110) maintained that learners' academic performance is closely associated with their parents' education background. Family structures, parent education levels, and parental engagement contribute to effective learning (Bond & Bedenier, 2019:7). Nwokolo and Obijindu (2020:294) defined academic performance as the result of teaching and learning, or the extent to which learners, teachers or schools have achieved their educational outcomes.

Parent involvement is an essential factor in learner performance in public school environments (Garbe, Ogurlu, Logan & Cook, 2020:46). School-based involvement in England entails physical contact with school personnel, such as attending school meetings or events and supporting learners in sporting events (Pribesh, Carson, Yue & Morgan, 2020:2). Chopel and Choeda (2021:38) concurred that involvement not only promotes learners' self-esteem, morale, attitudes and academic performance across all fields, but it also promotes behavioural and human adaptation. For this reason, Harwood (2021:138) advocated that this involvement should be legally enforced and that there may be challenges in rural learning environments where there is shortage of economic resources. In addition, Foley (2015:1) observed that when learners start high schools, parental involvement tends to decrease.

Ismail, Busa and Tini (2018:54) proposed that schools should establish rules and regulations that require teachers to communicate with parents regularly each semester. They further maintained that inviting parents is sometimes time-consuming but often gives solutions to challenges faced in classrooms (ibid.). Bonal and Gonzalez (2020:639) maintained that apart from school events or correspondence methods introduced by teachers, learners' learning strategies, practised in some homes alongside school attendance, becomes essential when the school learning is replaced by at-home learning. Dawadi, Giri and Simkhada (2020:7) proposed that for learning to take place, schools should arrange seminars and group discussions to teach parents about curriculum, teaching practices, and home activities with learners, and motivate them to volunteer. They suggested that it may be boosted by training teachers on parental involvement, especially those with a range of different backgrounds. Keaton and Gilbert (2020:143) added that this involvement in digital settings is exceptionally different compared to ordinary teaching and learning, and parents may serve different purposes relying on their own experiences and their children's needs and abilities.

Engin (2020:259) maintained that a home is one of the base institutions that contribute to learner hope and performance. He further mentioned four home types related to the study: democratic, authoritarian, neglectful and permissive families. In democratic families, learners are seen as individuals and parents are more accommodating and moderate to their children (ibid.). In authoritarian families, children are expected to unconditionally abide by their parents' rules. In neglectful families, parents cannot control or provide necessary assistance to their children as they cannot allocate sufficient time for their children. On the other hand, reasonable parents reflect a high level of understanding, but are not capable of making rules or necessary guidance (ibid.). The researcher opines that motivation is an essential factor that may contribute to minimising this type of attitude.

### 2.3.2.2 Canada

In Canada, Pengpid and Peltzer (2016:116) ascribed low participation of parents in education to bullying and victimisation. Jin Tao (2020:19-20) noted that the language barriers of foreigners is one of the factors that hinder parents' communication or involvement and integration with the community and schools. Parents of foreign

children may not successfully integrate into Canadian lives or their children's education as they feel uncomfortable with the language (ibid.). In Tshwane South, the same situation is prevalent as many learners are from the neighbouring countries such as Zimbabwe, Mozambique, Lesotho and Malawi.

The Covid-19 pandemic worldwide led to many restrictions on movements that affected the education sector and forced schools to operate remotely and learners to learn at home. In Canada, most parents could follow and support the teaching at home because they had adequate time or qualifications to help their children. Hafidz, Akh, Muzakki, Anam and Sholeh (2020:1187) argued that the requirements for high involvement for the ongoing practice of learning from home by children in the era of the Covid-19 pandemic may not be responded properly except with a level of readiness and sufficient understanding and skills regarding the implementation of effective learning and teaching at home.

## 2.3.2.3 USA

The United States of America is the most influential western country from which many countries copy their education systems. The US believes strongly in education and in the critical role of parents in the education of their children. Most citizens of this country are whites and live above the poverty line and are also interested in the education of their children. Most parents from this country have high hopes for their children, academically. In the US context, Murray (2018:3) observed that statutory laws that language access, and reasonable understanding of the current state of language access in New Orleans public schools and how parents experience challenges with legal compliance and inclusivity, contribute towards parent involvement. Paullina (2020:3) opined that parent involvement activities may include volunteering in the classroom and attending school conferences. The active partnership between teachers and parents should enable parents to be connected to the curriculum and standards and engage with their child in school projects (Nissley, 2020:1).

Cardin (2019:4) contended that understanding the dynamic between the parent, learner, and educational outcomes could lead to an opportunity for teachers to foster the relationship and enhance the culture of teaching and learning process for low-SES learners. According to Russell (2020:3), social media helps to simplify activities,

create digital connections among parents, provide curriculum data, gives links to educational websites, and promote the positive activities that happen in both districts and schools. Marquez (2017:9) argued that the involvement has a positive influence on a student's educational aspirations and on their decision to persist in college.

In highlighting the positive influence of parents on learning, Coleman (2019:13) asserted that the involvement in almost any situation appears to yield measurable improvements in learner performance. Thus, it is important that school managers should convince teachers, learners, parents and community members about the value of partnerships for the benefit of the school and learners. Dubacova (2020:65) described unsupportive parents as those who are difficult to cooperate with and leave the teachers feeling unappreciated and detached from the children, and as such do not take part in school activities as expected. Krauss, Orth and Robins (2019:42) established that parental consistency, monitoring, positivity, financial stability and the presence of father figure led to learner confidence, and better performance in all learner activities.

Magwa and Mugari (2017:77) identified three factors that hinder parents' ability to become actively involved in learners' schoolwork, which can be characterised as parent-related, school-related and child-related. One of the parent-related factors is parents' SES, which includes education, occupation, and income (ibid.). Teachers' attitude is categorised as a school-related factor. Learner- or child-related factors usually pertain to learners at high schools as most are unsure of their parents' experience to assist them (ibid.). Minix-Fuller (2020:18) opined that parent participation declines as learners move from grade to grade and that there is a downward spiral in higher grades. Regardless of the educational level, parents should be involved in their children's education because, as Naite (2021:1) observed, uninvolved parents in the education of learners tend to demotivate and demoralise them in their learning. Boonk, Gijiselaers, Ritzen and Brand-Gruwel (2018:39) established that when children change from one stage to the other, besides being given guidance or assistance in learning, it is essential that parents create conducive conditions for academic performance.

Waluyandi, Trihastuti and Muchtarom (2020:1690) established that civic education and moral education are closely related to shaping human character. Mugumbate

and Chereni (2019:32) maintained that the home contributes significantly towards every stage of the child's development. The '*ukama*' view of Ubuntu states categorically that each child belongs to the home, and they are attached through blood, rules and identity (ibid.).

Epstein (2005:179) maintained that the NCLB's requirements are based on four ideologies that replace the old order of thinking with new ways of organising more effective school, home and community partnerships. The NCLB Act outlines some principles regarding the involvement:

- It requires dynamic leadership. NCLB requires departments and all schools to formulate and implement policies and strategise to reach all homes.
- It is a product of school and classroom setting and recognise this involvement as an important component of the school improvement plan and curriculum.
- It recognises the mutual responsibilities of both the home and school for learning and success in school.
- Its programmes should include all families, regardless of their status.

From his experience, the researcher has noted that learners are given homework as per departmental policies. The homework assignments given to learners have educational objectives, as most are curriculum-related while some have behavioural objectives. Suárez, Regueiro, Epstein, Pineiro, Diaz and Valle (2016:2) proposed that the home structures should be recognised to fully realise learners' behaviours and parents' involvement, while Cano, Perales and Baxter (2018:17) maintained that practising this involvement in children's upbringing should bring moderate-to-high benefits to their children in terms of cognitive reasoning.

In his 2011 State of the Union address, former President Barrack Obama underscored the mutual responsibility of all stakeholders in America's education. Specifically, he stated, "the problem is whether all of us as citizens and as parents, are willing to do what is essential to give every child a chance to succeed. That responsibility starts not only in our classrooms, but also in our homes and communities" (Mapps, 2012:1). In the same way, Carter (2002:1) asserted that the challenges that learners in America's public schools face may not be resolved by teachers alone; nor can these problems be solved by parents or families alone.

Learners in schools across the nation were faced with critical social, emotional and environmental challenges (ibid.). In her research, she classified studies into three related dimensions: school-based programmes studies and interventions; family behaviours and characteristics studies, and studies that recognise parent/family participation.

Jeynes (2011:94) maintained that parental involvement and socioeconomic status are related, and provided the reasons for this as follows:

- Parents who are highly educated and employed are likely to have high hopes for their children.
- Employed parents or high-achieving SES parents believe in investing in the type of education offered to their children.
- Most research carried out indicates that this involvement is highly related to family structure and parental determination.
- Involved parents are usually the ones contributing to school funds or buying for their children learning materials.
- Sometimes participating parents or increased SES parents can be a symbol of parental involvement.

Although the teacher does have extensive knowledge about teaching, children in general, the parent possesses expertise about the education and development of that child (Jeynes, 2011:162). According to Freund, Schaedel, Azaiza, Boehm and Lazarowitz (2018:196), education in general should underscore the benefits it has in developing learners' cognitive domains and learning abilities.

Christianakis (2011:160) noted that while the benefits of this involvement are well-documented for learners, parents and teachers, laws continue to differ. She created two models: the parent-teacher and parent empowerment models. In her definitions, she maintained that the parent-teacher model aims to assist all families to establish home environments to support children as learners while the parent empowerment model aims to reduce asymmetrical power applied by schools (ibid.). Garcia and Serra (2019:18) maintained that parental comfort with teaching is a desirable factor, whereas being harsh does not help, while Lorence, Hidalgo, Perez-Padilla and

Menendez (2019:13) established that the effects of various parenting styles differ for adolescents with various adjustment profiles.

## 2.3.2.4 Taiwan

The country is dominated by Chinese or Taiwanese who believe in the need for skilled labour but also in formal schooling. Since 1996, the Education Department has been promoting involvement at all schools (Hung, 2005:262). Promotion of family and school cooperation has become a major issue for policymakers and teachers in Taiwan although it is still not popular (ibid.). According to Latunde (2017:47), this involvement provides conceptual information on five levels, namely decision-making, choice of skills, mechanisms that influence student outcomes, mediating variables and student outcomes.

## 2.3.2.5 Ghana

Ghana is an African country, and most schools are not well-resourced. According to Darko-Asumadu and Sika-Bright (2021:98), highly educated and working parents have higher hopes and expectations for their children's future and further concluded that family structures of learners have adverse effects on the academic performance as learners may lack the necessities that could assist them to improve academically but receive little attention from home.

In Ghana, among the Akans, most fathers are culturally ambitious (Azumah, Samuel & Onzaberigu, 2018:13). Mothers are generally left to child rearing and household chores, while fathers take on the financial commitments of the family and discipline of youngsters (ibid.). According to Amponsah, Milledzi and Gyambrah (2018:3), effective learning environments that involve mathematical experiences are linked to higher performance and genuine home and school cooperation have also been noted to improve learners' academic performance while Antiri (2016:131) maintained non-involvement may lead to bullying which may result in dropouts. Appiah-Kubi and Amoako (2020:457) averred that increasing involvement of parents in learners' education is regarded as a prerequisite for high academic performance, which children's performance in school could not afford to lose. From the researcher's view, Ghanaians' perspectives of parental involvement resemble that of black South

Africans, as both still believe that mothers and fathers should have different responsibilities in the upbringing of the child.

### 2.3.2.6 Zimbabwe

Zimbabwe lies on the northern side of South Africa and is one of the African countries that offers a good education and considers parent involvement as key. It is also black-dominated, and most schools are well-resourced. Chinyoka and Mugweni (2020:85) argued that besides emerging from low family backgrounds, some learners have managed to defeat the odds and perform well academically. They further maintained that, despite an impoverished background, some factors may surface such as resilience and motivation. According to Hadebe and Khumalo (2018:85), the concept of involvement is a key performance indicator, which are evidenced in high standards for learning; open curriculum content; quality performance standard; culture of learning and professional conduct; connections for outsiders and performance accountability. According to Zishiri (2021:26), involvement in learners' education is not only for school fees. It is a multilateral commitment that entails emotional and moral support, financial assistance, subject choice and placement in relevant institutions among other transitional resolutions (ibid.).

### 2.3.2.7 Zambia

Zambia is an independent African state dominated by blacks and is economically unstable and vulnerable. Mwase, Simuyaba, Mwewa, Muleya and Simui (2020:356) argued that involvement in learners' education is an essential ingredient in improved learner performance and building democracy in the teaching and learning field, as well as in broader society of developing countries, including Zambia. They further suggested that involving parents in governing bodies was a way to facilitate control of discipline in schools and a strategy to minimise conflicts with parents.

### 2.3.3 Conceptualisation of Parental Involvement

Literature reviewed indicates that parent involvement internationally and nationally differs significantly. Most literature reviewed from western countries shows that there is high rate of parental involvement in those countries compared to African countries. The low level of parental involvement in South Africa and some African counties is a

result of poverty and a low level of parental education. The main concept in this study includes ongoing relations among parents and teachers in different activities taking place at schools. The relations range from individuals assisting the learner in doing his or her schoolwork and participating in school governance by opting to serve on SGBs. Participation in school activities depends on the confidence and interest of parents. Parental participation is influenced by a variety of elements, namely, school culture and the attitudes of the managers, administrators and teachers. A caring parent normally tries their level best to minimise some of the barriers to involvement. The following section discusses school governance.

## 2.4 SCHOOL GOVERNANCE

According to Mutero (2013:22), school governance is regarded as an act of implementing policy and laws by which schools can be controlled. In the South African context, the SGB is the official body recognised in terms of law. According Lemmer and Van Wyk (2011:207) the ecological systems theory and Epstein's theories have assisted in shaping the research and informed practice of this involvement and this presupposes the dawn of power from the national level down through the system to the district level. Most studies on decentralisation of education mention between three (and sometimes four) forms (Lemmer & Van Wyk, 2011:207):

- Deconcentration – involves the shift or the movement of power or control from head office or district to the school level.
- Delegation – the transfer of certain decision-making power from the provincial department to the school level.
- Devolution – power is centred in local bodies – provincial or local authority, or even schools.
- Privatisation – a situation where schools are under the control of a private person or the owner who usually takes the decisions relating to school governance.

The SGBs play a decisive role in governance as mandated by the SASA. The White Paper 1 was the first education document to be established by the newly formed government that covered a set of new public education policies (Bathon, Beckman & Björk, 2011:351). It also states that parents are duty-bound and obliged to be involved in education as a whole and it stipulates their fundamental rights as

custodians of the education process (ibid.). It also indicates that local people must take ownership of schools, and the costs of education will be the responsibility of the state (ibid.). The Education White Paper 2 stipulated the following roles of parents in school governance that can be summarised as: establishing SGBs that perform their duties according to prescribed rules; developing a transparent policy for public schools based on an open-door policy; ensuring that SGBs are formed in all government and private schools; recognising the powers of SGBs; affirming that teachers are recommended by SGBs to the HoDs; ensuring that SGBs involves all role-players; and ensuring that SGBs work as per policy.

White Paper 1 and 2 included constructive policy decisions that were later included in the SASA, which was promulgated in 1996. Following the SASA, in qualifying to be a member of the SGB, one must either be a parent of a learner(s) at the school, a teacher attached to the school, a learner at the school who is in Grade 8 to 12 or a general worker(s) including administrative staff also attached to the school. The principal is by virtue of the position of a member of the governing body. The governing body may also elect an outside person to assist in some functions. The person elected should not have voting rights. Again, if the school is situated on a plot or farm the governing body may also elect the owner as a co-opted member.

According to Nhlabathi (2015:47), the ideology of including all the stakeholders in school governance comes from the understanding that schools function well when driven by local people, since they are well-placed when it comes to pinpointing challenges and needs of their schools but is determined by their responsibility towards governance. In terms of SASA, the governance of every public school is the responsibility of the SGB. It may perform only such functions and allocated functions and exercise only such rights as tabled by the Act, and subject to this Act and any applicable provincial law. The professional management of any ordinary school, on the other hand, is the responsibility of the principal under the authority of the Head of Department.

### 2.4.1 Functions of School Governing Bodies

Subject to SASA, the SGB of any ordinary school must, amongst other functions: sustain the interest of the school and work to ensure maximum development through the provision of quality education for all learners; take part in the adoption of the

constitution and code of conduct for learners; and develop the mission statement. The SGB must further, according to the Act, give support to all those at schools in the carrying out of their duties. The SGB must motivate stakeholders to offer free services at the school. The Act also gives the SGB the power to recommend to the Head of Department, the appointment of educators and non-teaching staff at the school. All above-mentioned functions are policy-related and indicate that SGBs are mandated to govern the schools.

### 2.4.2 Functions Allocated to School Governing Bodies

Subject to the SASA, the SGB may assist in the refurbishment and maintenance of the school; in determining the extra-mural activities and choosing of subjects offered at the school; buying of textbooks; paying for rendered services; and providing an ABET centre. All these functions must be performed in accordance with the Act and with certain conditions from Section 21(2).

From the researcher's experience of teaching in South African schools, each school organogram has an SMT, composed of the principal, deputies and HODs. An SMT is one of the highest decision-making structures in a school regarding professional matters. One of the main duties of the SMT is to liaise with, and report back to parents on matters relating to the education of learners. The SMT in schools should adopt a two-way approach to communication. In most cases, parents communicate with teachers with the approval of the SMT. The principal occasionally gives feedback to the SMT on matters discussed in the SGB meetings. One of the main criteria of electing an SGB is that the member should be a parent or a guardian of one of the learners at the school, and no qualification is required.

According to Heystek (2011:459), the governance of the SGBs is a direct outcome of the all-inclusive democracy and the Constitution of South Africa. HODs are supposed to offer workshops to SGBs to assist and equip them in performing their functions (ibid.). Unfortunately, the provincially provided training is usually not of the required standard, which leaves the burden of training the SGBs to principals to feed them with the required skills and abilities needed to execute their duties (ibid.). The following section presents the factors affecting the involvement.

## 2.5 FACTORS AFFECTING PARENT INVOLVEMENT

Kruger and Van Zyl (2011:177) asserted that in contemporary western societies, the school has gradually taken over parental tasks, and as a result, parents have become less involved in the education of learners. They further gave reasons behind parents' lack of involvement as schools' high expectations from parents; employed parents' commitment to their work; schools being controlled by the Department; and contradictory attitudes of both teachers and parents. In the same way, Nhlabathi (2015:53) noted that SGBs and parents have identified factors which act as barriers to involvement as apathy in the education of their children; transport problems arising from parents who work far from home; socioeconomic status of families; workload of employed parents; parental inferiority complex and the uncertainty regarding their knowledge on school matters.

In almost every township in Gauteng, there are informal settlements, from which the inhabitants are both citizens and foreigners. These are some of the places from which students must enrol at the local schools. Most people from these places are unemployed with little education or did not attend formal schooling at all and often contribute to the high crime rate of the country. The researcher is of the view that many of the children from these places have either one parent or no parent at all. In most cases, it is difficult for teachers to impart knowledge to a learner who comes to school hungry and relies on the school nutrition programme. Gwija (2016:43) classified barriers to parental involvement as demographic, cognitive and emotional, which impacted parents and teachers' perceptions. According to Nhlabathi (2015:54), the obstacles to involvement include unqualified teachers; lack of time and diverse goals for both teachers and parents; parents' lack of interest in volunteering; and management's limited power within the school.

According to Lemmer and Van Wyk (2011:217), teachers' practices meant to involve families are more influential than learners' family background variables which include race, ethnicity, socioeconomic level, marital status or mothers' educational level. Involvement of parents may also differ because of the origins in ethnic and cultural roots of parents and teachers (ibid.). Jeynes (2011:98) maintained that in monitoring the influence of this involvement, it is essential to consider the diversity of its

implementation and nature across cultures and individual homes. The following section discusses the advantages of parental involvement.

## 2.6 ADVANTAGES OF PARENT INVOLVEMENT

Lemmer and Van Wyk (2011:200) contended that when there is cooperation between families and schools in supporting learning, children will then be successful throughout their lives. Similarly, some of the additional benefits that accrue to learners are minimised truancy, better attitudes of learners towards their studies, improved behaviour and a low dropout rate (Lemmer & Van Wyk, 2011:200). This underscores the need for cooperation between the home and the school in developing the child and resonates with the common proverb which states that 'it always takes a village to raise a child'. The interviewer opines that if a child is assisted in completing their school activities, that task or gesture would forever be in the child's memory. Most children lose hope or do not value education if their parents or guardians do not assist them.

According to Kruger and Van Zyl (2011:184), some advantages of involvement include a more positive spirit between parents and teachers; restoring trust between the parental home and the teacher; improving learners' conduct and learning performance; eliminating learning and behavioural problems; rendering a valuable service to the school; leading to an improvement in community support for the school; and obtaining greater financial support on the part of the community. As Gwija (2016:42) observed, when schools reach out to parents, learners perform better socially and academically.

Patrikakou et al. (2005:24) identified some of the factors that foster learners' academic, social, and emotional learning outcomes when the home and the school make partnership, presented in Table 2.2 below.

Table 2.2: School-Family Partnerships conditions

| Conditions that foster learning | Student outcomes |
|---|---|
| Shared educational goals | Improved achievement, homework completion and behaviour |
| Increasing opportunities to study at | Increased classroom participation |

| Conditions that foster learning | Student outcomes |
| --- | --- |
| school and at home | |
| Increased socialisation through the support of home and teachers | Higher attendance |
| Enhanced communication and coordination between homes and schools | School completion |
| Shared partnership and dedication to educational goals | Improved self-esteem |

## 2.7 MANAGING PARENT INVOLVEMENT

According to Lemmer and Van Wyk (2011:42), schools worldwide recognise parents as customers, which means that parents have handed over their educational obligations to teachers. However, this ideology has changed, and policymakers and researchers recognise a paradigm shift from a power-sharing model of involvement to a collaborative model, which empowers the home, and is necessary to authentic partnerships (ibid.). The models presented below are based on different theories.

### 2.7.1 The Model of Compensation

The model is rooted in the idea of equal opportunities based on the assumptions that parents with some barriers regarding parenting skills need assistance (ibid.). In this instance, schools are supposed to offer intensive developmental programmes or adult literacy programmes to curb low parental involvement.

### 2.7.2 The Consensus Scheme

Based on this model, emphasis on communication with the home (Lemmer & Van Wyk, 2011:215). In this model, the school and the home are seen as partners, and the school is called on to provide parents with information, which could bring them closer to the home (Lemmer & Van Wyk, 2011:215). This is a clear indication that parental involvement should be managed, especially in high schools.

**2.7.3 The Participation Model**

This model is underpinned by an increasing emphasis on "mutual responsibility" and on involving parents in school matters in the best interest of the learners (Lemmer & Van Wyk, 2011:215). According to the authors, for parental participation, schools should provide parents with clear instructions, rules regarding conduct to be observed at home to enhance learning; communication between the home and school; regular invitations to parents to foster the mutual sharing of norms, standards and learner-rearing experiences. Schools should also give parents educational materials for developmental purposes and provide teachers with professional development and apply consistent policies regarding parent participation in school matters.

Kruger and Van Zyl (2011:185) maintained that the unique situation of each school indicates how this involvement should be controlled, and further listed the following minimum strategies:

2.7.3.1 Devising a strategic plan

Matters that should be drawn in the plan include parent inclination, drafting of the policy and evaluation programmes. The school annual may also be regarded as appropriate in this instance.

2.7.3.2 Creating a conducive school climate

According to Kruger and Van Zyl (2011:186), some of the factors that contribute to a conducive school climate include better conduct and positive attitudes of staff; a clean reception area for parents and a principal's office that is also neat and well-designed and gives parents an impression of professionalism.

2.7.3.3 Parent and teacher training

Parents and teachers may conduct workshop sessions with the aim of improving the standard of guidance given to children, forming parent clubs and incorporating and organising parents as stakeholders.

### 2.7.3.4 Means of communication

As realistic means of communication are important, parents and teachers should communicate with one another in informal meetings and planned consultation; telephonic conversations; exchanging correspondence; circulars; parents' evenings; home visits and by means of school newspaper or magazines.

### 2.7.3.5 Class parents' committees

Parent cooperation is sometimes simpler to reach in smaller and more organised parents' clubs, such as in social media groups (Kruger & Van Zyl, 2011). If parents participate in school activities in fewer groups initially, at class level, they could contribute significantly and be prepared to support these activities more holistically at a later stage (Kruger & Van Zyl, 2011:187). This type of parents' committee should be established on the teacher's initiative, but the class parents should elect the executive of the committee themselves and draw up a programme for the year (which interfaces with the school programme) in cooperation with the teacher (ibid.).

### 2.7.3.6 Opportunities for contact

These include parents' late meetings, open days and arranged appointments with invited parents. When parents collect progress reports, this could also be used as an opportunity to communicate.

### 2.7.3.7 Designing an annual programme

School projects, activities, meetings and contact appointments agreed upon should be written in an annual programme (Kruger & Van Zyl, 2011:188).

### 2.8 CHAPTER SUMMARY

This chapter probed the influence of parental involvement on school activities using both national and international literature. The literature review indicates that, across the globe, the concept of involvement is of utmost importance in uplifting learners' educational goals. Epstein's parental typology of this concept is used as a theoretical lens, which sheds light on literature review and provides guidelines for all stakeholders. This was bolstered by Bronfenbrenner's ecological systems theory, which explains how the child's surroundings influence a child's development. This

theory assists the researcher in understanding the early stages of a child's development and the factors that influence parental involvement. The SASA was found to be pivotal in this study as it outlines the core and legal duties and parental obligations towards the education of learners. The next section of this study entails the research methodology and techniques which were applied in gathering information.

# CHAPTER 3

## RESEARCH METHODOLOGY AND DESIGN

### 3.1 INTRODUCTION

The preceding chapter reviewed the literature on parental involvement theories and the national and international literature on the way in which governing bodies and parents participate in the management of high school learners. The emphasis of this study was to explore the way in which the SGBs and parents take part in the management of high schools in Tshwane South. The present chapter gives a detailed description of the research strategies or approaches that were applied in the study. The chapter further outlines the research paradigm, the research methodology and design used in the study and discusses the data collection methods, the selection of the research site and the participants. Ethical considerations are also discussed in detail in this chapter.

### 3.2 RESEARCH DESIGN

A research design describes the processes for carrying out the research study, including when, from whom, and under which conditions the information will be obtained (McMillan & Schumacher, 2010:20). It specifies a programme for generating empirical evidence that will be applied to answer the research questions (ibid.). A research design is a unique strategic programme to be followed by researchers in carrying out the research and serves as a guide on the procedures and processes to follow in choosing sites and collecting data (Gwija, 2016:52). He further maintained that in qualitative study, the research design is a reflexive process operating through every stage of a project.

Mouton (2015:55) submitted that a research design is a plan of how the researcher intends to carry out the research. McMillan and Schumacher (2010:8) further argued that research methodology involves the procedures followed in gathering and analysing data. Ntshangase (2015:63) maintained that the purpose of phenomenological research is to expand knowledge for the purpose of understanding reality. The aim of the research design was to identify and define the views of participants concerning parental involvement in the management of high

schools. This study aimed to find ways to assist policymakers in promoting parental involvement in high schools of Tshwane South.

The study adopted a qualitative case study design to explore parental involvement in the management of high schools and ways of involving more parents in meaningful ways. The researcher used semi-structured interviews to gather data from the selected participants. Before the actual face-to-face interviews, the researcher took time to visit the schools, observed the field (both school surroundings and participants in their natural settings) and sought permission from the participants. The researcher further requested some official documents from the selected schools such as the SGB Constitution, school policy, minutes of SGB meetings and the SASA policy document. Case studies focus on individuals, small groups or individuals within a group and document that their experience in a specific setting (Manamela, 2015:45).

McMillan and Schumacher (2010:102) explained that the concept "research design" points to a plan for choosing subjects, research venues and data collection methods for the research question(s). A qualitative design uses methods that are distinct and systematic (McMillan & Schumacher, 2010:22), while Gwija (2016:52) described it as a strategy for addressing the central research problem.

### 3.2.1 A Case Study Research Design

A case study is a qualitative research method that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clear and in studies in which evidence from multiple sources is used (Sibanda, 2020:104). It is a form of empirical inquiry that investigates a contemporary phenomenon in-depth and within a real-life context by circumscribing the area of study to a single or a small number of units (Farquhar, Michels & Robson, 2020:1). For Rashid, Rashid, Warraich, Sabir and Waseem (2019:5), case study research consists of a detailed investigation, often with empirical material collected over a period of time from a well-defined case to provide an analysis of the context and processes involved in the phenomenon. In qualitative research, a case study is used as a research design because it is an empirical inquiry which emphasises contemporary issues within the confines of the lived experiences (Muzzari, Shava & Shonhiwa, 2022:16). According to McMillan and Schumacher

(2010:374), in a case study design, triangulation may be used, which is the cross-validation among data sources, data collection strategies, periods and theoretical schemes. Gwija (2016:53) mentioned the following kinds of triangulation in qualitative research:

- Triangulation by data sources (data collected from different persons, or at different times or different places).
- Triangulation by method (observation, interviews, documents, etc.).
- Triangulation by the researcher (comparable to interpreter reliability in qualitative methods).
- Triangulation by data type (for example, combining quantitative and qualitative data).

Farquhar et al. (2020:14) described the following four categories of triangulation: perceptual triangulation, reflexive triangulation, indefinite triangulation and iterative triangulation. Perceptual triangulation refers to knowledge generated through multiple data sources and how this knowledge is framed by the perceptions of actors. In reflexive triangulation, researchers return to their research to compare various accounts and phases including their own perspectives. In indefinite triangulation, actors in a situation give different accounts of a particular event, with the researchers making little attempt at reconciliation and no attempt at all in checking for validity. Lastly, iterative triangulation is a situation where evidence from existing cases is triangulated with the literature and intuition. In this study, the researcher used iterative triangulation and gathered data from local and international literature on the topic, site observation, document analysis and face-to-face interviews with the purposefully selected participants.

The following section discusses the philosophical research paradigms.

## 3.3 PHILOSOPHICAL PARADIGMS

According to Johnson and Christensen (2017:31), a research paradigm is a worldview or perspective regarding research trusted by a body of researchers which is based on a set of shared beliefs. Ntshangase (2015:64) defines a paradigm as the researcher's lens of reference or mental map through which perceptions are drawn, while Nhlabathi (2015:65) defines it as a fundamental ideology or universal view that

directs the researcher, not only in methodology, but in ontologically and epistemologically fundamental ways. In this study, a research paradigm is the basic belief system or worldview. Knowledge is context-dependent, and subjectivity is extremely difficult if not impossible to avoid (Sedysheva, 2020:77).

This study is based on the interpretivist worldview. According to Barrett, Kajamaa and Johnston (2020:4), research is influenced by several aspects, such as the process as a whole and the researcher's ability and influence on this. The interpretivist research paradigm and its limitations are presented at the end of this section. Johnson and Christensen (2017:33) asserted that qualitative research depends on the assimilation of data and include the following features, among others:

- Scientific method: Exploratory or closed method – where the interviewer gathers ideas, hypotheses and grounded theory from data obtained from interviews.
- Ontology (the basis of reality/truth): Subjective, mental, personal and constructed.
- Epistemology (Ideological theory): Relativism; individual and group justification; varying standards.
- Observation method: The manner in which participants are observed at their own places to get their understanding of the topic that is being researched.
- Collection of data: Collection of data by means of interviews, interviewee observations and using open-ended questions.

Perhaps complicating the use of an interpretivist approach is a debate about terms like epistemology and ontology. Epistemology can be defined as a way of knowing or how one comes to know, and ontology refers broadly to a body of knowledge (Winkle-Wagner, Lee-Johnson & Gaskew, 2019:4). Holmes (2020:1) defined the concept of positionality as one's view and the position adopted about a research phenomenon.

McMillan and Schumacher (2010:6) averred that interpretive researchers use organised methods but maintain different socially formulated realities. Positivism is based on the philosophical position of research that is conducted on observable reality (Alharahsheh & Pius, 2020:41), while interpretivism is based on an analysis of

factors within a specific context and regards human beings as different from physical objects.

In this qualitative study, data was collected from the SGB parent component, parents whose children were learners at selected schools and teachers, probing their practical knowledge of parental involvement in the management of high schools in Tshwane South, Gauteng. The interpretive research paradigm was assumed to be the best approach for this study as it sought deeper meanings that participants attached to the phenomenon of interest in their natural settings or environment. The researcher was interested in the participants' experiences and their views on the research topic.

The following section discusses the research design and approach.

## 3.4 QUALITATIVE APPROACH

The study used a qualitative research approach, which is based on gathering empirical evidence through observation and investigation, rather than quantitative methods that rely on statistical analysis. The research design was a case study, which involves delving into the reality of the daily experiences of participants and exploring the underlying meanings within a given society (Nigar, 2020:11). Sandvik and McCormack (2018:20) maintained that in a qualitative case study, emphasis is placed on the subjective experience of phenomena, as well as the researcher's values and passion for engaging in the research (Stahl & King, 2020:28). Qualitative research methods, such as observations, interviews, focus groups, and secondary research, are used to gather data and locate the research in a natural setting (Latunde, 2017:98). McMillan and Schumacher (2010:24) argued that in a qualitative case study, the researcher sets aside any assumptions and collects information on how society makes sense of a particular experience or situation.

Furthermore, Johnson and Christensen (2017:444) asserted that the qualitative approach leads to a description of individuals' awareness and experience of a phenomenon. They further submitted that the focus of a qualitative research study is on learning how people view a phenomenon from their own perspective. The main aim of a case study design is to collect information from participants' own situations and to understand their personal meanings derived from their lived experiences

48

(Johnson & Christensen, 2017:444). According to McMillan and Schumacher (2010:321), key properties of qualitative research may be summarised as natural sites or set up; adherence to the context or situation; straightforward data collection and assimilation; clearly defined processes; in-depth analysis of data; respect for participants' views; emergent design; and multiple views regarding complex understanding and explanation. Ntshangase (2015:65) emphasised that the processes and meanings are carefully examined, and that the data produced can be easily understood as advantages of research design.

Nhlabathi (2015:69) averred that interpretivists are more concerned with concepts such as values, attitudes, assumptions and beliefs, and investigate and determine how these affect participants. For this study, the researcher was interested in getting information on how parents were involved or should be involved in the management of high schools in Tshwane South. The main aim of this approach and design was to get "rich information" from participants in their natural environment.

The following section discusses sampling and population.

## 3.5 SAMPLING AND POPULATION

Johnson and Christensen (2017:530) described a population as a complete set of cases, and a sample as a set of cases taken from a pool or population. McMillan and Schumacher (2010:129) concurred that a population refers to a group of cases that conforms to specific criteria determined by the researcher in order to address the objectives of the study, whereas a sample may be regarded as the participants from the population that will participate in the research study. According to McMillan and Schumacher (2010:476), a sample is a group of subjects from which data is collected and is often a representative of a specific population. In this qualitative case study, the chairperson and secretary of the SGB, the principal and a parent whose child was a learner at the selected school formed the sample

According to Nhlabathi (2015:71), purposive sampling entails the choosing participants who have the key or reliable knowledge and information related to the purpose of the study. The main aim of purposive sampling should not be to acquire a large sample for purposes of generalisation of the results, but to choose persons, places or things that will provide the most reliable information to answer the research

questions (ibid.). Ntshangase (2015:68) noted that scholars differ on the size of the samples that are appropriate for qualitative research. He further observed that they are generally small in qualitative studies which has both practical and theoretical advantages. Firstly, they minimise statistical demands and secondly, they enable researchers to forge rapport with participants in a conducive atmosphere, thus giving them enough space to talk at length and set the agenda for discussions (Ntshangase, 2015:15).

In purposive sampling, researchers deliberately choose individuals and sites to study or understand the main theme of the research process (Creswell, 2012:206). The method used in selecting participants and sites is whether they are knowledgeable (ibid.). McMillan and Schumacher (2010:325) contended that sampling in qualitative research focuses on choosing participants who are knowledgeable on the topic. Qualitative sampling is done to increase the trustworthiness of data gathered from a few people. Information should be obtained about variations among the sub-units before the sample is selected (ibid.).

In this study, the interviewer chose purposive sampling based on the criteria that all the participants were principals and parents serving on the SGBs or those whose children were learners at the selected schools. The selected schools were situated in the same geographical area, namely, Tshwane South, had a similar socioeconomic status, yet had shown different academic achievements in Grade 12 in recent years. Tshwane South District comprises five townships, namely, Mamelodi, Eersterust, Atteridgeville, Ladium and Nellmapius, and a few schools in the Tshwane central business district (CBD). This study covers only the five townships mentioned as the researcher assumed that they had a similar socioeconomic status. The sample consisted of 24 participants made up of four participants from each of the six high schools in Tshwane South. The four participants were the SGB chairperson and secretary, a parent of a learner at the school and the principal. The following section discusses the data collection techniques.

## 3.6 DATA COLLECTION TECHNIQUES

This study used a case study design to investigate participants' reflections on parental involvement in the management of high schools in Tshwane South. Adopting an interpretivist position, the researcher conducted in-depth personal

interviews (McMillan & Schumacher, 2010:346). A qualitative case study focuses on the lived experiences of individuals (Latunde, 2017:100) and examines common features of those individuals' life experiences. The purpose of a case study is to closely explore the way a phenomenon is experienced by a group of people (Tomaszewski, Zarestky & Gonzalez, 2020:3).

Creswell (2012:205) outlined the following five steps in qualitative data collection.

- Choosing individuals and sites to be studied, using a sampling strategy that will assist in understanding the main theme and the research statement.
- Reaching individuals in their own places and getting permission.
- Once permissions are obtained, considering possible interview questions.
- Designing the data collection methods and the recording of data.
- Going through the process taking into account potential ethical issues that may arise.

In the study, the researcher outlined the steps described below, as described by McMillan and Schumacher (2010:348).

### 3.6.1 Data Collection Procedure

Entry into the field is a major step in collecting information. An integral aspect of case study research is that it is basically conducted in the field, at the interviewee's own place of work or residence (McMillan & Schumacher, 2010:348). According to these authors, the participants' place of work is a natural setting where they exhibit normal behaviour. Entering the field requires developing a good relationship with the participants at their own places (McMillan & Schumacher, 2010:351). Zapata-Barrero and Yalaz (2020:5) submitted that a smooth entry into the site is a prerequisite to succeed with empirically based qualitative research that involves human beings. Research permission is obtained to ensure that individuals will participate willingly before the researcher starts the research (ibid.). The researcher examined the behaviours of interviewees in their own places or usual settings (schools) and gathered information directly from them. The research was carried out at six selected high schools in Tshwane South. The researcher first applied for ethical clearance from UNISA (Appendix A). Thereafter, he applied for permission from the Tshwane South Department of Education office to carry out the research (Appendix B and C).

After securing approval, he commenced data collection from principals of identified schools through scheduled semi-structured interviews. Table 3.1 indicates how participants were reached, where the interviews took place and the duration of each interview.

Table 3.1: Presentation of the interviews

| Participant | How the participant was reached | Place where the interview took place | How long the interviews lasted |
|---|---|---|---|
| Principal A | Personally | Principal's office | 14:10 |
| Principal B | Personally | Principal's office | 13:55 |
| Principal C | Personally | Principal's office | 14:20 |
| Principal D | Personally | Principal's office | 13:45 |
| Principal E | Personally | Principal's office | 14:05 |
| Principal F | Personally | Principal's office | 15:00 |
| Chairperson A | Cellphone contact | Staffroom | 12:10 |
| Chairperson B | Cellphone contact | School library | 13:10 |
| Chairperson C | Cellphone contact | Staffroom | 13:20 |
| Chairperson D | Cellphone contact | Science lab | 13:30 |
| Chairperson E | Cellphone contact | Staffroom | 12:55 |
| Chairperson F | Cellphone contact | Science lab | 13:20 |
| Secretary A | Cellphone contact | Staffroom | 13:10 |
| Secretary B | Cellphone contact | Staffroom | 13:24 |
| Secretary C | Cellphone contact | School library | 12:25 |
| Secretary D | Cellphone contact | Science lab | 13:00 |
| Secretary E | Cellphone contact | Staffroom | 13:00 |
| Secretary F | Cellphone contact | Computer centre | 13:10 |
| Parent A | Cellphone contact | Participant's home | 10:20 |
| Parent B | Cellphone contact | Participant's home | 09:45 |
| Parent C | Cellphone contact | Participant's home | 08:55 |
| Parent D | Cellphone contact | Participant's home | 09:25 |
| Parent E | Cellphone contact | Participant's home | 09;00 |
| Parent F | Cellphone contact | Participant's home | 10:00 |

According to McMillan and Schumacher (2010:355), choosing an interview method relies on the purpose as outlined below:

- to collect current views of activities, roles, feelings, motivations, concerns and ideas.

- to understand future needs or anticipated past experiences.

- to ascertain and prolong information collected from other reliable sources; and

- to ascertain or extend hunches and ideas developed by individuals or researchers.

Hofstee (2006:135) proposed that in the case of qualitative interviews, before the interviewer can start with the process, a little background information about them is essential. Qualitative interviewing permits a researcher to enter the interior world of individuals and to get an understanding of that individual's view of a phenomenon (Johnson & Christensen, 2017:235). The researcher must establish good rapport and trust to make it simple for the participant to give data about his or her own place of work (ibid.). Interviews allow for clarity-seeking questions, knowledge of participants' behaviour and noting of participants' comments or questions, which can all be simplified, analysed and addressed in the results (Latunde, 2017:104).

In this study, the researcher visited the sites before the actual interviews to observe how the participants behaved in their natural settings. To establish a relationship of trust further, the researcher openly introduced himself to the participants. To ensure trustworthiness of the study, the researcher obtained permission to use an electronic device to record the interview sessions. The second step involved giving the recording to the participants as a means of member checking. Through interviews, the researcher can get participants' different views on the research topic. Semi-structured interviews use open-response method of questioning to collect information on interviewee' meanings – how participants make meaning of their world and how they describe or make sense of essential events in their everyday lives (McMillan & Schumacher, 2010:355). Nhlabathi (2015:73) stated that the process is semi-structured when the interviewer can alter the line of questioning, leave out questions or change the wording of the questions depending on what transpires during the interview. He explained that a one-on-one interview is an information-gathering exercise in which the interviewer asks questions and records answers from a single interviewee. Semi-structured interviews were chosen for this purpose as it allowed the researcher to use a list of prepared questions that directed the process and

sought to address the main question, The questions were based on experiences, understanding, issues and challenges of parental involvement in high schools of Tshwane South.

Mutero (2013:55) maintained that some of the benefits of semi-structured interviews are that they enable the interviewer to simplify statements or questions, and to ask the interviewees to elaborate, make additions, clarify or qualify their responses, which tends to enhance the quality of the interviews.

McMillan and Schumacher (2010:357) argued that qualitative in-depth interviews are used particularly for their flexibility in using probing and pauses than for their line of questioning. Establishing confidence, being open, maintaining eye contact and showing empathy through phrasing, cadence and voice tone that connects the interviewer with the person elicit more valid information than a direct, structured approach (ibid.). McMillan and Schumacher (2010:358) further maintained that successful interviewing relies on effective probing and arranging of questions, as suggested from these guidelines:

- Interviews can elicit explanations of information, further explanations and clarification of responses.
- Statements of the researcher's objective and focus are often set at the beginning.
- The sequence of questions differs, although most researchers make choices that enable them to obtain sufficient information for each question from the participant efficiently.
- Demographic questions may be asked during the interview or presented in the final report.
- The technique of "from the simple to the complex" may be applied.

McMillan and Schumacher (2010:360) asserted when the interview has ended, the interviewer should complete and type the handwritten records or transcribe the recordings. The last recordings should contain exact verbatim information and the interviewer's summary of non-recorded conversation with initial insights and reflections to enhance the search for the truth (ibid.). In conducting the interview, the researcher worked according to the sequences indicated in Appendices G, H and I.

### 3.6.2 Documents

According to McMillan and Schumacher (210:36), a personal or private document is any primary narrative that describes a participant's actions, values and beliefs. Departmental documents include memos, the minutes of the SGB meetings and circulars. The researcher obtained the following official school documents: the school policy on parental involvement, records of elections of the newly elected SGBs, the SGB constitution, the SASA policy document, the minutes of the SGB meetings, copies of invitations to parents, and school year plans from the selected schools. The documents assisted the researcher to identify the gaps in the participants' responses. The documents also served as evidence and enabled the researcher to obtain valid data.

### 3.7 ETHICAL CONSIDERATIONS

It is important to take ethical considerations into account not only in primary research but also when using secondary information sets. This involves ensuring an objective selection of sources and conducting an ethical analysis of the information (Rahman, 2017:107). In a qualitative study, ethical adherence has a special significance because of the in-depth nature of the research process (Arifin, 2018:1). In this study, participants were adults and not vulnerable with high risks. Notwithstanding this, ethical issues such as privacy, confidentiality and anonymity were strictly maintained. After securing research ethics clearance from the Research Ethics Committee of the University of South Africa (Appendix A), the researcher sought and obtained consent of participants before data collection could begin (Appendix E). The participants were informed in advance that they were free to withdraw from the study at any point without fear of reprisal or any prejudice from the researcher. Informed consent indicates respect and privacy for the study subject's autonomy (Kyngas, Mikkonen & Kaarianen, 2020:51).

According to Mutero (2013:64), research ethics focus on the moral features of research, i.e., about the nature of research. Shaw, Howe, Beazer and Carr (2020:2) described two types of ethics, namely procedural and ethics in practice. The former involves seeking official approval from a relevant ethics committee to conduct the research in terms of institutional policy detailing ethical procedures before that research is carried out, while the second type refers to the daily, situational and

ethical issues that take place when conducting research with others. Interviews were only conducted after the ethical clearance was granted. In the study, permission to carry out the research was obtained in writing from the Gauteng Department of Education (GDE), the Tshwane South Director and selected school principals (Appendices B, C and D).

The researcher provided the participants with his identity, the aim of the study, and how the process would unfold before the start of the interviews. To ensure confidentiality and anonymity, the names of all participants were replaced with letters A to F to screen their identities and protect them from any unintended harm. All data collected was secured to avoid external interference and electronic documents were stored in password-protected files. The following section discusses the presentation, analysis and interpretation of data.

## 3.8 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Qualitative analysis is a defined process of coding, arranging, and interpreting information to give descriptions of an individual phenomenon of interest (McMillan & Schumacher, 2010:367). As researchers change to complex levels of information analysis, they constantly verify and sort their analysis and interpretation (ibid.). Qualitative studies normally reflect patterns in which information gathering and analysis are done simultaneously with data collection (Johnson, Adkins & Chauvin, 2020:141). According to Bloomberg and Volpe (2019:106), analysis in qualitative research proceeds from the central assumption that there is an essence to an experience that is shared with others who have had a similar experience. To ensure credibility and confirmability, the researcher coded the transcribed data and presented verbatim data as obtained from the participants.

### 3.8.1 Data Coding

According to Johnson and Christensen (2017:571), coding is the process of arranging segments of data in a specific way (usually text data) with letters, descriptive words or category names. When an interviewer finds a meaningful part of text in a recording or transcript, they allocate a code to signify or mark that portion (ibid.). Xu and Zammit (2020:2) stated that guided by the theoretical framework, codes can originate from the information itself (inductive coding) as well as

theoretical or epistemological stand (deductive coding). McMillan and Schumacher (2010:371) defined a code as a name or a phrase that is used to give meaning to a portion of data. Codes can originate from activities, quotations, relationships, context, participant views, events, processes, and other actions or ideology (ibid.). According to McMillan and Schumacher (2010:371), the steps in identifying and refining data codes include getting an understanding of the whole; generating the original codes from the information; comparing codes for similarity; condensing the number of codes and the continuation of refined coding process. In this study, the researcher used letters from A to F to replace the names of the selected schools and the participants.

### 3.8.2 Data Analysis

According to Gwija (2015:66), data analysis can be conducted by using different data analysis procedures, namely content analysis, which identifies and summarises message content; conversation analysis, which refers to the study of talk in action; discourse analysis, which focuses on the meaning of spoken and written words, and narrative analysis which refers to the procedures for interpreting narratives generated in research. In this study, the researcher used content analysis. According to Odimegwu (2021:123), content analysis is a detailed and systematic examination of the content of a particular body of materials for the purpose of identifying patterns, themes and biases.

According to Mutero (2013:56), qualitative data analysis is regarded as a process of revising, synthesising and interpreting data to explore and describe the phenomenon that is being studied. As stated by Mabuza (2020:94), data analysis can be a daunting exercise and tests the researcher's quality of thinking. McMillan and Schumacher (2010:367) described inductive analysis as a procedure from which interpretivists synthesise and derive meaning from the data, starting with specific data and leading to broader categories and patterns. Check and Schutt (2012:300) maintained that ethical qualitative data analyses are shown in their focus on related factors of the setting or group, or participant, under study. To be accepted as credible and trustworthy, qualitative researchers must show that data analysis has been carried out in a detailed, consistent and thorough manner through recording, systematising and describing the methods of analysis with sufficient information to

enable the reader to determine whether the process is authentic (Nowell, Norris, White & Moules, 2017:1).

Lester, Cho and Lochmiller (2020:96) argued that there are adequate practices within qualitative approaches to analysis, which include applying codes to a system of fieldnotes taken from observations or interviews; making reflections or remarks in the process; sorting and putting in order the materials to mark common phrases; separating patterns and methods, commonalities and differences and reserving them for the next round of information collection. According to Mutero (2013:58), the primary aim of data analysis is to reduce the collected data to a comprehensible form so that the research problem can be addressed. After data collection and transcription of audio recordings, some transcripts were used to ground the initial codes in the real data, which ultimately gave rise to the modified codes.

## 3.9 CHAPTER SUMMARY

The study used a qualitative case study design focusing on parental involvement in the management of high schools in Tshwane South. In this study, the researcher described different philosophical research paradigms. The researcher outlined the tools that were used in carrying out the study. The researcher further outlined the procedures and methodology used in analysing data. The use of semi-structured interviews gave the researcher the opportunity to find knowledgeable or information-rich participants for the study. The interviewer opted for the interpretivist philosophical research paradigm. In the next chapter, the collected data is analysed and the results are qualitatively presented and interpreted.

# CHAPTER 4

# DATA PRESENTATION AND ANALYSIS

## 4.1 INTRODUCTION

The preceding chapter provided a detailed discussion of the qualitative research methodology, research design and data collection tools used to explore the way in which the SGBs and parents participated in the management of high school learners in Tshwane South. It further described the philosophical research paradigms and ethical considerations used in the study. In this chapter, data gathered using semi-structured interviews and recordings is presented and analysed. This chapter presents the findings from the interviews with the SGB members and parents of learners from the selected schools on parental involvement in the management of high schools in Tshwane South. The discussion is based on the following research questions that this study seeks to address:

### 4.1.1 Main Research Question

How can high schools of Tshwane South strengthen parental involvement?

### 4.1.2 Sub-questions

1. What factors hinder or promote parental involvement in the management of high schools in Tshwane South?

2. How can the school management teams promote parental involvement in the management of high schools of Tshwane South?

3. How can schools strengthen parental involvement in the management of high schools in Tshwane South?

4. How can schools assist the SGBs to implement the aspects of the South African Schools Act related to parental involvement in high schools of Tshwane South?

5. How can schools assist parents to understand and implement policies on parental involvement in high schools of Tshwane South?

Qualitative data was gathered from semi-structured interviews carried out with chosen members of SGBs and parents of learners from selected schools. The data

was later transcribed from the voice recorder and thereafter analysed. The following section outlines the background information of participants.

## 4.2 BACKGROUND INFORMATION

Tshwane South district covers five townships as mentioned earlier (cf. 3.4). In this study, the interviews were carried out in six schools from four of the five townships. The researcher is a teacher in another district different from those that participated in the study, and, as such, there was no conflict of interest. Almost all the interviews were conducted at the respective schools except for one with a parent that took place at his home, as he seemed to be a very busy person. The six schools were labelled A to F to conceal their identities and 24 participants were interviewed in this study. The researcher mainly used English as a medium of communication except for a few parents who preferred Sepedi or Setswana. Their responses were translated into English, and the accuracy of the translations was later confirmed by an English teacher. Before the main interview questions were asked, the researcher requested biographical information from the participants.

Table 4.1: Principals' profiles

| Participant | Sex | Age | Teaching experience | Experience in managerial position | Academic qualification | School enrolment | Number of staff |
|---|---|---|---|---|---|---|---|
| A | M | 51 | 29 | 5 | BEd | 1300 | 54 |
| B | M | 47 | 24 | 7 | BEd (Hons) | 1100 | 49 |
| C | F | 48 | 26 | 7 | BEd | 1250 | 52 |
| D | M | 48 | 27 | 6 | BEd | 1300 | 55 |
| E | F | 53 | 28 | 5 | BEd | 1200 | 52 |
| F | M | 47 | 27 | 5 | BEd (Hons) | 1150 | 51 |

Table 4.2: Chairpersons' profiles

| Participant | Sex | Age | Educational level | Marital status |
|---|---|---|---|---|
| A | M | 42 | Grade 12 | M |
| B | M | 45 | Grade 12 | M |
| C | F | 44 | Diploma in business management | M |

| Participant | Sex | Age | Educational level | Marital status |
|---|---|---|---|---|
| D | M | 44 | Grade 10 | M |
| E | F | 52 | Grade 12 | D |
| F | M | 54 | Grade 12 | M |

Table 4.3: Secretaries' profiles

| Participant | Sex | Age | Educational level | Marital status |
|---|---|---|---|---|
| A | M | 35 | BEd | M |
| B | M | 38 | HED | M |
| C | F | 37 | BEd | S |
| D | M | 42 | Diploma in public administration | M |
| E | F | 34 | B. Admin | M |
| F | F | 40 | BEd | M |

Table 4.4: Parents' profiles

| Participant | Sex | Age | Educational level | Number of children at the school | Marital status |
|---|---|---|---|---|---|
| A | F | 28 | Grade 10 | 2 | M |
| B | F | 24 | Grade 9 | 1 | S |
| C | M | 32 | Grade 12 | 2 | M |
| D | F | 44 | None | 1 | M |
| E | M | 38 | Grade 12 | 1 | M |
| F | F | 28 | Grade 8 | 2 | S |

## 4.3 INTERVIEW TRANSCRIPTS

Semi-structured interviews were conducted, and a voice recorder used during the process. According to Amin et al. (2020:1), qualitative research permits an interviewer to give an interpretation of observed experiences and behaviours of individuals and societies in different contexts. As per UNISA's ethical clearance requirements, all interviewees were given an informed consent form to confirm participation ahead of the interviews. Before the start of the process, the researcher read the contents to the interviewees and requested the forms.

Qualitative interviewing is an information-collection instrument that is useful in various methodological approaches and may be used to address several research

statements (McGrath, Palmgren & Liljedahl, 2018:1002). The interviews took place according to the availability of interviewees and not during school hours, and the ethical procedures were respected throughout the entire process. According to Manamela (2015:70), data analysis may be done by taking recordings and transcribing them; revisiting the recordings; coding the data, and lastly, by checking the trustworthiness of the results and identifying different categories.

### 4.3.1 Principals' Interviews

As was explained in Chapter 1, interviews were undertaken with principals of selected schools. According to Gwele (2019:31), principals create a conducive working environment towards the improvement of the school. Pyle (2017:45) stated that instructional leadership requires the school manager to focus on teaching and learning, instruction, curriculum and evaluation. Principals are heads of schools and, as such, it was not easy for the researcher to secure an interview. Nonetheless, interviews with principals did take place as planned, and the researcher managed to interview them during their free time. Interviews with principals were done in line with Appendix G. The researcher started with demographic questions in all interviews. The demographic results for principals are recorded in Table 4.1.

4.3.1.1 Factors which hinder or promote the involvement

In response to the first question regarding factors which promoted or hindered parental involvement in their schools, Principal A expressed appreciation for the positive response from parents with assistance from the SGB.

> *We have a very committed school governing body that plays a key role in involving parents in their schools. Parents are encouraged to participate voluntarily in school projects such as fundraising, nutrition, cleaning whenever there is an event at the school, supervision of learners who attend after hours and on Saturdays and ensuring that the school is protected from vandalism by criminals. Parents of learners at our school exercise a pivotal part in ensuring that the school is accommodative and protective. Many guardians have low educational status, and do not wish the same for their children. One other aspect that promotes involvement in our school is the way we put trust in the parents so that they can feel part of the school* (Principal A).

School B is situated in a densely populated informal settlement. Despite this, the surroundings of the school were very clean, and the atmosphere seemed to be conducive to effective teaching. The principal of the school was a man who appeared to be very strict. In responding to the first question, Principal B mentioned poverty and unemployment as the underlying causes of parental non-involvement. He depicted this situation as follows:

> *Most families here are headed by very young people who are also not working, and some are still at school. Poverty is so rife that whenever a parent is called, the only thing that he or she thinks of is that the school may demand money or that the child has done something wrong* (Principal B).

Principal C was a woman as indicated in Table 4.1. Her school looked clean but she shared that there were challenges regarding teaching and learning. She complained about learners' activism and politics, particularly the interference of COSAS in the activities of the school, the bad attitude of learners towards teachers as they were keenly involved in this student movement, and parents' reluctance to come to school when they were invited. She expressed this as follows:

> *Most parents in our area are unenthusiastic when invited, and this negatively affects the resolutions taken at meetings since they are inconclusive without their participation. Some parents fear victimisation from COSAS and SADTU and strongly believe the two movements are in charge* (Principal C).

The essence of Principal C's sentiments was that a teacher union (SADTU) and learners' movement (COSAS) had taken control of the school, which discouraged parents from taking part in school matters. During interviews, the researcher noticed a change in the facial expression of the participant when she related the hindrances caused by the two movements in the smooth functioning of the school.

Principal D was a man at one of the underperforming schools in District 4. The place is located at the heart of the township of District 4 and looked old. Just like the principal of School C, in responding to the first question, Principal D talked about COSAS, the learners' movement as "an elephant in the room" that wanted to take over the SGBs' duties and control learners, yet they had little knowledge about school management. He talked about the way learners interfered with teaching and

learning under the auspices of COSAS, how they abused their rights and thought that parents should have little say in their education.

Principal E was a woman as reflected in Table 4.1. She mentioned the scourge of HIV/AIDS and unemployment as some contributing factors. She responded to the first question as follows:

> *Most of our children come from broken families with little to survive. A low educational level of most parents also contributes as most of them are reluctant to come to school when they are invited and cannot even assist their children with the given homework. Unemployment is rife in this area, and many parents are unable to assist financially when they are requested to raise funds. What I am also aware of is that the community is also affected by the HIV/AIDS pandemic and as such some of the families are headed by young children who are still at school. Another factor is that of blended families whereby children are raised by stepparents. The stepmother or stepfather usually has little interest in, and control over, the child and is therefore not able to assist the child with school activities. The management tries its level best to invite parents to school not only when they must come to collect the reports, but even when there are events or when a child has committed an offence. Teachers are allowed to invite parents and have what we call one-on-one to give parents information about their children's conduct in class (Principal E).*

It was not easy for the researcher to secure all the interviews, and the interview with Principal F occurred towards the end of the third term. School F is located on the outskirts of the township with well-built classes and a few blocks of container classes. The principal was a man as reflected in Table 4.1. He talked at great length about the integrity of parents. He also stressed the importance of attending ABET classes. In his partial response to the first question, he stated.

> *The standard of education of most parents determines their desire for the education of learners. A low educational background and the fear of being disrespected by their own children are contributing factors that deter parents from taking part in school matters. The Department has introduced the Adult Basic Education and Training system, but most parents do not want to attend.*

64

*We have one in our school that operates after hours, but the attendance is very poor. Some parents are working long hours, and this may also be another contributing factor. The desire that most guardians have in their children's education leads to the academic achievement of the child* (Principal F).

Regarding factors that hinder or promote involvement, most of the principals cited the education level of parents, socioeconomic factors and problems resulting from the scourge of HIV/AIDS. It also emerged that teachers' and learners' movements affected education in some schools.

4.3.1.2 Principals' role

The second question invited participants to share their views on how they promoted parental involvement in their schools. In response, Principal A stressed that he engaged the SGB. Specifically, he stated:

*Parents should not only be invited when their children are out of order or when there is a case against the child. In our school we also invite parents when children have performed well. We organise award functions during the second and third term every year, wherein the best performing learners are given prizes in the form certificates, medals and trophies. These initiatives significantly motivate guardians to assist learners with school assignments. I also make sure that parents get copies of the school policy every year. The school is too big, but we try our level best to accommodate parents when we celebrate national events such as Heritage Day and Human Rights Day. Besides the awards function, we also arrange a day at the beginning of the second and third terms for one-on-one meetings. We call it one- on-one in the sense that parents get opportunities to interact with subject teachers of their children to understand their strengths and weaknesses. It also assists our teachers to understand the children's culture and needs of their communities* (Principal A).

Commenting on the same subject, Principal B stated:

*Whenever there are stakeholder meetings in the community, I personally attend them to explain to community members the benefits of the involvement*

*in school matters. The other problem that parents mostly complain about is the rate of crime in the area and the abuse of drugs by learners. As the principal, I always preach safety at school, and we also have the adapt-a-cop programme advocated by the Tshwane police to curb crime in schools* (Principal B).

In relation to the matter, Principal C said:

*Since the SGB is a mouthpiece of parents, I always liaise with the chairperson or the secretary to involve parents in most projects that we have at school* (Principal C).

Furthermore, Principal D commented as follows about how they promoted parent involvement:

*I strongly believe in the SASA and its stipulation of obligations that parents are supposed to execute in education and not what is enforced under the banner of COSAS by children who do not take their schoolwork seriously. If parents are involved in school activities, we will have less behavioural problems, and ultimately produce better results. What these children in COSAS want is just to turn this school into a circus and lower the quality of teaching and learning. We occasionally invite parents to school when there are events such as drug awareness campaigns; otake a boy/girl child to work. In most instances, parents are reminded about the importance of guiding their children in their schoolwork, which could contribute to better results* (Principal D).

In responding to the issue, Principal E reiterated her motive for encouraging teachers to invite parents to school, "especially during breaks so that teaching and learning is not affected". She also shared that she encouraged teachers to visit parents at their homes when a child has done something wrong or even when the child was doing extremely well or their special circumstances that require teachers to visit the learners' home (Principal E).

In regard to the matter, Principal F revealed:

*Parents usually contribute significantly towards the education of learners. For being in contact with the home, the school may know the type of learners we are working with. In my leadership, I make an assurance that parents participate in school matters by inviting them to school and addressing them on the part that they are supposed to exercise to assist their children in education as a whole.*

Regarding the roles principals should play to attract parents to schools, most principals stressed engaging SGBs. It also emerged that 'roles' and 'means of communication' were not clearly distinguished by the participants.

4.3.1.3 Strategies used by principals to engage SGBs

On the question of how they engaged the SGB in matters related to parent involvement, Principal A expressed confidence in his SGB. School management may be directed by the type of management which believes that schools are orderly systems in which principals apply rational means to reach agreed goals (Baloyi, 2015:29). Consistent with this view, Principal A explained:

*The SGB is an elected body by parents of learners in an official parents' meeting from which the majority are parents, and the chairperson is also a parent. One of the requirements for a parent to qualify as a member is that he or she must have at least one child at the school. In ensuring that the SGB engages parents in school matters, the management makes it a point that correspondence to parents is via the SGB. Being the principal, I am duty-bound to ascertain that the entire SGB is trained so that they can execute their duties properly. Parents normally look to the SGB as their representatives and expect better from them.*

In response to the question asked, the participant expressed admiration for his SGB. He emphasised the importance of advocating parent participation in the SGB meetings. Specifically, he stated:

*SGB members are worried about the level of crime in this area and the reluctance of parents in coming to school whenever there are meetings. Parents normally come to take the final exam report cards and lodge disputes*

*that their children are not taught properly when they did not make it* (Principal B).

Commenting on the same subject, she shared:

> *The SGB attended different workshops called by the Department and I always stress that they should implement what they learned from the workshop. Another important aspect that I normally discuss with the SGB regarding parent involvement is that they must also attend some of the gatherings organised by the community* (Principal C).

Principal D's response indicated how he engaged the SGB to deal with the issue or the matter. He emphasised the phrase "activities" as homework and schoolwork in curriculum matters. He also stressed the way the SGB encouraged parents to take part in raising funds for the school, in maintaining school buildings and purchasing some equipment.

Commenting further on the matter, Principal E stated:

> *During SGB meetings, we talk about the involvement of parents' school matters. It may also include assisting with finance or maintaining discipline at school. The SGB do visit the institution at any time during school hours when they are free. It is during this time that we exchange views on how best we can involve parents in matters relating to the school-functionality.*

Principal F summed up by emphasising that the SGB was the critical centre that influenced and controlled parental participation in schools.

The above excerpts reveal that most of the principals have confidence in the SGBs and that communication is vital. It further emerged that most of the SGB members had some educational background and thus understood their obligations.

4.3.1.4 Communication strategies used by principals to invite parents

Concerning the communication method used to invite parents to school, Principal A stated briefly that they sent out the invitation letters with the school logo and stamp to parents whenever they were needed.

Regarding these communication means, Principal B said letters addressed to parents were given to learners. He revealed that parents' attendance at meetings was unsatisfactory and concerning. Responding to the same question, Principal C mentioned letters as one of the means that management used to invite parents. She explained that letters were handed to learners to give to their parents. Principal D explained that the issue was no different from other principals as he mentioned that they wrote letters to parents. From these interviews, it became clear that most schools did not use advanced technology such as short message services (SMS) as a means of communication. Like the other principals, Principal E said she preferred writing letters to parents as a means of communication and asking children to hand them to their parents. She also mentioned that due to a lack of funds they could not use any other method besides sending letters. Concerning the same subject, Principal F reported that they wrote letters to parents, and only used the phone in case of emergency. It also emerged that a common means of communication was used by all principals interviewed except one who also used SMS.

4.3.1.5 School governing bodies' role in attracting parents as volunteers at school

The fifth question asked principals to specify the role that the SGBs played to attract parents as volunteers in schools. In responding to this question, Principal A reiterated that the SGB recruited parents to participate voluntarily in school projects. Principal B explained that the SGB tried its best to include parents as volunteers in many projects. He also indicated that the feedback the school received was that most parents were reluctant to offer their services voluntarily as they were not working or did not have any source of income. In response to this question, Principal C said:

> *The school has an open field on which parents are given an opportunity to plant vegetables and this is done with the assistance of the SGB. By doing so, the field is kept clean, and parents can get money as this is sometimes sold back to the school or teachers. Parents also serve on the nutrition system as volunteers and are given stipend by the Department, and this is done in consultation with the SGB.*

Concerning this issue of attracting parents as volunteers, Principal D said his school was a Quintile 3 school, which meant that it was a non-fee-paying school, and as

such, most learners depended on the feeding scheme. Under this scheme, parents in most schools were recruited as volunteers since the money that they earned was minimal. Besides that, when there were big events, parents were often required to assist in maintaining order and discipline.

On the same subject, Principal E said:

*The SGB does its best to assist parents in becoming part of the school nutrition system as food handlers. Even if food handlers get a stipend from the Department, the SGB organises some parents to assist voluntarily due to the shortage of funds. The SGB also recruits some parents to assist as patrollers voluntarily* (Principal E).

Commenting further on this issue, Principal F shared:

*The SGB tries its level best to let parents rotate in serving as food handlers. Parents are also invited to assist as chaperones to maintain order and discipline among learners when there are events at school.*

From the interviews, it emerged that school nutrition programmes play an important role in attracting parents as volunteers. Volunteers are offered a stipend from the Department and as such most parents are reluctant to render the services.

4.3.1.6 The frequency of parents' meetings

On the question of how often principals called parents for meetings at school, Principal A disclosed:

*Parents' meetings are held every term for collection of repot cards. In the last term, parents are invited for an annual general meeting (AGM). It is during this meeting that they are given the report of the progress and challenges that the school experienced during the year. Again, during this meeting, parents are given a chance to reflect on the policy.*

Responding to the same question, Principal B said parents were normally invited in the course of the last term of the year to an AGM and towards the end of the year to receive learners' progress reports.

Principal C commented as follows about this issue:

*Even if parents' attendance is very poor during the second and third terms, when they come to collect reports during the fourth term, it is always a hundred percent. They always want to come and lodge complaints when they realise that their children did not perform well.*

In his response to the question on how often parents were called to school, Principal D stated that the second, third and fourth terms were convenient for holding parents' meetings, particularly the fourth term when parents needed to collect their children's report cards. However, he explained that most parents gave excuses when they had to come to school.

Responding to the same question, Principal E revealed:

*Each time when they must collect end-of-term report cards, parents are very reluctant. There is also an annual general meeting whereby parents are invited and given the annual budget report.*

Lastly, Principal F disclosed the following about the frequency of meetings and the school's interaction with parents:

*Letters are written to guardians for the end-of-term collection of report cards. An annual general meeting is also another platform used where parents are clarified about the annual budget of the school. It is also at this meeting where parents are given a platform to view their issues.*

The common finding that emerged from interactions with principals was that most schools faced the challenges of socioeconomic and literacy deficiencies. Only Schools C and D revealed the teachers' union and learners' movement as the causes of institutional instability.

Principal D referred to teachers and learners' movements as "an elephant in the room", meaning that they were fearful of COSAS and SADTU. It was also discerned that the participants respected the rights of SGBs as stated in the SASA. They also revealed that they liaised with the SGBs' chairpersons in involving parents in school activities of their schools and indicated that the meetings with parents were held at

similar intervals. They further conducted induction sessions for new members of the SGBs.

## 4.3.2 Interviews with the SGB Members (Chairpersons and Secretaries)

Interviews with members of SGBs took place according to their availability at their respective schools. Rasikhanya (2020:31) contended that school governance implies the coordination and control of the school as an organisation. Ethical procedures were followed in all the interviews. Before the main questions were asked, biographical data was obtained. Interviews with chairpersons and secretaries were done in line with Appendix H.

4.3.2.1. The chairperson's role

Chairperson A revealed that he gave reports of progress every term. He further mentioned parents' reluctance to attend meetings. In responding to the role of SGBs in strengthening parental involvement, Chairperson A said.

> *As the chairperson of the SGB, I always establish that there is a strong relationship regarding communication between the school and home. Any time when there is supposed to be a meeting at school, the principal informs me and we both decide. In parents' meetings, as I am usually given a platform to address the meeting, I always tell parents to assist their kids with schoolwork. I always tell them that if they want our school to have better results, then they must encourage and support their young ones to learn from home and even to respect teachers at school. I always tell them if they want a better future for their children, then they should encourage them to study hard. I always tell them that the school belongs to them and that they must sometimes visit it to check the performance of their own children.*

Commenting on the same subject, Chairperson B stated:

> *One of my duties as chairperson of the SGB is to make sure that teaching and learning is respected by ensuring that good relations between the home and school exist. Regarding the issue of involvement, I always emphasise the importance of 'learner attendance' at parents' meetings. If parents can assist the school in making sure that their children come to school regularly, and do*

*their work properly, then we will be able to perform better. I also strongly believe that parents have confidence in the SGB that they have elected. To further strengthen the involvement, I always make sure that parents attend meetings and are kept up to date about what is required of them.*

In her partial response on the same issue, Chairperson C revealed:

*The school has many learners from parents of different backgrounds, and this makes it difficult for me as the chairperson to deal with this kind of subject. Most parents or guardians of learners are unemployed and have little or no formal education at all. Another method used to recruit parents at our school is by offering some voluntary jobs.*

Moreover, Chairperson D shared:

*Parents should be made to feel recognised by the school, and given the opportunity, indulge in school activities. In most meetings, parents are encouraged to help their kids in learning and education in general. In strengthening the involvement, I always ensure that parents get invitation letters towards term-end to collect progress report cards and get feedback from class teachers pertaining to children's academic performance.*

Chairperson E commented as follows on this issue:

*As the chairperson, one of my duties is to see to it that parents get invitation letters from the school for meetings. Parents are always notified of developments and opportunities at the school. Parents need motivation during meetings so that they can have confidence in the people who represent them at the school. Whenever there are events or celebrations of some sort at the school, parents are also invited to witness them.*

In summing up the question raised, Chairperson F asserted:

*In ensuring that parents participate in school matters, I always make sure that they are invited in advance for meetings. Parents' input during meetings is highly appreciated, which make them aware of the difference they make at school. A good relationship with parents even outside the school premises is of utmost importance for the best interest of academic performance. Parents*

*also feel honoured when invited to the school even during events, or celebrations.*

It has been noted that chairpersons (A, B and C) were performing better in executing their roles, especially in encouraging parents for meetings and in assisting their children with homework. Almost all chairpersons cited invitations as a means of getting parents at schools. Chairperson D also confused roles with means of communication.

4.3.2.2 The functions of the SGBs at schools

Regarding the functions of SGBs, Chairperson A said:

> *The SGB assists in drafting the school policy. Another function of the SGB is in the appointment of teachers, where we assist in shortlisting candidates, interviewing them and lastly recommending for appointment. As the chairperson, I am occasionally invited to the school if the principal must do some transactions, so that I can sign some financial documents. During the SGB meetings, we also talk about how best the school can be assisted in raising funds. We are also required to attend meetings every year for policy review*

In addressing the same issue, Chairperson B shared:

> *The duties of SGB are all stated in the SASA, even though I cannot just remember all of them. However, I do remember that we assist in the appointment of teachers, in supporting the school when it comes to fund raising, in drafting the school policy and in ensuring that learners' School policy is received by parents at the beginning of the first term and it is adhered to.*

Commenting further on the matter, Chairperson C said:

> *The functions of the SGB are written in black and white in the SASA and include assisting in maintenance of the school; administrative work; drafting of the school policy; taking part in the appointment of teachers and lastly working together with the principal in managing school finance.*

Chairperson D also stated:

> *The functions of the SGB are explained in detail in the SASA document and include the following: drafting the school policy; adoption of the policy; appointment of teachers; fundraising and assisting in building and refurbishment of the school. I cannot remember all of them.*

Commenting on the subject matter, Chairperson E shared:

> *From my understanding, the main responsibility of the SGB pertains to proper functioning of the school regarding education. SGBs are also elected in assisting teachers in executing their day-to-day routine, which is teaching and learning. Whenever there are shortages of learning materials, the SGB should work with the fundraising committee in raising funds. One other duty of the SGB is to ascertain that qualified teachers are hired in accordance with the relevant Act.*

In summing up this issue, Chairperson F shared:

> *The functions of SGB are documented in the Act, but to mention some few I may say the SGB is responsible for school finances, even though there are instances where the principal involves only one member from the SGB. The other one is when posts are advertised, that SGBs assist in shortlisting, interviewing and recommendations of candidates. The SGB also assists in unpacking school policies every year.*

From the interviews of chairpersons B, C, D and F, the SASA document was regarded as the official guideline of SGBs. Chairperson A also emphasised the importance of attending parents' meetings, as it would put them in a better position to explain matters of concern to parents.

4.3.2.3 Contributing factors

Regarding the factors that hindered or promoted parental involvement, Chairperson A stated:

> *Most parents are not educated, which is why they do not like coming to school even when they are invited. They fear that at school they always must speak*

*in English, and they will end up being exposed. They also fear that they will be told about money issues and fund raising.*

In addressing the same issue, Chairperson B said:

*It can be influenced by so many external factors. Most parents of our learners are not much educated or did not get formal education, which creates problems when they must assist their own children in school activities. Some families, like others in the townships, experience the challenges of drug and alcohol abuse, which hinder them from assisting their children with schoolwork.*

Regarding the issue presented to her, Chairperson C opined:

*It can be influenced by socioeconomic factors such as working longer hours, unemployment, broken and/or unhealthy families. In our community, most parents of our learners are still young and like fun and partying.*

Commenting on the matter, Chairperson D revealed:

*It can be influenced by the income status of parents, their educational status, the type of family life and the community surrounding the school. From the behaviour of learners, one can detect the type of family the child comes from.*

In her response to the question posed, Chairperson E said:

*There are many things that contribute to this, especially with the kinds of children that we are having these days. The fact that some of the parents are not learned also contributes to their lack of involvement. Coming to school for such parents is tantamount to self-humiliation. So, they prefer to stay away even when they are invited. Again, in our community, there are those parents who are financially unbalanced, who cannot make ends meet and so when they are invited to the school, the first thing that comes to their minds is money. There are also those types of parents who are always drunk and have less time to assist their children with schoolwork.*

In summing up the subject, Chairperson F shared:

> *Most parents can be distracted from assisting in school activities by factors such as lack of knowledge in school subjects or low education level, as I may put it. Poverty also plays a significant role in non-involvement. Most parents feel challenged when they are told of fund raising at the school.*

The essence of sentiments expressed by chairpersons of A, B, D and F was that the educational status of most guardians was a key factor influencing parent involvement. It also emerged from chairpersons of school B, E and F that poverty together with alcohol and drug abuse contributed significantly to non-involvement.

4.3.2.4 Information learned from the SGB training

Concerning the information learned from the workshop, Chairperson A confessed:

> *Attending a workshop taught me new information. I was taught the importance of the teacher-child-parent relationship. I was taught how to relate with the principal, teachers and the community. Another thing which made me tick was the evident financial accountability regarding SGB.*

In his partial response on the matter, Chairperson B said:

> *The training made me aware of the positive role that I should play as the chairperson and not to always be on the wrong side with the principal or to oppose management in the administrative duties of the institution. Before training, most of us on the SGB had little knowledge of our duties and responsibilities as stipulated in the SASA. During the training, we were taught the contextual meanings of the functions and allocated functions of SGBs.*

In her response to the same issue, Chairperson C shared:

> *During the training of the SGBs, pamphlets were provided with information that emphasised the contents of the SASA. However, I am not used to most of the contents.*

Furthermore, Chairperson D stated:

*The training equipped me with a lot of information that I was not aware of. Before accepting the responsibility as the chairperson, I did not know that being the chairperson does not entail handling of school finances. The training taught me about the teamwork that I will be engaged in. It also taught me about the challenges that I will be facing at school, the type of people that I will be working with, and about my main duties and responsibilities.*

Commenting further, Chairperson E stated:

*The training of the SGB taught me new information regarding responsibility and accountability, which are packages of being a leader. I learned about the contents of the Act, especially regarding the duties and responsibility of the SGB.*

Addressing the matter presented to him, Chairperson F opined:

*The training of the SGB contributed to my change of leadership style as I had to rely on the information learned whenever I had to chair a meeting. I learned the contextual framework of the SASA.*

It is evident from all the chairpersons interviewed that they attended the training of the SGBs. Chairpersons of Schools B, C and E commented on the unpacking of the SASA, which shows that progress was made. It was also found that most were not well acquainted with their functions and allocated functions before the training.

4.3.2.5 Implementation of SASA in line with the SGB

Concerning the implementation of the Act, Chairperson A said:

*The SASA gives SGBs direction. The clause in the Act dictates us of the duties and responsibilities of the SGB. Some of these include the employment of new teachers, and the control of school finances.*

Chairperson B did not even scratch his head in addressing the same matter and remarked:

*As SGB chairperson, I personally feel that we do not have to interfere with the instructional leadership of the principal. It is not easy to implement the contents of the SASA regarding the SGB, as this will end up causing conflict.*

78

*So, we sometimes must operate according to the instruction from the principal as we believe he is more knowledgeable on school matters.*

In her quick response to the issue, Chairperson C said:

*The content of the SASA gives SGB some direction. So, normally, whenever there is something in the SGB that we feel we do not understand, reference is made to the SASA or the principal. Sometimes we refer to the policy.*

In addressing the matter, Chairperson D shared:

*The SASA encompasses all that is required of the SGB. Most sections in the Act describe the duties of the SGB. From this document, the SGB get to know the dos and don'ts of their responsibilities.*

In answering the question about the implementation of the Act, Chairperson E said:

*The SGB refers to the SASA for almost all decisions, especially on matters related to parent involvement. As we were trained and exposed to the document, most of the work that we do, we refer to the book.*

Regarding the issue presented to him, Chairperson F said:

*A functional SGB is the one that operates in accordance with the contents of the SASA.*

As mentioned previously, all members attended the training and assumptions were made that implementation would be much easier. It emerged from Chairperson B that, although they were trained and given copies of the SASA document, they sometimes preferred guidance from the principal. This gave the researcher the impression that some chairpersons were not conversant with the contents of the SASA and as such could easily be manipulated by management.

4.3.2.6 Policy-related matters

Concerning the issue of school policy versus the involvement, Chairperson A emphasised:

*The school policy includes parents as some of the stakeholders. Parents are given the responsibility to cater for children financially and to assist them with schoolwork, such as in monitoring their attendance.*

Elaborating further on this issue, Chairperson B stated:

*The school recognises parents as primary educators and that teachers act in loco parentis. The school policy states categorically that parents should assist their children financially when required.*

Commenting on the same content, Chairperson C said:

*The school policy dictates to all stakeholders of daily school activities. The duties together with the responsibilities of parents are also written in black and white in the policy.*

In elucidating the matter further, Chairperson D responded:

*The school policy includes parents as stakeholders in education. Parents or guardians are often requested to visit the institution regularly to find out about the progress of their children, and this is written in black and white in the school policy.*

In her response to the issue, Chairperson E said:

*The school policy caters for parent participation in the sense that it stipulates that parents are required to contribute towards education and be responsible in paying some of the school fees. Parents are also requested for meetings that involve learners' performance.*

In addressing the same subject, Chairperson F asserted:

*Parents are stakeholders in the adoption of the school code of conduct as members of the SGB. Parents are further responsible for the education of learners as they should monitor their progress from home.*

It emerged that most chairpersons of the SGBs interviewed were aware of their duties and responsibilities in strengthening parent involvement in school activities,

except those schools where student movements were at the forefront. Most of the participants seemed not to be conversant of the contents of the SASA but pointed out a few functions of the SGBs. Most participants cited the low level of parental education and their socioeconomic status as some factors that influenced parent involvement. Most participants showed satisfaction with the training of the SGB, besides Chairpersons B and C who cited unskilled facilitators and only being given pamphlets. It also emerged that most participants viewed the SASA as the basis of a functional SGB and for drawing school policies.

4.3.2.6 The secretary's role

Concerning the role of SGBs in strengthening the involvement, Secretary A said:

> *One of my duties as SGB secretary is the facilitation of correspondence between the management and the home and to take minutes during the meeting. Before the chairperson can start the meeting, I am given a slot to review minutes of previous meeting.*

Secretary B commented as follows on this issue:

> *Within the SGB, members operate according to the position elected for. The SGB secretary assists in writing letters to parents. Furthermore, one of my duties is to advise parents on the importance of school meetings and to assist their children in doing their homework.*

In her response on how parental involvement can be strengthened, Secretary C shared:

> *The SGB secretary assists in linking the home-schools relationship. Whenever parents are invited to the school, the secretary's authorisation is required, in the form of signing invitation letters. It is the secretary's duty to keep a record of all the SGB meetings. During the AGM, the secretary is required to prepare all the documents that will be needed.*

In tackling the issue further, Secretary D said:

> *The secretary is the engine of the SGB, and as such it will not function properly if the secretary is not available. I always make certain that*

*communication between the parents and the school takes place. I always emphasise the need for parent participation in school matters, and that their presence can also turn a school into a better and safer place.*

Secretary E commented further as follows on this matter:

*I always make sure that parents' letters are written in advance in inviting them for their respective meetings. Parents are also considered as stakeholders and should be involved. As the secretary of the SGB, I always ensure that we adopt an open-door policy, so parents will regard themselves as stakeholders.*

In summing up the issue, Secretary F disclosed:

*One of my duties is to facilitate home-school relations in school matters. The school was established to serve the community and as such parents should be indulged in the smooth governing of the school. As the secretary, it is my duty to liaise communication between the school and home.*

It can be noted regarding the above statement that secretaries of the first three schools made contradictory statements regarding the duties and responsibilities from the SASA document as they talked about recording of minutes during parents' meetings. It also emerged from Secretary D that communication is vital in strengthening parent involvement.

4.3.2.7 The functions of SGBs at schools

Concerning the functions of the SGB, Secretary A said:

*The SGB cooperates with the school in governance, and that learner conduct is in line with the policy. The governing body assists in the employment of educators. The SGB should consult parents when the school has a shortage of stationery and laboratory equipment. The SGB also plays a pivotal role in the admission of new learners. What I may say is that the governing body assists in the compilation and adoption of the school rules and regulations.*

Reflecting on this subject, Secretary B said:

*As a teacher component and SGB member, I would say the functions of the SGB are written in black and white in the SASA and state among others: the*

*adoption of the policy; the shortlisting and recommendations of educators in filling new vacant posts.*

In her response on the same matter, Secretary C opined:

*Functions and of the SGB may include: the shortlisting of teachers for vacant posts; the drafting of the school policy; reporting to parents about the progress and challenges the school faces, and governance of the school in general.*

In his partial answer to the issue, Secretary D said:

*Both functions and allocated functions of the SGB relate to governance in accordance with the SASA. The SGB also act as the mouthpiece of parents and guardians at the school. Regarding the Act, parents serving in the SGB must be in the majority, and as such most of the decisions taken may easily be influenced. Allocated duties include: the selection and appointment of educators; requisition of some learning materials etc.*

Deliberating on the same topic, Secretary E said:

*The duties and responsibilities of the SGB are two-fold and include both the governance and the administrative tasks. Regarding governance, the SGB must ascertain that effective teaching takes place in the learning institution. The SGB should ensure that the school code of conduct is adhered to. The SGB should assist in the appointment of educators.*

In addressing the same subject, Secretary F opined:

*The school governing body has too much responsibility as stipulated in the SASA. Some of the functions and allocated functions are delegated to the principal as he is also a member by virtue of the position he holds. The school governing body should assist in the marketing and uplifting of the institution. Some of the duties of the SGB relate to the adoption of the school policy and for making sure that learners adhere to the school policy. The SGB also assists in ensuring that qualified teachers are employed at the school.*

It is evident from the above excerpts that most secretaries of SGBs, just like chairperson of schools were still not fully conversant with the SASA guidelines. Only

the secretary of School D seemed to be acquainted with these as he talked about duties and allocated duties from the SASA.

4.3.2.8 Contributing factors

Concerning factors that contribute to the involvement, Secretary A cited:

*Parents' educational level is the worst factor that contributes to non-involvement.*

Commenting on the same subject, Secretary B said:

*The high level of illiteracy; parents who work far from the school; parents who work for longer hours; unemployed parents and parents who lead a different type of life due to abuse of intoxicating substances are contributing factors towards non-involvement.*

In her partial response, Secretary C said:

*Most parents become interested when given opportunities at school, such as serving on the school nutrition programme. Other contributing factors include parents' educational level and their belief in the schooling system.*

In tackling the issue further, Secretary D opined:

*Involvement may be tightened if parents feel more welcome. Most guardians usually feel relaxed when the school invites them, especially when there are events to celebrate. Furthermore, they may be reluctant to come due to an inferiority complex, especially about their educational level.*

Deliberating on the matter, Secretary E opined:

*Parent involvement may be influenced by the following factors: some teachers' inability to communicate with parents; parents' low educational level and lack of financial assistance.*

In her response to the question, Secretary F said:

*Family background is one of the factors that contribute to non- involvement. There are those children that come from educated families, which can assist*

*their children both financially and academically. There are also those who come from child-headed families which get little assistance.*

It emerged from the excerpts that the educational level, socioeconomic status and parents working long hours were some of the contributing factors of non-involvement.

4.3.2.9 Information learned from the training of SGBs

Concerning information learned from the workshop, Secretary A said:

*Since I was elected, I did not attend any training, so I cannot say much on that one.*

In her response to the matter, Secretary B said:

*The training of the SGBs re-emphasised the contents of the SASA, drawn in accordance with the Constitution of the country.*

Deliberating on the same issue, Secretary C said:

*The training of the SGB uplifted my knowledge of the duties and allocated duties of the position I occupy. I am also informed that the maintenance of the school is within the SGB, while the instructional leadership lies within the principal as the head of the school.*

In his response to the question posed, Secretary D opined:

*The training of the SGB taught me the concept of Ubuntu, together with both the principles of Ubuntu and the qualities of leadership.*

In addressing the same question, Secretary E said:

*The training taught me about my actual responsibilities as the Secretary of the SGB. Educational information was presented by well-organised and experienced facilitators.*

In summing up the matter, Secretary F said:

*Information was given, especially regarding our duties and responsibilities. We also learned that as SGB members we are not supposed to derail the*

*progress of teaching and learning by being negative to all what the principal implements but should work together.*

It is evident from the responses of the secretaries of all schools, except School A, that they attended the training of SGBs. Most of them revealed that they learned important information from the SASA document.

4.3.2.10 Implementation of the SASA in line with SGBs

Regarding the implementation of the Act, Secretary A said:

*The SASA in my knowledge refers to a document guiding the school governing body, but I am not conversant about how the content is implemented in line with the SGB.*

Deliberating on the same issue, Secretary B said:

*Every year when school policies are unpacked, references are drawn from the SASA booklet. The entire SGB forms part of the entire staff in the annual policy review.*

In her partial response to the question posed, Secretary C shared:

*References to the South African Schools Act, is made when decisions are taken in SGB meetings.*

Commenting on the same subject, Secretary D stated:

*The SASA is regarded as one of the frameworks through which the SGB should operate. Without references to the document most SGB meetings will be null and void.*

In addressing the issue further, Secretary E said:

*The SASA is a document which the SGB consult during meetings and discussions, especially when taking decisions regarding learner or teacher conduct.*

In summing up the subject, Secretary F opined:

*The school governing body consults the document whenever there is a crisis. The document is used during hearings at the school.*

It emerged from the above excerpts that most secretaries of schools experienced problems in implementing the guidelines, due to lack of understanding of some terminology in the SASA document.

4.3.2.11 School policy

Concerning the school policy versus the involvement, Secretary A opined:

*According to the policy, parents are entitled to choose the home language for their young ones. They also have a right to be exempted from paying school fees if they are not working. Parents have the right to take further steps if their children are not admitted to the school, and again may sue the department if their children are beaten. According to the SASA and the Constitution, RSA parents must take part in education in general.*

Responding to the same issue, Secretary B said:

*In the school policy, it is taken into consideration and parents are regarded as primary educators. It is in the school policy where parents' duties and responsibilities are outlined.*

In her response to the question, Secretary C said:

*The school policy covers it in school matters. It is in the policy where the rule is stated about the collection of report cards.*

In deliberating on the same issue, Secretary D stated:

*The school policy guides the school in almost all the activities that should occur at the school and parent involvement is one of them.*

Commenting on the same matter, Secretary E said:

*The school policy covers involvement' from assisting children with the schoolwork to the collection of progress reports at the end of every term. The school policy also states in black and white the financial responsibility of the parents.*

In summing up the issue, Secretary F shared:

> *It is written in black and white in the policy of the duties parents can execute in assisting learners. It also stresses the needs of parents in raising funds.*

From the above statements, it is clear that Secretary C was not fully conversant with the contents of the school policy. Again, it is clear from the remarks of the secretaries of Schools E and F that they consider the financial responsibility of parents as key in the school policy.

### 4.3.3 Interviews with Parents

Interviews with parents also took place according to the availability of each. Ethical procedures were followed in all the interviews. Contact details of parents were obtained from principals of selected schools. Interviews with parents were carried out in the language they were comfortable with. Most of them preferred to be interviewed in Sepedi. Again, some preferred to be interviewed at their homes. Biographical information was obtained before the real interview. Interviews with parents were done in line with Appendix I.

4.3.3.1 Parents' participation

Concerning the assistance given at the school, Parent A said.

> *I always encourage my child to study, and I also sign his exercise books. As the mother, I give him pocket money to spend during lunch as he does not prefer eating the menu from the nutrition system.*

In responding to the issue, Parent B opined:

> *I left school at an early age, at a lower grade and as such cannot assist my child with the homework given by the school. I advise her to stick to her books to be a better person in the future. In the past education was not free, so I always tell her about opportunities that are available these days.*

Commenting on the same subject, Parent C said:

*I always make sure that my child attends school regularly and I monitor his schoolwork. I am not permanently employed but make sure he has pocket money for lunch and that he puts on the proper uniform.*

Deliberating on the matter, Parent D opined:

*My main duty as the provider is to ascertain that my kid has proper uniform and that she writes her homework given every day. There are times when I must buy her books during the year if she has lost the books or misplaced them. The department is offering learners free stationery, except calculators and mathematical instruments, so I must devise means to get them for her.*

In addressing the question, Parent E stated:

*Uniform is the first thing that I make sure that my child has, thereafter, some books that the school cannot supply her with. I also try my level best to assist her with the homework, only where I have some expertise.*

Parent F commented further on the matter:

*Unemployed as I am, I hustle by selling in the street so that my child cannot go to school on an empty stomach. With the little I have; my child is able to go to school with a lunchbox.*

It emerged from the responses of parents of all schools that financial assistance for their children was the key role, besides assisting them with school activities. Parent E cited lack of expertise in the subjects offered at schools.

4.3.3.2 Parents' knowledge of the duties of SGBs

Regarding parents' perceptions and knowledge of the roles and responsibilities of SGBs, Parent A said:

*The SGB calls us only when there is a meeting at the school and represents us by accompanying our children when they are going on a trip.*

Deliberating on the issue, Parent B opined:

*In my view the SGB represent the parents at the school. Whenever there are challenges, the principal informs the SGB and later communication by means of written messages will be sent to the parents.*

In addressing the question, Parent C stated:

*The SGB ascertains that there is clear interaction between parents and the school. The SGB represents parents in adoption of the policy.*

In her partial response to the question, Parent D shared:

*The SGB works with the principal in the financial administration of the school. The SGB also assists in drafting the school code of conduct. SGB meetings are held on a regular basis.*

In his response, Parent E said:

*The main duty of the SGBs is to represent parents at school. The SGB also updates the parents during meetings about the developments and challenges facing the school.*

In summing up the issue, Parent F stated:

*The SGB is elected to serve and represent the parents and as such should make sure that education takes place at the school. The SGB also assists in maintaining discipline at the school.*

Collectively all the parents of selected schools assumed that SGB represented them at the schools, which included inviting them whenever there are meetings.

4.3.3.3 Parents' access to the financial reports

Concerning access to the annual budget of the school, Parent A stated:

*I am always busy so I hardly attend meetings. I sometimes send someone who will give me feedback from the meeting.*

Commenting on the issue, Parent B said:

*I only attended the annual general meeting once but could not understand the figure that was presented by the principal. Again, there were no copies given but only the agenda of the meeting.*

In his partial response to the matter, Parent C confessed:

*Parents are given the financial report during the AGM at the end of the last term before the final examinations at the school.*

Deliberating on the topic, Parent D said:

*We are normally given invitation letters to attend the AGM. It is at these meetings that parents are given financial reports. The report usually contains huge figures that are unquestionable as some of the parents are not much educated.*

In his response to the question posed, Parent E said:

*I did not attend such a meeting but only learned that they were told of the money that was spent for the whole year.*

In summing up the matter, Parent F opined:

*The financial report is given at the end of the year by the principal in a meeting.*

It emerged from the above responses that parents of school A and E did not attend the AGM when they were called. Most of the parents who attended the AGM also talked of huge figures displayed at the meeting which they could not understand.

4.3.3.4 Parents' visit schools

Regarding parents' visit to school, Parent A said:

*Let me repeat. I have said I hardly attend meetings or even visit the school. The special aspect that I investigated was to check my child's books and give him pocket money for lunch.*

With regard to the matter, Parent B stated:

> *I always visit the school quarterly to collect report cards or when my child has done something wrong.*

In his response to the same issue, Parent C opined:

> *I often visit the school when there are events or cultural celebrations. During the end of each term, we are also invited for collection of report cards.*

Regarding the matter raised with her, Parent D stated:

> *I visit the school when I have received an invitation letter for collection of report cards towards the end of each term and when a learner has done something wrong.*

In his partial response to the question posed, Parent E confessed:

> *I visit the school on a quarterly basis when progress reports are issued.*

Summing up the last question, Parent F said:

> *I only visit the school in collecting report cards. I do not like going to that school regularly as I left that school early in Grade 8.*

It emerged from the above excerpts that most parents hardly visit schools, and only honoured invitations when they were to collect progress reports quarterly, particularly the last term. The idea of substituting parental responsibilities with staff meant that parents were not always available or capable of assisting the school at an appropriate level (Bromley & Yazdanpanah, 2021:9). Most of the parents interviewed were not very knowledgeable and, thus, did not participate actively in matters related to the school, particularly meetings. The important role that parents played was in supporting their children financially. The following section discusses the interpretation of data.

## 4.4 DATA INTERPRETATION

Each qualitative study is unique, so the analytical approach taken by the researcher will be unique. As such, qualitative research relies on the skills, training, knowledge, and insights of the interviewer, analysis, and interpretation also relies on the

analytical method and style of each researcher (Bloomberg & Volpe, 2019:279-280). The most interesting observation that was noticed during the interviews, was when participants gave their views and understanding of the factors that hindered or promoted this involvement. In most cases, participants cited lack of educational background and their socioeconomic status as the main causes. In this study, the following themes were deduced from the interviews, literature review and the theoretical framework. The theory of spheres of influence considers the mission and vision of the school and the home regarding learners' education critical to the education of learners (cf. 2.2.2).

### 4.4.1 Theme 1: Factors That Hinder or Promote Parent Involvement

Selected views from all participants revealed or cited a lack of education background and employment status as the main cause as previously stated. In this regard, one SGB member cited low educational levels (cf. 4.3.2.1) as a challenge. The South African literature has revealed that due to a lack of education or low educational level, most parents do not feel welcome at schools (cf. 2.3.1.1). Research has already established that learners achieve well academically when they are given assistance by parents (cf. 2.2.1.1).

### 4.4.2 Theme 2: SMTs' Role in Promotion of Parent Involvement

Both the South African and international literature has revealed that it is vital for principals as heads of schools to maintain efficient communication between the school and home (cf. 2.8). Most principals in the selected schools were doing their best to involve parents in school matters. For example, parents were invited to assist in the schools' nutrition programmes (cf. 4.3.1.5).

### 4.4.3 Theme 3: Schools' Role in Strengthening Parent Involvement

Most of the selected schools preferred letters as a means of communication when inviting parents to meetings such as the annual general meetings, end of the term report collection and even for school cultural gatherings (cf. 4.3.2.1). Parents were also invited to assist with the school nutrition programme (cf. 4.3.2.1).

### 4.4.4 Theme 4: Schools' Assistance Towards the Implementation of SASA

In most selected schools, principals ensured that the SGB members were well trained and capable of implementing the contents of the SASA. Internal workshops were also conducted in some schools as indicated by some participants (cf. 4.3.2.2). The South African literature further revealed that subject to SASA, the SGB of any ordinary school must, amongst other functions, sustain the interest of the school and work to ensure maximum development through the provision of quality education for all learners (cf. 2.4.1). The relationship between the school and the home plays a pivotal role in a child's development as espoused by Bronfenbrenner's theory (cf. 2.2.1.5).

### 4.4.5 Theme 5: Schools' Role in Parents' Understanding of School Policy

The parents felt that the SGBs were doing their best in inviting them to schools (cf. 4.3.3.2). They indicated that they normally attended meetings at the end of the year to collect progress reports and the AGMs. It was also reported that parents were given copies of school policies together with learners' progress reports for the year (cf. 4.3.1.6). Most SGB members felt that parents were not taking ownership of their schools and were not really interested in the education of learners as they were not eager to attend meetings. Most members of the SGBs selected had a better educational background and understood the contents of the SASA and the school policy (cf. 4.3.2). Local literature also highlighted some indicators of parental partnership such as the presence of recognised SGBs, parents attending meetings regularly as per the invitations from the SGBs, financial support, volunteering by parents and the SGBs' role in strengthening communication between the school and home (cf. 2.3.1.1).

### 4.5 CHAPTER SUMMARY

The research process and procedures were explained, and all the steps taken regarding credibility and confirmability of the research were also described. The data analysis methods describing the information collected from participants were also clearly outlined. The section that followed started with personal information from the participants. Subsequently, analysis of data was outlined using five sections explaining the themes of the collected information. Ethical considerations were

strictly followed in carrying out all the interviews as outlined in the appendices provided in the next chapter. Interviewees' direct speech or statements were used to relate the essence of their original meaning. This chapter was classified into headings coming from the four sub-headings as the questions posed in Chapter 1. The next chapter presents a summary of the findings, recommendations, suggestions and conclusions.

# CHAPTER 5

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 INTRODUCTION

The previous chapter provided a detailed presentation of data, analysis of data and discussion of findings. The aim of this chapter is to give the conclusions taken from the findings of the analysis of the semi-structured interviews, documents and recordings and to give recommendations and suggestions for further research. It is in this final chapter that an overview of the key findings is deliberated, conclusions are drawn and recommendations to all stakeholders are proposed.

The aim of the study was to find out how parents should be included in the management of high schools in Tshwane South in Gauteng Province. It probed how they could be involved in school activities to improve educational efficiency and the standard of learning.

### 5.2 SUMMARY OF THE STUDY

Chapter 1 provided an overview of the study, the research problem and questions, aims and objectives of the study, rationale for the research and the research methods.

Chapter 2 focused on a review of literature and critically reviewed the works of other researchers about parent involvement in school activities, types of parent involvement and its advantages.

Chapter 3 was devoted to research methodology. It began by discussing the philosophical assumptions underpinning research, the research paradigm, with a particular focus on interpretivism that aligns with the qualitative research approach chosen. It also explained the case study design, sampling and data collection methods, together with analysis of data.

Chapter 4 focused on the presentation and analysis of data, and the discussion of findings.

The last chapter summarises the research study with a special focus on the outcomes, draws conclusions from the findings, proposes strategies on how to

improve parental involvement and learners' achievement and suggests areas for further research. The following section gives a summary of the theoretical framework that anchored this study.

## 5.3 SUMMARY OF THEORETICAL FRAMEWORK

This study was underpinned by two theories: ecological systems theory and Epstein's theory of overlapping spheres of influence. Ecological systems theory shed light on the developmental stages of a child and how these affect learning. It illuminated how a child relates to their surroundings, which according to the study is the home and the school. The theory underscored the importance of meaningful interactions between the home and schools as they are critical to successful learning and effective education. Epstein's theory of overlapping spheres of influence indicated that the practices of the home and school influence learning significantly. Therefore, it is critical that these two institutions should cooperate and collaborate meaningfully in strategic areas that can improve learners' learning (cf. 2.2.2). Epstein's parental typology shed light on the importance of the following six elements of parental involvement: (a) parental responsibilities; (b) home and school communication; (c) volunteering towards school projects; (d) learning at home and school; (e) decision-making process from stakeholders; and (f) collaboration between the school and the community.

## 5.4 SUMMARY OF LITERATURE

Literature in subsection 2.3.2.2 shows that duties and responsibilities dictated by the Act assumes that SGBs of all South African schools are advanced, capable and devoted to operating according to the requirements of the state. Existing literature also revealed that most South Africans are not well educated to meet the requirements of drafting, reading and implementing policies (cf. 2.3.1.3). In addition, existing literature showed that the low educational level of most parents hinders involvement.

Literature from the international perspective, particularly from England revealed that parents who need to make their required choice for their children's high school may be ill-informed and take decisions about learner outcomes based on government school inspection reports (cf. 2.3.2.2). Furthermore, from the US context, the

qualitative and quantitative knowledge of the statutory laws that govern language and how parents are faced with the need for legal compliance and inclusivity, contribute significantly towards parental involvement (cf. 2.3.2.4). The following section presents a summary of the findings.

## 5.5 RESEARCH QUESTIONS

The study sought to answer the research questions stated below.

**Main research question**

How can high schools of Tshwane South strengthen parental involvement?

**Sub-questions**

- What factors hinder or promote parental involvement in the management of high schools in Tshwane South?
- How can the school management teams promote parental involvement in the management of high schools of Tshwane South?
- How can schools strengthen parental involvement in the management of high schools in Tshwane South?
- How can schools assist the school governing bodies to implement the aspects of the SASA related to parental involvement in high schools of Tshwane South?
- How can schools assist parents to understand and implement policies on parental involvement in high schools of Tshwane South?

The researcher classified the process into five sections. The focus was placed on determining whether participants could execute their duties and responsibilities by sampling six high schools in Tshwane South. Face-to-face interviews with all the selected participants were held with the intention of gathering responses from each interviewee. All the data collected, and responses were analysed and interpreted. The following section presents a summary of the findings and links them to the research questions to show how they were addressed.

## 5.5 SUMMARY OF THE FINDINGS

This study explored parental involvement in the management of high schools in Tshwane South and how the SGBs can contribute to proper and anticipated

governance. From triangulation of interviews and document analysis, the following major findings were made.

### 5.5.1 Findings Pertaining to Sub-Question 1

The findings revealed that parental involvement is shaped by parents' guidance towards education, their socioeconomic status, and the opportunities at hand in schools and communities where they stay (cf. 2.3). Selected views from all participants revealed or cited lack of educational background and socioeconomic status as the main causes (cf. 4.4.1.1).

### 5.5.2 Findings Pertaining to Sub-Question 2

The findings indicated that schools are managed in a hierarchical manner where principals used rational means to reach agreed goals (cf. 4.3.1.3). According to the Personnel Administration Management document, one of the main duties of the SMT is reporting back to the parents. It is further revealed that when parents' view and input are welcomed, the more satisfied they are with teaching and learning at schools (cf. 2.3.2.2).

### 5.5.3 Findings Pertaining to Sub-Question 3

It was revealed that functional schools should operate according to the seven minimum strategies to enhance parent involvement as outlined by Kruger and Van Zyl (2011:185) (cf. 2.6). Chairperson D revealed that in strengthening involvement parents were given invitation letters to school, and even invited whenever there are events (cf. 4.3.2). It was also found that parental involvement was hindered by specific factors, which included the school norms and beliefs, and the attitudes of the managers, administrators, and teachers (cf. 2.3.3).

### 5.5.4 Findings Pertaining to Sub-Question 4

The findings showed that the institutions of learning operate in an orderly fashion when driven by local people, since they are closer to the challenges and needs of their schools (cf. 2.3). The HODs are duty-bound for training the SGBs in order to help them in performing their functions (cf. 2.3). It was also found that inadequate training and understanding of the broader legislative imperatives leads to SGBs' failure to play a significant role in schools and in the community where they live (cf.

2.3.2.2). The departmentally offered training is in most cases not of the highest standard, which leaves some burden of training the SGB to principals to capacitate them with skills required to execute their duties (cf. 2.3). Secretary A revealed that he did not attend the training of the SGBs (cf. 4.3.3.4). Schools should assist in this regard. The principal of School A underlined that it was his responsibility to ascertain that all SGB members attended the training workshops (cf. 4.3.1.1).

### 5.5.5 Findings Pertaining to Sub-Question 5

The findings confirmed Lemmer and Van Wyk's (2011:215) participation model, which asserts that schools should offer parents educational programmes to build their knowledge to sustain teaching and learning from home (cf. 2.5). It was also revealed that most parents are not fully conversant with the contents of the school policy (cf. 4.3.2.6). It was also found that some parents experienced problems in understanding the contents of the SASA booklet (cf. 4.3.3.5). The following section presents the limitations of the study.

### 5.6 LIMITATIONS OF THE STUDY

The study was undertaken by a single researcher, thus leading to the research sample consisting of just 24 participants. Open-ended questions were given to participants, in person, who may not have had enough time to respond in detail, and this may be regarded as a limitation to the study. Some sampled schools did not have documents available on request. There was the possibility of inaccurate documents which would then give a wrong picture of the true situation with meetings held at some of the research sites. The framing of questions was in a different language to the ones of participants and may also have limited participants' responses. Considering the limitations of this study, as revealed from the above findings, more research is needed to further explore the above findings. The following section provides the conclusions reached by the researcher.

### 5.7 CONCLUSIONS

The findings of the research study directed the researcher to the following conclusions.

- The study revealed that most guardians' low educational status, socioeconomic status and the attitude of school towards parents are some of the contributing factors of non-involvement.

- It was also established that school management teams are not doing enough to introduce parents to the school or to make parents feel welcome. Parents were mostly invited to the school for collection of report cards and for the AGM.

- It was also noted that most parents were not offered opportunities to render their services to schools, as only a few were selected to assist with the schools' nutrition programmes.

- Evidence was also provided of the minutes of SGBs, election of SGBs, invitation letters to parents, copies of SASA and the school policy, but some parents still lacked understanding.

- The study established that most schools engaged SGBs in educating parents about the rules and responsibilities, particularly in understanding and implementing the school policies. The section that follows presents the recommendations of the study.

## 5.8 RECOMMENDATIONS

### 5.8.1 Recommendations for the Department of Education

There must be thorough ongoing training for all members of the SGB regarding their duties as stipulated in the SASA document since their contribution is directly proportional to the amount of training they receive. Thus, the SASA must be enforced by the PED to train the SGBs in schools through its various circuits. The length of the training period should also be considered. The literature suggests that a minimum of two or more sessions per year be carried out (Dibete, 2015:132). In addition, the means of communication used during the workshop should be understandable by the attendees (ibid.). Dibete (2015:132) further suggests that the SGB members, especially the parent component, should be given copies of SASA document written in their own language and the training they receive should be offered in their local languages. Based on the conclusion above, the study therefore recommends that policies on decentralisation must reflect greater consideration of contextual factors, including parent literacy and educational background which impact their involvement in their children's basic education. The study re-echoes the

intensification of adult literacy policy to cover illiterate or parents with limited formal education.

### 5.8.2 Recommendations for Schools

The school as an organisation does not function alone without the involvement of parents. The researcher further opines that schools should encourage parents in rendering voluntary services and also in governance through SGBs. Schools are further advised to conduct internal workshops with SGB members and should include SGB activities in their annual plans.

### 5.8.3 Recommendations for Principals

The principal as an instructional leader is duty-bound to communicate with the community on a regular basis. One of the duties of the principal from the PAM document is to report or to give feedback to parents. This study recommends that principals should fulfil their obligations in ensuring that all SGB members attend the organised training and also in ensuring that parents attend meetings.

### 5.8.4 Recommendations for Teachers

The study found that in most schools sampled, teachers seldom visited parents in their homes to understand their cultural backgrounds which could enable them to fully understand learners, for teaching and learning. The study recommends that school management should include a programme for teacher-parent visits in the annual plans. The study further recommends that teachers should regularly update parents on learner progress as they are duty-bound to do this.

### 5.8.5 Recommendations for Parents

Parents serving on the SGBs showed keen interest in the education of their children with only a few who were unmotivated to attend the training workshops organised by the Department of Education. It is, therefore, recommended that the SGB members be made aware of their obligation to attend training organised by their respective schools. Most parents interviewed showed that they were more capable of supporting their children financially and less academically. Therefore, it is suggested that parents should be assisted to support their children academically. Parents should be urged to attend school functions when invited in order to stay abreast of

their children's education. Schools should also include parents' meetings and visits in their annual plans. The following section outlines the suggestions for future research.

## 5.9 SUGGESTIONS FOR FUTURE RESEARCH

This study found that the low educational status and the SES of parents were major contributing factors to non-involvement in the activities of high schools in Tshwane South. It was further established that the Department of Education did not capacitate the SGBs adequately, particularly in organising intensive workshops and other forms of training. Therefore, it is suggested that further research studies be explored on how such factors affect learners' academic performance in high schools of Tshwane South and other parts of South Africa.

Further research could also be conducted in involving parents in adult literacy and on how to forge a worthy relationship among teachers, parents, and learners and on how the district human relation advisors and district support group could capacitate principals on professional matters. The following section concludes the study.

## 5.10 CONCLUSION

The SASA delegates the governing of schools to officially and democratically chosen SGBs, and the administrative, teaching and learning matters to principals under the auspices of the Department. In light of the literature that has shed light on possible mechanisms that can be used to ensure parental involvement in school activities or academic achievement, this study concludes by emphasising the importance of the SASA in mandating the role of SGBs in managing parental involvement. According to Guhn, Emmerson and Gouzouasis (2020:324), parental involvement in school activities sustained from childhood into adolescence improves learning and educational outcomes.

The study found that, although the SGBs had different ideas about their duties and responsibilities, efforts were made to ascertain that parents were included in the activities of the learners at school and home. Parental involvement is central to successful learning and the SGBs can bolster this. It is, therefore, necessary that SGB members should undergo rigorous and continuous workshops so that they can acquire the knowledge and skills they need to lead the schools and enable them to

understand their expectations. In conclusion, the researcher opines that it would be vital to intensify an adult literacy programme to help illiterate parents or those with limited formal education to support learners meaningfully.

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**APPENDIX A: UNISA ETHICS APPROVAL**

| UNISA \| college of education | Ref: 2019/05/15/50844571/27/MC |
| --- | --- |
| UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE | Name: Mr MK Chohledi |
| Date: 2019/05/15 | Student: 50844571 |
| Dear Mr Chohledi | |
| Decision: Ethics Approval from | |
| 2019/05/15 to 2022/05/15 | |

Researcher(s): Name: Mr MK Chohledi

        Email address: kchohledi@yahoo.com

        Telephone: +27 81 246 2675

Supervisor(s): Name: Prof M Lekhetho

        Email address: lekhem@unisa.ac.za

        Telephone: +27 12 429 3781

| Title of research: |
| --- |

| The Role of parent involvement in the activities of township secondary schools in |
| --- |

| Tshwane South District, Gauteng |
| --- |

Qualification: M. Ed in Educational Leadership and Management

Thank you for the application for research ethics clearance by the UNISA College of Education

Ethics Review Committee for the above-mentioned research. Ethics approval is granted for the period 2019/05/15 to 2022/05/15,

The medium risk application was reviewed by the Ethics Review Committee on 2019/05/15 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.

5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's Act no 38 of 2005 and the National Health Act, no 61 of 2003.

6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

7. No field work activities may continue after the expiry date 2022/05/17. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number 2019/05/15/50844571/ 27/ MC should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,

Prof AT Motlhabane CHAIRPERSON: CEDU RERC motlhat@unisa.ac.za

Prof PM Sebate ACTING EXECUTIVE DEAN Sebatpm@unisa.ac.za

University of South Africa Preller Street. Muckleneuk Ridge. City of Tshwane

PO Box 392 UNISA 0003 South Africa Telephone: +27121429 www.unisa.ac.za

Approved - decisio

**APPENDIX B: GDE PERMISSION LETTER**

UNISA | college of education

The District Director

**FORM FOR CONDUCTING RESEARCH**

The above matter refers. I, Mohlapudi Klass Chohledi, a registered student at UNISA, working on research under the supervision of Prof. M. Lekhetho, in Education Management and Leadership department for a master's degree, do request permission form to carry out the research in schools that are within your jurisdiction.

Title: **Exploring parental involvement in the management of high schools in Tshwane South, Gauteng.**

Hoping for a positive response.

Chohledi Mohlapudi Klass

Signature: …………………… 	Date: ……………

Contact: 011 261 4358

Cell Number: 064 888 6424

**APPENDIX C: GDE RESEARCH APPROVAL LETTER**

**GAUTENG PROVINCE**
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

## GDE RESEARCH APPROVAL LETTER

| Date: | 19 June 2019 |
|---|---|
| Validity of Research Approval: | 04 February 2019 – 30 September 2019 |
| | 2019/82 |
| Name of Researcher: | Chohledi M.K |
| Address of Researcher: | 33069 Mokhehle Street |
| | Mamelodi East X17 |
| | 0122 |
| Telephone Number: | 011 261 4358/ 081 246 2675 |
| Email address: | kchohledi@yahoo.com |
| Research Topic: | The role of parent involvement in the activities of township secondary schools in Tshwane South District, Gauteng. |
| Type of qualification | Master of Education |
| Number and type of schools: | Four Secondary Schools |
| District/s/HO | Tshwane South |

### Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

19/06/2019

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

*Making education a societal priority*

**Office of the Director: Education Research and Knowledge Management**
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshebalala@gauteng.gov.za
Website: www.education.gpg.gov.za

130

1. The District/Head Office Senior Managers concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Managers must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Mr Gumani Mukatuni
Acting Director: Education Research and Knowledge Management

DATE 19 06 2019

Making education a societal priority

2

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
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Website: www.education.gpg.gov.za

131

**APPENDIX D: PERMISSION LETTER TO PRINCIPALS.**

Title**: Exploring parental involvement in the management of high schools in Tshwane South, Gauteng.**

The Principal

Dear Sir/Madam

The above matter refers. I, Mohlapudi Klass Chohledi, a registered student at UNISA, embarking on research under the auspices of Prof. M. Lekhetho, in Education and Management department for a master's degree, request permission to carry out the research at your school.

The primary aim of the research study is to identify parental involvement in high schools of Tshwane South, Gauteng.

Your institution has been chosen as it is one of the high schools which falls under the jurisdiction of Tshwane South and is considered to have potential participants who could contribute significantly to the study.

The research covers conducting semi-structured interviews and analyzation of departmental documents, and all this may be pursued upon our agreement.

Some of the benefits of this research are to give useful information and suggestions regarding the roles and responsibilities of both SGBs and parents regarding parental involvement. The information will further assist the department in organising intensive training for school governors.

The risks associated with the study are only that the method of conducting the interviews might not augur well with parents, who may have little experience of such kind of a situation or process.

The outcome or feedback from the study includes the exchange and discussion of the outcomes.

Kind regards.

Mohlapudi Klass Chohledi (Mr)

Signature: …………………………… Date: …………………

## APPENDIX E: CONSENT FORM TO PARTICIPANTS

**Title: Exploring parental involvement in the management of high schools in Tshwane South, Gauteng**

Dear Participant

I am Mohlapudi Klass Chohledi, a registered student at UNISA, working on research under the supervision of Prof M. Lekhetho, in the Education Management and Leadership department for a master's degree. I am inviting you to participate in the study.

This study will collect data that could assist both parents and SGB members in executing their duties as governors.

You are invited because your school is attached to the District and considered to have reliable information that could contribute to the study.

The study involves semi-structured interviews and tape-recording.

Participating in this study at your own discretion and you have the right to terminate your participation at any given point during the process. If you are available, you will be requested to sign a consent letter.

You are free to request that your name not be published or written anywhere, besides in the document at the researcher's disposal.

Your responses will only be seen through a code number, or a simple letter will be used to cover your name in the data, in any magazines or articles.

You are free to respond in the language of your preference. Electronic copies of your responses will be saved and kept by the interviewer for a period not exceeding five years on a hard drive or memory stick. Digital information will be saved on a device that is not accessible to everybody.

There is strictly no direct payout or benefit for participating in the research. However, I am confident that the information received from the research may be beneficial to the high schools in Tshwane South. There are no unfortunate risks or incidents in taking part in this study.

If you are interested in getting the final research findings, kindly contact me 0648886424 or on email: klasschohledi09@gmail.com

Yours sincerely

Mohlapudi Klass Chohledi

Signature: …………………………

**UNISA** | college of education

## APPENDIX F: CONSENT LETTER (RESPONSE)

I _____ (participant name) admit that the person requesting my consent to participate in this research study has informed me about the nature, procedure, potential benefits and an inconvenience of participation.

I have read with understanding the study as outlined in the information document.

I had enough time to ask questions and be ready to take part in the study.

I am fully aware that my engagement in the study is on a voluntary basis and that I am at liberty to withdraw at any time without penalty or giving reasons.

I understand that the outcomes of this research study will be processed into a research report, journal publications and/or conference proceedings, and that my participation will be kept unknown unless otherwise stated.

I agree to be recorded…………… .............(interview)

I did receive a signed copy of the informed consent per agreement.

Participant's Name & Surname (please print): ………………………………

Participant Signature: ……………………….        Date: …………………………

CHOHLEDI MOHLAPUDI KLASS

Researcher's signature: ………………        Date: ………………………….

**APPENDIX G: PRINCIPALS' INTERVIEW GUIDE**

Dear: Sir/Madam

**Introduction of the interviewer:**

I am Mohlapudi Klass Chohledi, a registered student at UNISA, working on research under the supervision of Professor Lekhetho Mapheleba in the Education Management and Leadership department for a master's degree. Title: Exploring parental involvement in the management of high schools in Tshwane South, Gauteng.

I am trying to understand this process fully and would be pleased to hear much from you on the matter.

**A. The main questions**

1. Which are the factors that hinder or promote this involvement?

2. How is the involvement promoted at the institution?

3. How is the school governing body engaged in dealing with this issue?

4. Which communication method do you use in inviting learners' parents to the school?

5. Which role does your SGB play in attracting parents as volunteers at school?

6. How often do you have meetings with parents?

**APPENDIX H: SGBs' INTERVIEW GUIDE**

Dear Sir/Madam

**Introduction of interviewer**

I am Mohlapudi Klass Chohledi, a registered student at UNISA, working on research under the supervision of Prof M Lekhetho Mapheleba in Education Management and Leadership department for a master's degree. The title of the research is: Exploring parental involvement in the management of high schools in Tshwane South, Gauteng.

I am trying to understand this process fully and would be pleased to hear from you on the matter.

**Main questions:**

1. Which role is used as SGB chairperson/secretary in strengthening this involvement in the activities of your school?

2. From your experience, what functions are the SGBs supposed to perform?

3. Based on your experience, what are the factors behind this involvement?

4. What information did you learn from the training of the SGB?

5. How do you implement the contents of the SASA in accordance with SGBs?

6. How is the school policy drawn regarding this type of involvement?

**APPENDIX I: PARENTS' INTERVIEW GUIDE**

Dear Sir/Madam

Introduction of the interviewer

I am Chohledi Mohlapudi Klass, a registered student at UNISA, working on research under the supervision of Prof M Lekhetho, in Education Management and Leadership department for a master's degree. Title: Exploring parental involvement in the management of high schools in Tshwane South, Gauteng.

I am trying to understand this process fully and would like to hear from you on the matter.

Main questions:

1. Which assistance do you give as aparent at the school?

2. From your knowledge, which duties do the SGBs execute at school?

3. Since your child has been at the school, how often have you received financial reports?

4. Lastly, how often do you visit the school?

**APPENDIX J: TURNITIN REPORT**

## The dissertation

ORIGINALITY REPORT

| 24% | 21% | 8% | 16% |
|---|---|---|---|
| SIMILARITY INDEX | INTERNET SOURCES | PUBLICATIONS | STUDENT PAPERS |

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| 1 | uir.unisa.ac.za<br>Internet Source | 4% |
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**APPENDIX K: CONFIRMATION OF PROFESSIONAL EDITING**

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29 January 2023

### Declaration of professional editing

**EXPLORING PARENTAL INVOLVEMENT IN THE MANAGEMENT OF HIGH SCHOOLS IN TSHWANE SOUTH, GAUTENG**
by
**MOHLAPUDI KLASS CHOHLEDI**

I declare that I have edited and proofread this thesis. My involvement was restricted to language usage and spelling, completeness and consistency and referencing style. I did no structural re-writing of the content.

I am qualified to have done such editing, being in possession of a Bachelor's degree with a major in English, having taught English to matriculation, and having a Certificate in Copy Editing from the University of Cape Town. I have edited more than 400 Masters and Doctoral theses, as well as articles, books and reports.

As the copy editor, I am not responsible for detecting, or removing, passages in the document that closely resemble other texts and could thus be viewed as plagiarism. I am not accountable for any changes made to this document by the author or any other party subsequent to the date of this declaration.

Sincerely,

**Dr J Baumgardt**
**UNISA: D. Ed. Education Management**
**University of Cape Town: Certificate in Copy Editing**
**University of Cape Town: Certificate in Corporate Coaching**
**Full member: Professional Editors Guild (BAU001)**
**Intermediate member: Chartered Institute of Editors and Proofreaders (CIEP 21858)**