

**THE EXPERIENCES OF TEACHERS ON PARENTAL INVOLVEMENT
IN THE PRIMARY SCHOOLS OF LEBOWAKGOMO CIRCUIT,
LIMPOPO PROVINCE**

by

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DECLARATION OF THE RESEARCHER

I, Valesa Moshibudi Letswalo, student no. 61148776, declare that the dissertation, *the experiences of teachers on parental involvement in the primary schools of Lebowakgomo Circuit, Limpopo Province*, presented to obtain a Master's of Education at THE University of South Africa (UNISA), is my own work and that no one has presented it before to any other institutions of higher learning. All sources cited in my research study are displayed and acknowledged in the text, with a complete list of references.

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DEDICATION

Firstly, this dissertation is dedicated to the Lord God Almighty for giving me wisdom.

Secondly, I dedicate this dissertation to my family Mokgatla and Morokolo Letswalo (my parents), my brother Kagiso and my sisters (Valentia and Molatelo) for their endless support.

Thirdly, to my close friend Mathabatha Phillip Maponya for always being there for me when I needed you the most.

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ABSTRACT

The aim of this research was to explore the experiences of teachers on parental involvement in the primary schools of Lebowakgomo Circuit, Limpopo Province. The study sought to examine the role of parental involvement, the experiences of teachers on effective parental involvement, the challenges that teachers face when trying to improve parental involvement and the strategies to improve parental involvement. Literature research on related subject was followed to address the study aim. The theoretical frameworks that informed this study were Epstein's theory overlapping sphere of influence on parental involvement. A qualitative research approach was adopted with a case study design. Twelve participants were purposefully sampled from the four selected schools. Data were collected through semi-structured in-depth interview and document analysis and data were analysed using thematic data analysis. The findings revealed that teachers understand the role that parents should play in the education of their children, the benefits of parental involvement and how lack of parental involvement affects the child, although there are still challenges that are faced when trying to improve parental involvement. Teachers experience the challenge of uneducated parents, lack of confidence, lack of time, attitude of teachers and teachers not being trained on parental involvement at university level. The study revealed that there are no written policies, programmes and workshops in place to improve parental involvement. The study recommends that it is the responsibility of the school to involve parents and thus school leaders should run programmes and hold workshops to educate parents on the role that they could play in their child's education. The Department of Basic Education should encourage universities training teacher to include the concept of parental involvement in their curricula.

KEYWORDS: Parental involvement, communication, parent-teacher partnership.

NAGANWAGO

Maikemišetšo a nyakišišo ye e be e le go hlahloba maitemogelo a barutiši mabapi le go kgatha tema ga batswadi dikolong tša tlase tša Lebowakgomo Circuit, Profenseng ya Limpopo. Thuto e be e nyaka go hlahloba tema yeo e kgathwago ke go kgatha tema ga batswadi, maitemogelo a barutiši ka ga go kgatha tema ga batswadi ka mo go šomago, ditlhohlo tšeo barutiši ba lebanego le tšona ge ba leka go kaonafatša go kgatha tema ga batswadi le maano a go kaonafatša go kgatha tema ga batswadi. Nyakišišo ya dingwalo ka ga taba ye e amanago le yona e ile ya latelwa go rarolla nepo ya nyakišišo. Ditlhako tša teori tšeo di tsebišitšego nyakišišo ye e be e le teori ya Epstein's yeo e lekeletšego go lefapha la khuetšo ya go kgatha tema ga batswadi. Mokgwa wa nyakišišo ya boleng o amogetšwe ga mmogo le tlhamo ya nyakišišo ya mohlala. Batšeakarolo ba lesomepedi ba ile ba tšewa bjalo ka sampole ka morero go tšwa dikolong tše nne tše di kgethilwego. Datha e kgobokeditšwe ka poledišano ye e tseneletšego yeo e rulagantšwego ka seripagare le tshekatsheko ya ditokomane gomme datha e ile ya sekasekwa ka go šomiša tshekatsheko ya datha ya morero. Dikutollo di utolotše gore barutiši ba kwešiša tema yeo batswadi ba swanetšego go e kgatha thutong ya bana ba bona, mehola ya go kgatha tema ga batswadi le ka fao go hloka go kgatha tema ga batswadi go amago ngwana, le ge e le gore go sa na le ditlhohlo tšeo go sa lebanwego le tšona ge go lekwa go kaonafatša go kgatha tema ga batswadi. Barutiši ba itemogela tlhohlo ya batswadi bao ba sa rutegago, go hloka boitshepo, go hloka nako, maikutlo a barutiši le barutiši bao ba sa rutwago ka ga go kgatha tema ga batswadi mola ba ithutela borutiši yunibesithi. Nyakišišo e utollotše gore ga go na melawana ye e ngwadilwego, mananeo le dithuto tšeo di lego gona go kaonafatša go kgatha tema ga batswadi. Thuto e šišinya gore ke maikarabelo a sekolo go akaretša batswadi gomme ka go realo baetapele ba sekolo ba swanetše go sepetša mananeo le go swara dithuto tša go ruta batswadi ka ga tema yeo ba ka e kgathago thutong ya ngwana wa bona. Kgoro ya Thuto ya Motheo e swanetše go hlohleletša diyunibesithi go tlwaetša morutiši gore a be le kgopolo ya go kgatha tema ga batswadi mananeong a bona.

MANTŠU A BOHLOKWA: Go kgatha tema ga batswadi, kgokagano, tirišano ya motswadi le barutiši

OPSOMMING

Die doel van hierdie navorsing was om die ervarings van onderwysers oor ouerbetrokkenheid in die laerskole van Lebokgomo Circuit, Limpopo Provinsie, te verken. Die studie het gepoog om die rol van ouerbetrokkenheid, die ervarings van onderwysers oor effektiewe ouerbetrokkenheid, die uitdagings wat onderwysers in die gesig staar wanneer hulle ouerbetrokkenheid probeer verbeter en die strategieë om ouerbetrokkenheid te verbeter, te ondersoek. Literatuurnavorsing oor verwante onderwerp is gevolg om die studiedoelwit aan te spreek. Die teoretiese raamwerke wat hierdie studie ingelig het, was Epstein se teorie-oorvleuelende invloedssfeer op ouerbetrokkenheid. 'n Kwalitatiewe navorsingsbenadering is aangeneem met 'n gevallestudie-ontwerp. Twaalf deelnemers is doelgerig uit die vier geselekteerde skole gesteekeproef. Data is ingesamel deur middel van semi-gestruktureerde in-diepte onderhoude en dokumentanalise en data is ontleed met behulp van tematiese data-analise. Die bevindinge het aan die lig gebring dat onderwysers die rol verstaan wat ouers in die opvoeding van hul kinders moet speel, die voordele van ouerbetrokkenheid en hoe gebrek aan ouerbetrokkenheid die kind raak, alhoewel daar steeds uitdagings is wat in die gesig gestaar word wanneer ouerbetrokkenheid probeer verbeter word. Onderwysers ervaar die uitdaging van onopgevoede ouers, gebrek aan selfvertroue, gebrek aan tyd, houding van onderwysers en onderwysers wat nie opgelei word oor ouerbetrokkenheid op universiteitsvlak nie. Die studie het aan die lig gebring dat daar geen geskrewe beleide, programme en werkswinkels in plek is om ouerbetrokkenheid te verbeter nie. Die studie beveel aan dat dit die verantwoordelikheid van die skool is om ouers te betrek en dus moet skoolleiers programme uitvoer en werkswinkels hou om ouers op te voed oor die rol wat hulle in hul kind se opvoeding kan speel. Die Departement van Basiese Onderwys moet universiteite aanmoedig om onderwysers op te lei om die konsep van ouerbetrokkenheid by hul kurrikulums in te sluit.

SLEUTELWOORDE: Ouerbetrokkenheid, kommunikasie, ouer-onderwyser-vennootskap.

LIST OF ACRONYMS

DBE	Department of Basic Education
NECT	National Education Collaboration Trust
NEPA	National Executive Policy Act
RSA	Republic of South Africa
SASA	South African Schools Act
SGB	School Governing Body
SIAS	Screening Identification Assessment and Support Policy
SMT	School Management Team
UNISA	University of South Africa

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CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

Parents and teachers are the main educators responsible for ensuring the future of the learners. According to Liu, Sulaimani and Henning (2020:2), the two individuals who have the most influence on children's life from an early age are their parents and teachers. The home and the parents are the first teachers of their children and then on entering formal schooling, teachers take over the primary role, but parents are still required to be involved. Parental involvement, according to Castro et al (2015:34), Kalayci and Ergul (2020:1167) and Odum (2011:12) refers to the dynamic involvement of parents in all features of the emotional, social and academic growth of their children. In addition, Van Wyk (2012:103) defines parental involvement as the energetic process that unites parents and teachers to work simultaneously with the aim of benefiting the children.

The teaching experience of the teacher plays a major part in ensuring the process of inclusion of the parent in their children's early childhood education (Daniel, 2016:8-9). Teachers perform various functions at school that gives education value and the opportunity to inspire parents to take part in the education of their children (Bartolome, Mamat & Masnan, 2020:52). The partnership between a parent and a teacher is important because this partnership has a major impact on the child's education (Llamas & Tuazon, 2016:69). Emeagwali (2009:8) suggests that parental involvement is more powerful if it can be seen as a collaboration that joins teacher and parents with parents becoming involved in and supporting learning at home and activities at school (Hornby & Blackwell, 2018:117).

The quality of primary education is enhanced when parents are interested and engaged in their children's educational activities (Latif, Hanif & Lela, 2021:831). Research indicates that the encouragement and support that parental involvement offers is a great motivator for learning and attitude towards school in general, academic success, well-being and emotional development, better behaviour in the classroom and the reduction of school dropout (Anastasiou & Papagianni, 2020:2; Poon, 2020:2; Penn, 2019:24). Learning opportunities for children are enhanced if

teachers and parents share important information and opinions regarding children's experiences, culture, beliefs and ways of learning (Bang, 2018:778).

1.2 BACKGROUND TO THE RESEARCH

As stipulated in the National Education Collaboration Trust (NECT, 2016:7), parents are regarded as the first and main teachers of their children, influencing and shaping behaviour, discipline and habits. Section 84 of South African Schools Act (1996), supports the optimal involvement of parents in the education of their children. As stipulated in the National Education Collaboration Trust (NECT, 2016:7) parents and teachers must be active in the education of their children since schools exist to give children an education and the chance to achieve. This applies in many countries. For example, Al-Mahrooqi, Denman, and Almaamari (2016:2) reported on a plan for parental involvement in Omani schools. Teachers were responsible for encouraging parental involvement, organising instructional workshops, teaching parents how to participate in education and informing them of their role in their children's education

At a fundamental level, parental involvement means a dynamic interest in the school work of their children and ensuring that children finish their allocated homework at all times. To further increase the involvement of parents in their children's education, the Department of Basic Education (2014) has implemented a literacy programme for the execution plan of Tirisano to enhance children's reading and vocabulary. The programme should be implemented at home, by parents to reinforce what learners have learned at school. Parents are required to not only participate in curriculum activities but also in their children's extramural activities. Pule, Drotsky, Toriola and Kubayi (2014:1569) suggest that parents should do sports for all children through cheering, praising and modelling.

In addition, parents need to be motivated to attend meetings called by the teachers to talk about matters related to education, in particular the children's performance as well as attending meetings convened by the School Governing Body (SGB) where matters pertaining to the school management are discussed. As stipulated in the National Education Collaboration Trust (NECT, 2016:14), engaging parents in decision-making within their children's school can boost parents' sense of ownership in their children's education, therefore schools can benefit by involving parents in decision-making.

However, as Mrs Angie Motshekga, the Minister of Education acknowledged, parental involvement in South African schools needs more intervention (Motshekga, 2013). The goal of this research study is thus centred on the experiences of teachers on parental involvement in the primary school of Lebowakgomo Circuit in Limpopo Province.

1.3 RATIONALE FOR THE RESEARCH

My experience as a primary school teacher over the past few years inspired the rationale for the study. During this time, I have seen learners struggle in class not because they have barriers to learning, but because their parents do not have time to help them with their school work. In some cases, parents are requested to meet to discuss their children's school work but they never come, even when it is time to collect reports at the end of the quarter. As teachers, most of the time we think that these parents are not taking full responsibility for their own children; however, we have discovered a number of factors contributing to it. Interacting with some teachers, I realized that they are experiencing a lack of parental involvement that affects learners' academic performance. Munje and Mncube (2018:84) claim that there is still a low level of parental involvement in South African schools despite the existence of numerous policies and laws (including the South African School's Act, 84 of 1996) to foster and improve relationships between the school and parents. So, two factors contribute to this issue: teachers do not know how to involve parents and parents do not know what is expected of them. Furthermore, I noticed that most schools do not provide programmes or workshops to help parents and teachers work together to improve children's academic performance. To make matters worse, the Department of Education appears to offer little or no training for educators, principals, and parents on how to appropriately approach the issue of parental involvement, particularly in public schools.

In order to better comprehend this issue, I reviewed the existing literature on parental involvement and realised that the majority of literature focuses primarily on parental involvement in schools with only a few on school management teams to improve parental involvement. However, teachers are not consulted about their experiences with a lack of parental involvement in the classroom during their teaching years. This motivated me to pursue my own topic. My goal was to find out how various teachers experience parental involvement and what strategies might be implemented to

increase it. In the Lebowakgomo circuit, no research has been done on parental involvement, so I developed the topic "The experiences of teachers on parental involvement in the primary schools of Lebowakgomo circuit, Limpopo Province".

1.4 PROBLEM STATEMENT

Parental involvement is a tool that can be used to increase educational outcomes and school performance (Anastasiou & Papagianni, 2020:9). The problem in schools is that effective education and learning depend on parental involvement, but there are some factors that prevent parents from being as involved as possible. The necessity to look at teachers' experiences with parental involvement is supported by the fact that the absence of parental involvement continues to be a significant issue in the educational system. The problem of dissimilar discernment of involved parents can be settled if parents and teachers at the school level can work simultaneously to support parental involvement (Patton, 2019:1). It stands to reason, that ineffective communication between parents and teachers will hinder children from being led in the right direction and encourage quality education.

1.4.1 Research Questions

The discussion above has led to the main research question: *What are the experiences of teachers on parental involvement in the primary schools of Lebowakgomo circuit, Limpopo Province?*

This main research question necessitated the formulation of sub-questions:

1. What is the role of parents in the education of their children?
2. How do teachers perceive the effectiveness of parental involvement?
3. What are the challenges that teachers face when trying to improve parental involvement?
4. Which strategies can serve as guidelines for improving parental involvement?

1.5 AIMS AND OBJECTIVES

The main aim of this research was to explore the experiences of teachers on parental involvement in the primary schools of Lebowakgomo Circuit, Limpopo Province. In order to achieve the above-mentioned aim of this study, the following objectives needed to be achieved:

1. To explore the role of parents in the education of their children.
2. To examine the perception of teachers on the effectiveness of parental involvement.
3. To determine the challenges that teachers face when trying to improve parental involvement.
4. To develop strategies that can serve as a guideline for improving parental involvement.

1.6 SIGNIFICANCE OF THE STUDY

This research study could contribute to policy development in schools particularly disadvantaged schools where parents tend not to be involved. When schools develop policies, the voices and concerns of parents are not taken into consideration. This research could help to identify problems that affect learners' academic performance and how that could be improved through the active involvement of parents. Through the findings of this study, the issue of parental involvement could be highlighted and principals and teachers could motivate parents to visit their children's class teachers as well as attend scheduled meetings and thus develop a productive attitude to becoming involved in their children's education. Transparency needs to be developed between parents and teachers regarding their issues and their involvement in the education of their children is required. Principals, the School Management Team (SMT) and the School Governing Body (SGB) may be encouraged to apply the study suggestions to ensure that parents are actively involved in their children's education because the future of these children depends on them. This study is significant because when parents become active in their children's education, the children undoubtedly perform better, are well-mannered, have a positive attitude about school, and become more successful. In addition, the findings may contribute to teachers at school level as they will also see the benefits of parental involvement because when parents participate in their children's education, teaching and learning become more effective, and results are attained.

1.7 PRELIMINARY LITERATURE REVIEW

This section gives a brief overview of the reviewed literature, which is elaborated on in Chapter 2.

1.7.1 The Role of Parents in the Education of their Children

Parents and teachers have a major influence on a child from an early age in the home and from the period of early childhood schooling (Kuboja, 2019:64). The quality of primary education can be improved if parents are extremely interested in their children's educational activities (Latif et al., 2021:831). Parents can take part in their children's learning, supporting their children's academic performance, being committed to attending parents' meetings and even becoming part of the school board (Ntekane, 2018:1).

The cognitive element for success in school education depends on parents preparing a conducive learning environment (Kuboja, 2019:65). Parents determine the achievement of children by taking part in their learning at home as well as taking part in their activities at school (Hornby & Blackwell, 2018:117). Parents that have high academic expectations when it comes to their children's school work are extremely motivated to get involved (Poon, 2020:2). Parents who motivate their children to take part in school activities notice a higher performance in their academics at the school level (Masabo, Muchopa & Kuoth, 2017:90).

Parents and teacher's meetings are another convenient tool for both parents and teachers to have conversations with each other (Liu et al., 2020:164). Several school activities require parental involvement such as contacting their children's school teacher and continuing to monitor and balance their children's attendance (Latif et al., 2021:825). When parents participate in decision making at schools where their children attend, they experience a great feeling of ownership and become committed in supporting school mission resulting in improved education outcomes (Anastasiou & Papagianni, 2020:2).

In a study conducted by Hornby and Blackwell (2018:117), the majority of schools surveyed felt that parental involvement is now a need that parents should take seriously and it is not something they can afford not to do.

1.7.2 The Experiences of Teachers on the Effectiveness of Parental Involvement

The preparedness of parents to participate in their children's school work is supported by the belief of fostering student learning and complementing the efforts of teachers (Kuboja, 2019:64). The school becomes more successful when parental involvement

is productive and the powerful association among the children, parents, teachers and the community is in place (Kuboja, 2019:65). Parent-teacher collaboration has a significant impact on children's academic progress, according to Ntekane (2018:2), with high-performing learners being supported academically by their involved and concerned parents. Latif et al. (2021:826) state that both the education and the income of the parents have a positive influence on children's academic performance because most parents express the desire for their children to receive quality education and are actively involved in their children's educational activities. Latif et al. (2021:824) again indicate that the academic achievement and well-being of children depend primarily on the level of interest parents take in their education affairs and the positive school-home relationship.

The communication between parents and teachers would encourage and empower teachers and thus make teachers feel like they are not working alone (Dor, 2018:6). The involvement of parents can support children's academic achievement (Otani, 2019:168; Puccioni, 2018:435). Parents with high academic belief can be engaged academically by motivating their children to persevere in their learning and applauding their attempts at mastering new skills, thus increasing their achievement at school (Poon, 2020:2). In addition, Poon (2020:2) indicated that parental expectations operate initially as external support in school, such as academic support as children develop a positive learning attitude and behaviour, become involved in active participation in the classroom and are task orientated. The positive connection between school, teachers and parents has continued effects on the community, families, school and children (Bartolome, Mamat & Masnan, 2020:45). Teachers believe that the child is a responsibility that links the parents and teachers, so everything that teachers and parents undertake should benefit this child (Bartolome et al., 2020:50). Thus, teachers progressively acknowledge that the fundamental part of family engagement in a child's education is assisting in developing a constructive attitude, appropriate knowledge and skills and working towards learner achievement (Smith & Sheridan, 2018:129).

1.7.3 Challenges that Teachers face when trying to improve Parental Involvement

Parents themselves are considered barriers because they fail to recognise the crucial part they play in their children's education, which causes a rift between them and the

school (Liu et al., 2020:163). Teachers and parents may find it difficult to engage in some form of involvement and teachers may prefer to keep their distance from parents to ensure that they do not interfere with their work (Anastasiou & Papagianni, 2020:8).

Parents' educational level has a remarkable influence on their children's capability to learn at home because their parents find the current curriculum difficult (Anastasiou & Papagianni, 2020:3; Magwa & Mudari, 2017:77) and therefore, do not become involved. In addition, the inability to communicate, misunderstandings and incorrect perceptions are further barriers to parental involvement which could stem from the illiteracy of parents or lack of education, insufficient family resources, and low social and economic status (Bartolome et al., 2020:46). The attitude of the teacher, especially with poor parents, often hinders parental involvement (Magwa & Mudari, 2017:78). Parents may be concerned that teachers may criticise or judge them, so they are unwilling to come to the school when their children have a learning problem or disability (Hornby & Blackwell, 2018:115). Sometimes teachers can underestimate or misunderstand the operations of families without acknowledging the procedures by which parents can confidently support the academic skills of their children (Smith & Sheridan, 2019:129). Lack of time is also considered a challenge when both parents are working and do not have time to come to school for meetings (Liu et al., 2020:163; Magwa & Mudari, 2018:78).

In contrast, teachers are often unwilling to encourage parental involvement in the evaluation of their teaching and the evaluation of their school work because they do not want to be exposed with their lack of teacher training, qualifications and experience (Anastasiou & Papagianni, 2020:6; Hornby & Blackwell, 2018:115). In addition, teachers are sometimes unwilling to motivate parents in becoming involved because they are unsettled about how parents could be involved while maintaining their role as experts (Masabo et al., 2017:90).

1.7.4 Strategies that can serve as Guidelines for Improving Parental Involvement

Schools should develop policies to guide the generation of more opportunities for parents and educators to enhance achievement of children (Patton, 2019:1). Teachers and school leaders can influence parents to become more involved in their children's

school work by personally reaching out to the parents and by inviting them to become involved in a number of ways (Yulianti, Denessene, Droop & Veerman, 2020:2).

For example, schools could provide professional development workshops and training sessions that enable parents to be more productive with their children at home (Patton, 2019:6). It is very important for schools to acknowledge the existing cultural differences in parental involvement because of the dissimilarities between families with various background on how, when and why they should participate in the education of their children (Bartolome et al., 2020:44). Thus, schools could encourage the involvement of illiterate or uneducated parents by assisting with professional development programmes to assist these aspects.

Schools could give parents opportunities to speak to school staff (teachers) concerning their important role in their children's education through well-planned parent and teacher meetings and home visits (Pek & Rita, 2020:192). Teachers could also organise short parent and teacher meetings every week or every month or can share their journals through weekly emails, whereby parents are updated with their children's progress (Liu et al., 2020:163).

It would be possible to develop teacher programmes centred on improving teacher effectiveness in order to shape the teachers' character and willingness to involve parents. It is important for teachers to be confident enough to invite parents to participate, shaping their belief that parents can help their children learn effectively. (Tan, Lyu, & Peng, 2020:21).

Administrators, educators and school counsellors are required to be well informed about how they view barriers concerning participation in the school setting and the effect on children at school (Masabo et al., 2017:90). Bang (2018:1789) cautions teachers to be more understanding and not mislabelling some parents as being difficult and focusing on undesirable behaviour of parents.

By reviewing the existing literature on parental involvement, I realised that most literature focuses on parent involvement in schools and learners' academic achievement rather than focusing on how teachers have experienced a lack of parental involvement in their teaching careers. The deficit revealed by the review of literature motivated me to fill the gap by pursuing this topic of "The experiences of

teachers on parental involvement in the primary schools of Lebowakgomo circuit, Limpopo province”.

1.8 THEORETICAL FRAMEWORK

The study of parental involvement was influenced by Epstein’s framework. Epstein et al. (2002:25) developed a framework of six types of involvement for teachers and families in primary schools and high schools. This framework assists teachers in developing a comprehensive programme for schools and family partnerships (Epstein et al., 2002:25). Parenting, communication, volunteering, children learning at home, decision-making, and community collaboration are among the topics explored. Being a parent means establishing a healthy environment to support their children, which includes playing an important role in preparing their children to attend school every day (Epstein et al., 2002:56). According to Epstein et al. (2002:58), schools could help parents in the community take parenting seriously and take responsibility for their children. If this can be achieved, families in the Lebowakgomo Circuit will be informed about setting up a home environment that will support their children in engaging in effective learning at school.

Communication refers to an effective arrangement that can be done between school and home and home with school, communicating regularly so that the progress of the children is communicated as well as information about all programmes being implemented at school (Epstein et al., 2002:59). This can help in filling the gaps that parents and school have due to insufficient information. Effective communication can link the parents and the teachers and this could be further achieved if parents attend parent consultations at least four times a year.

Volunteering refers to making sure that parents are recruited and organised to help and support at school (Epstein et al., 2002:63). Each parent has different areas in which they are talented and excel, and thus can offer knowledge and skills. Volunteering will help teachers in various aspects by reducing the load teachers experience (Epstein et al., 2002:66)

Learning at home is characterised as presenting parents with ideas and strategies to assist their children when they are at home with their projects, homework, assignments, and other activities that are interconnected with the curriculum (Epstein et al., 2002:67-68).

Collaboration is done with the community and refers to pointing out and assimilating resources and services to build up the school programme and children's education and development (Epstein et al., 2002:76-77).

All factors in Epstein's framework may guide the development of parental involvement and have positive results for learners, teachers, parents, and lastly the school. Bakker and Denessen (2007:188-199) suggest that regardless of the major focal point of these six factors, which also include parenting, communication, volunteering, learning at home, decision-making and collaboration, parental involvement encourages academic achievement but it also gives different results for teachers and parents. According to Yulianti et al. (2020:2), Epstein's framework makes it clear that parental involvement is a diverse concept that includes parents' activities at home, school and interaction with the teachers and the community.

1.9 RESEARCH METHODOLOGY

In this section, a brief outline is given to the research methodology followed in exploring the experiences of teachers on parental involvement in the primary school of Lebowakgomo Circuit in Limpopo Province.

1.9.1 Research Paradigm

The paradigm refers to an elementary belief structure and a theoretical framework that have presumptions regarding ontology, epistemology, methodology and methods (Rehman & Alharthi, 2016:51). Specifically, it means understanding and studying the reality of the world. According to Rehman and Alharthi (2016:52), there are different education research paradigms namely: positivist, interpretivist and critical theory paradigms.

This study is backed by the interpretivist paradigm, which recognises that reality is multi-layered and complicated, with multiple interpretations for each phenomenon (Guba & Lincoln, 2005). Thus, the objective of interpretive research is not to pinpoint a universal context but to recognise the many interpretations of individuals about a phenomenon being studied (Rehman & Alharthi, 2016:58).

The interpretivist paradigm requires social phenomenon to be understood through participants' interpretations (Cohen, Manion & Morrison, 2007:21), which are collected through qualitative data over a period of time (Rehman & Alharthi, 2016:56).

Interpretivism normally uses an inductive approach instead of a deductive approach since theory is viewed as a by-product of collecting data and not as a driving force for research (Grix, 2004:108). This means that in analysing data, which is mainly verbal rather than statistical (Gall, Gall & Bory, 2003:21), within an interpretivist paradigm, an inductive analysis is used whereby patterns in the data are discovered (Rehman & Alharthi, 2016:56).

1.9.2 Research Approach

Creswell and Creswell (2018:41) have identified three research approaches: qualitative, quantitative and mixed methods. I adopted a qualitative approach which refers to an approach that explores and recognises the meaning individuals and groups ascribe to human problems (Creswell, 2013:41). Bacon-Shone (2020:48) further defines a qualitative approach as a procedure to reveal perceptions, explore issues and inform comprehensive views of information being conducted with individuals in a natural setting.

According to Mack, Woodsong and MacQueen (2005:1), the strength of qualitative research lies in the capability to supply a range of ways in which people encounter a particular research issue. In addition, using a qualitative approach offers participants the opportunity to respond in detail to their experiences because experiences differ when dealing with different people (Mack et al., 2005:4).

In this study, a qualitative research approach was used as it was deemed relevant because it focused on a phenomenon studied in a natural setting (Denzin & Lincoln, 2011:3; MacMillan & Schumacher, 2010:393). The reason I chose a qualitative approach for my study is that it helped uncover key problems that exist for the phenomenon, which is the experiences of teachers on parental involvement and allowed for testing certain assumptions within the context of the real world (Leedy & Ormrod, 2021:60). This study was carried out in the natural setting of a school, which, according to MacMillan and Schumacher (2010:346-347), is field research that takes place in a natural setting.

1.9.3 Research Design

The framework of research methodologies and techniques utilised by the researcher to direct the study is referred to as the research design. Research designs include

naturalistic observations, surveys, experiments and case studies. The research design guiding this research was a case study which refers to the examination or the in-depth analysis of a single entry (MacMillan & Schumacher, 2010:370). A case study, according to Bhattacharjee (2012:93), Creswell (2008:476), Merriam (2009:73), and Opie (2004:74), refers to the in-depth study of a particular situation within a bounded system. A case study assists in obtaining richer, increased contextualised and genuine interpretations of a phenomenon of interest because of its ability to record a rich variety of contextual data (Bhattacharjee, 2012:93). Cohen et al. (2007:254) elucidate how a case study's value reveals its ability to provide insight into the real-life situation, acknowledging that context plays a significant role in determining both causes and effects. Additionally, case study research data collection uses a variety of information sources, including interviews, observations and document analysis (Creswell, 2013:100).

Data collection is guided by the case study research design, which helps to develop an in-depth understanding of the study as data collection in a case study tends to be considerable and diverse, depending on the situation being investigated (Macmillan & Schumacher, 2010:371).

1.9.4 Population and Sampling

The research study was conducted in the Lebowakgomo circuit in Limpopo Province. The Lebowakgomo circuit is one of the 16 circuits situated in the Capricorn South district. It is located in the Lebowakgomo Zone B about 49.7km from Polokwane and has about fourteen primary schools with around 226 teachers who form the population; however, this study focused only on four selected primary schools and the sampled teachers.

According to Bacon-Shone (2020:52), the plan was to select a sample along with the motive of collecting a wide variety of responses by sampling factors that may influence the results. The two primary sampling techniques are the probability sample (commonly known as random sampling) and the non-probability sample (commonly as purposive sampling), according to Cohen et al. (2007:110). Non-probability sampling consists of quota, dimensional and purposeful sampling (Cohen et al., 2007:113). In this study, purposeful sampling was used, defined as a procedure in which researchers deliberately choose participants that know the core phenomenon

or key concepts explored in the study (Cohen et al., 2007:115; Creswell, 2007:56). Purposeful sampling was relevant to select cases rich in information for this in-depth study (Creswell, 2009:179; MacMillan & Schumacher, 2010:325-326; Nieuwenhuis, 2011:79), as in-depth understanding can be gained from studying information-rich cases (Benoot, Hannes & Bilsen, 2016:2).

Three teachers from each of the four selected primary schools in the Lebowakgomo circuit were purposefully sampled. The sample population comprised 12 teachers teaching in the Foundation Phase of each of the selected schools. Participants (teachers) were sampled based on their teaching experience, professional qualifications and their willingness to participate. Participants were made aware that participation in this study was voluntary.

1.9.5 Data Collection Techniques

Qualitative research has a number of techniques for collecting data which include observations, interviews, document analysis as well as audio-visual digital material (Creswell & Creswell, 2018:264; MacMillan & Schumacher, 2010:374). Considering the nature of the research problem, interviews and document analysis were used as a method of data collection.

1.9.5.1 Interviews

Interviews are planned two-way interactions between two or more individuals in which the interviewer asks questions to gather information and understand the participants' ideas, beliefs, perspectives, opinions and behaviour (Babbie, 2004:300; Cohen, Manion & Morrison, 2018:506; Szecsy, Gay & Airasian, 2003:290). Interviews could be structured, semi-structured or unstructured (Jamshed, 2014:87). Semi-structured in-depth interviews were used in this study. As the name implies, in-depth interviews are a technique used to get a clear sense of what participants think about their experiences, how they view a particular problem, their opinions and emotions about the research topic (Mack et al., 2005:29; Newby, 2010:243-244). Bhattacharjee (2012:78) indicates that it is a technique whereby the interviewer works directly with participants to ask questions and record the results

The in-depth interview seeks in-depth information from participants (Cohen et al., 2018:508; Johnson & Rowland, 2012:100). Employing open-ended questions assists

in collecting data from participants in a face-to-face conversation to ascertain how people view their reality and make meaning of significant events in their lives (Cohen et al., 2018:508; Creswell, 2007:181; MacMillan & Schumacher, 2001:386; Newby, 2010:243). According to Mack et al. (2005:30), in-depth interviews motivate people to talk honestly about their feelings and experiences.

The sampled teachers were informed about the nature and the purpose of the interviews (Cohen et al., 2018: 517), which were conducted at school in a private room. The time, date and place were arranged by both the interviewer and the interviewee (Cohen et al., 2018:518; Creswell, 2007:183). The face-to-face interviews (Creswell, 2007:181; Bhattacheerjee, 2012:78) consisted of open-ended questions (Cohen et al., 2018:508; Creswell, 2007:181); for example, instead of asking: "Do you like parental involvement?" the questions were rephrased as: "What is your view on parental involvement?" The tools used during the interviews were pen, paper, and audio tape (Creswell, 2007:183; MacMillan & Schumacher, 2014:386). However, none of these tools interfered as full attention was on the participants during the interviews (MacMillan & Schumacher, 2014:386). Data were recorded using audio tape and handwritten notes were taken, because, according to Bhattacheerjee, (2012:79), Creswell, (2007:183), and MacMillan and Schumacher (2014:386); even if the interview is recorded, notes of what the researcher sees and feels should be taken.

1.9.5.2 Document analysis

The term document analysis refers to the systematic review or evaluation of documents, both printed and electronic documents including computer-based and Internet-based (Bowen, 2009:27). Personal papers, which are any first-person descriptions of an individual's, views, acts, and experiences and professional documents, which are descriptions of values and functions defined by various persons within the company (MacMillan & Schumacher, 2014:387) could also be analysed.

Documents are used to supplement data gathering in document analysis, increasing the reliability of data collected through document analysis (Madzinga, 2021:11). Document analysis provides the researcher with various benefits, including the ability to get the language of the participants, communicate the written data that the participants have focused on, and save the researcher time and money on transcription (Creswell, 2014:191-192).

Document analysis was done on certain documents from the four selected schools in the Lebowakgomo Circuit. These documents included the code of conduct, newsletters, parent-teacher interactions, year plans and minutes of all the meetings.

1.9.6 Data Analysis and Interpretation

Data analysis is described as a procedure that provides research participants' data with structure, organisation and meaning (Marshall & Rossman, 2011:207). An analysis of data is dependent on the type of qualitative study being conducted, the number of data sets that have been collected and the individuals who have provided the data (Cohen et al., 2018:461). In addition, Cohen et al. (2018:461) indicated that qualitative data is frequently centred on fewer individuals compared to quantitative data but qualitative data tends to be more detailed and richer.

For this study, thematic analysis was used to explore teachers' experiences of parental involvement. Thematic data, according to Braun and Clarke (2006:79), entails identifying, analysing and reporting patterns within acquired data. The purpose of this analysis was to describe the data in order for readers to understand it (Madzinga, 2021:52)

The following stages were followed to analyse the data:

Stage 1: Familiarise yourself with your data. I read over the comments that I wrote during the interviews with the participants, then read over the data from the recorded interviews which were transcribed verbatim.

Stage 2: Generating initial codes. After familiarising myself with the data, I generated initial list of ideas from the data collected, and the production of initial codes was done (Braun & Clarke, 2006:88).

Stage 3: Searching for themes. This stage starts when all the data is initially coded and there is a long list of different codes that needed to be identified from my data (Braun & Clarke, 2006:89).

Stage 4: Reviewing themes. This stage began with a set of candidate/potential themes which were devised and it involved the refinement of those themes (Braun & Clarke, 2006: 91). I reviewed the lists that were generated in Stage 3 and arranged them into groups.

Stage 5: Defining and naming themes. I began this stage by defining and refining the themes which were presented for analysis and be able to analyse the data (Braun & Clarke, 2006: 92).

Stage 6: Producing the report. This was the final stage whereby I fully resolved all the issues involved by final analysis and report writing.

1.10 TRUSTWORTHINESS

Guba and Lincoln (1994:114) indicate that trustworthiness is used to evaluate qualitative research. The common standards, identified by Guba and Lincoln (1994:114), that have been used to judge qualitative research study include credibility, confirmability, dependability and transferability.

1.10.1 Credibility

Credibility refers to how a researcher can find assurance that the findings of the research are correct in the manner that it was carried out (Guba, 1981:79). Credibility is the criterion that proves that the results in qualitative research are believable (Tronchim & Donnelly, 2007:149). Qualitative research is known as a study that looks into people's beliefs, feelings, experiences, and their perceptions so it is believed that participants are the ones who can prove or give the assurance that the results that are obtained are accurately reflected (Kumar, 2011:172). I made sure that participants in my study gave me confirmation and validation of the results in order for the study to be validated (Kumar, 2011:172). To ensure credibility, I answered the following question which was indicated by Riege (2003), "Can I make sure that the findings of the study are consistent?"

1.10.2 Dependability

As stated in Guba (1981:80), dependability refers to how a researcher can determine whether his/her findings can be replicated with similar subjects and can also be responded to in a similar context. According to Trochim and Donnelly (2007:149), dependability is when there is a concern that if the results obtained in a study are observed twice, they will give the same results or not. To make sure of the dependability of the study, I asked myself the question which are indicated by Riege (2003): "Are the questions selected for the participants (teachers) sufficiently clear and are they selected according to the research strategies?"

1.10.3 Confirmability

Confirmability refers to how a researcher can ensure that the findings of the research are not biased (Guba, 1981:80). Confirmability, according to Trochim and Donnelly (2007:149), refers to the standard in which the results obtained can be confirmed or verified by others. Miles and Huberman (1994:278-279) point out questions that I must answer in order to make sure that the confirmability of the study is ensured. As indicated by Riege (2003), the question I needed to ask, “Are the methods of the study and the procedures followed clear and simple to implement? Are the data of the study safe for the purpose of re-analysis?”

1.10.4 Transferability

Transferability refers to how a researcher can transfer the findings of the research to other contexts or other subjects (Guba, 1981:79-80). Transferability refers to the standard in which results that are obtained in qualitative research can be conveyed or generalised into other contexts (Trochim & Donnelly, 2007:149). Transferability is about accomplishing the similarities or differences of research from cases that are different or the same. To make sure that transferability was possible, as indicated by Riege (2003), I needed to answer these questions: “Do the questions selected for participants (teachers) follow the research strategy and are they clear enough?”

1.11 ETHICAL CONSIDERATIONS

This study was conducted once the relevant consent has been obtained from the various parties. Permission was requested from the University of South Africa (UNISA) to conduct the research. In addition, a formal letter was sent to the Department of Education, Limpopo Province to request permission to conduct the research in the Lebowakgomo Circuit. In addition, principals of the selected primary schools in Lebowakgomo Circuit, Limpopo Province were approached for permission to conduct the study at their school. A formal meeting was arranged with the principal and the teachers of the selected primary schools to offer information regarding the study and its purpose.

In research studies, the protection of participants is important which means that a relevant procedure of ethical principles was followed (Arifin, 2018:30). When participants participate in research, they are informed about everything regarding the

research. Participants are also given the freedom of choice about whether they would want to continue as participants or not (Arifin, 2018:30). Participants are given an explanation and the purpose of the study whereby they ask questions if they do not understand. Their participation is voluntary so if they do not want to continue, they are free to withdraw.

In this study all the above considerations were adhered to. In addition, participants were given a few days to decide whether they wanted to participate in the study. Participants were given a consent form to sign before the interviews started which indicated that the researcher was given permission to include them in the study.

1.11.1 Privacy

There are some things or places that are by their very nature exceedingly private, and interfering with them is forbidden. As a researcher, I was the only one in particular that has considerable potential to invade privacy (Cohen et al., 2018:128). Cohen et al. (2018:129) further indicate that the greater the sensitivity of the information, the stronger the precautions must be to safeguard the privacy of participants. The term "privacy" covers all areas of research activities, including topic selection, research design, methodology, participants, tools, types of questions posed, data collecting, data analysis, reporting, and dissemination (Caplan, 1982:320). According to Hammersley and Traianou (2012:113), privacy can be used to determine not only if something is private, but also the degree of privacy involved, as well as the validity of observing or collecting data on participants with and without their knowledge, as well as the degree of intrusion. In addition, to safeguard privacy, all data that were collected is locked away.

1.11.2 Anonymity

Anonymity is when participants are considered to be anonymous to a point that even the researcher or another person is not able to identify them from the information provided (Cohen et al., 2018:129; MacMillan & Schumacher, 2001:363). I used pseudonyms such as letters of the alphabet for schools and numbers for teachers (for example, Participant 1) instead of their real names because the main principle to guarantee anonymity is by eliminating any means of identification (Cohen et al., 2018:129).

1.11.3 Confidentiality

Confidentiality according to MacMillan and Schumacher (2001:134), implies that no one will have access to participant data even their names, excluding the researcher. Confidentiality agreements, which forbid disclosing participant information in any way that could be used to trace or otherwise identify the person, are one way to uphold participants' rights to privacy (Cohen et al., 2018:130). Before the interview starts, I assured all participants that anything that would be discussed in the interview would be kept confidential (Mack et al., 2005: 31). To maintain confidentiality in the research, I did not share information with anyone other than my supervisor because it is unethical to do so (Kumar, 2011:221). Cooper and Schinder (2001:117) recommend that before any participant information is disclosed, confidentiality can be safeguarded by obtaining signed agreements defining non-disclosure of the research and limiting access to data. Before the interviews started, I made sure that all participants had signed the consent form.

1.12 LIMITATIONS AND DELIMITATIONS OF THE STUDY

Limitations are a potential flaw in any study that is often out of the researcher's control. They are frequently connected to the research design that is selected and may influence the research design. (Simon & Goes, 2013:1; Theofanidis & Fountouki, 2018:156). Wiersma (2000:211) indicates that limitations in qualitative research are related to validity and reliability because qualitative research takes place in a natural environment and it is extremely difficult to replicate the study.

Delimitations are characteristics of the study that result from constraints in the scope of the investigation as well as judgments of exclusion and purposeful inclusion made during the study plan's development (Simon & Goes, 2013:3). The study was delimited to the selected primary schools. The intended study only looked into one area and it might not be able to generalise the findings to parental involvement at all the primary schools in South Africa. Time constraints were also a challenge for my study because some of the teachers were not available for the interviews at a given time.

1.13 CLARIFICATION OF KEY CONCEPTS

Teacher in this study refers to someone who is hired by the Department of Education to teach learners at school.

Teacher effectiveness is defined as the ability to use approaches, strategies, connections with learners, and a particular set of attitudes leading to better student learning and achievement (Job, 2017:1). In this study, teacher effectiveness refers to the active participation of a teacher in a classroom, a person who uses all the resources to assist learners and can set aside everything to help the learners to produce excellent academic results.

Academic achievement is described as proficiency in all academic disciplines both in and outside of the classroom (Thornton, 2015:7). Academic achievement in this study refers to how well students succeed academically as a result of their diligence.

Parent refers to the biological or adoptive parent of the learner or the person who is legally given custody of the learner (SASA, NO.84 of1996).

Parental involvement entails a circumstance in which parents are deeply involved in their children's education (Ntekane, 2018:1). In this study, parental involvement refers to parents who take full responsibility for helping their children with school work.

1.14 OUTLINE OF THE STUDY

Chapter 1 presented the introduction to the study along with the background, rationale, problem statement, research questions and, aims. In addition, a literature review of the theoretical framework for the study was outlined. In addition, the research methodology, trustworthiness, ethical consideration, limitations, clarification of the key concepts, and the outline of the study were briefly stated.

Chapter 2 reviews the literature which is significant to the study. Literature on the experiences of the teacher on parental involvement is discussed in more detail. Epstein's model of parental involvement is examined as a supporting model and Epstein's theory of overlapping spheres of influence is discussed.

Chapter 3 discusses the research methodology guiding the study. The purpose and the design of the study is discussed, as well as the research paradigmatic perspective, research design, research approach, population sampling. Then data collection techniques, as well as data analysis procedures, are presented. Finally, the trustworthiness of the study and ethical considerations are discussed.

Chapter 4 presents the findings emerging from the data analysis. In this chapter, the data analysis and the findings are presented and discussed.

Chapter 5 concludes the study. The purpose of this chapter is to summarise the findings according to the research questions, particularly the major findings, and present implications of the research study. In addition, recommendations from the study are offered, limitations are discussed and lastly, suggestions for future research are given.

1.15 CONCLUSION

This qualitative research focused on the experiences of teachers on parental involvement in the primary schools of the Lebowakgomo Circuit in Limpopo province. The chapter provided a summary of the study's introduction and context, as well as the major question and sub-questions. The following chapter investigates the relevant literature on this topic as well as the theoretical framework upon which the study is based.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter explores the review of literature on the experiences of teachers of parental involvement in the primary schools of the Lebowakgomo circuit. This chapter includes a review of pertinent literature as well as the conceptual framework. The term 'review of the literature' refers to a methodical, explicit and systematic process for locating, analysing and synthesising previously published works by academics, researchers and practitioners (Masha, 2017:15). The purpose of the literature review is to provide an understanding of what is known and available in the area of research, as well as to familiarise the researcher with existing knowledge and information. Creswell (2014:28) states that the review of literature fills in the gaps and expands past research by connecting the researcher's individual study to a larger, ongoing conversation within the literature. Finally, reviewing the literature is important because it helps the researcher prepare for the presentation of the results, it organises topic subtopics of literature that are relevant for the topic (Selolo, 2018:8).

Parental involvement has been the subject of a sizable and expanding body of literature. Several studies have made an effort to define parental involvement as the active involvement of parents in their children's education (Jaiswal, 2017:3; Kalayci & Ergul, 2020:1168; Otani, 2019:2). Parental involvement has long been a part of education programmes in industrialised nations, and it is not a novel phenomenon (Chekol & Ayane, 2019:1). Recent studies have linked parental involvement with the academic success of their children (Anthony & Ogg, 2019:378; Connel, 2018:13; Massucco, 2020:14; Penn, 2019:16; Tus, 2021:1). However, it is still difficult for teachers to get parents involved in their children's education (Smokoska, 2020:7). Since many schools have a difficult time establishing relationships with parents (Orange, 2020:11). This research aimed to investigate teachers' experiences with parental involvement because the majority of earlier studies concentrated on the phenomena rather than how it affects teachers. In this study, the literature assisted in identifying the gaps between this study and earlier studies in order to answer the research questions and support the study's conclusions.

The review begins by defining parental involvement and connecting it with how South African policies view parental involvement. The review then shifts to the main subheadings of the research which are: the role of parents in their children's education, the experiences of teachers on the effectiveness of parental involvement, the challenges that teachers face when trying to improve parental involvement and strategies that serve as guidelines for improving parental involvement. The theoretical framework that serves as the foundation for a study, providing an explanation of the theoretical basis for the research problem (Naicker, 2020:16) is then presented. The theoretical framework for this study, focuses on Epstein's six types of parental involvement and Epstein's overlapping sphere of influence is elaborated.

2.2 WHAT IS PARENTAL INVOLVEMENT?

Parental involvement is defined by many researchers in many different ways. Lowe and Dotterer (2018:1) define parental involvement as a construct that is a unified view of what is going on with parents' involvement, as evidenced in their contact with their children. Basically, parental involvement means actively participating in every aspect of their child's emotional, social and academic development (Castro et al., 2015: 34), which means actively participating in their children's education. It has been noted by Barr and Saltmarsh (2014:491) and Madzinga (2021:21) that parental involvement is a process in which teachers and parents collaborate and accept co-responsibility for the education of their children. Omary, Salum, and Mapunda (2021:2) reports that parental involvement is not just restricted to their assistance within the school setting, it includes some amount of involvement in their children's education both inside and outside of the classroom.

According to reports by Otani (2019:2) and Kalayci and Ergukl (2020:116), parental participation involves a range of actions that parents take for their children that are thought to encourage their academic success and drive. In collaboration with teachers and other school personnel, parents can promote school achievement in their children by actively participating in the formal education process. Parental participation is the term used to describe a variety of actions parents engage in with their children in the context of learning, such as talking to them about their schoolwork, assisting with their schoolwork and homework, monitoring their development, taking part in initiatives to advance education and learning, going to educational events, and serving on the

school board (Freund, Schaedel, Azaiza, Boehm & Lazarowitz, 2018:194). Parental involvement is actually any interaction a parent has with their child or with their child's school that helps the child develop. Chekol & Ayane (2019: 32) and Deka (2016:58) stressed that parental involvement is the parents' engagement in every aspect of their children's education and development from the time they are born until they are adults. The parent is the child's first educator where responsibilities begin at birth, while the teacher is the child's second educator and has significant influence throughout the school years.

Epstein (1995, 2010) identified six different types of parental participation: parenting, communication, volunteering, at-home learning, decision-making and community involvement, which are discussed in a later section of this chapter. Koyama and Bakuza (2017:312) explain that parental participation has a favourable effect on students' academic attainment and school experiences. This view is supported by Naicker (2020:23) who reports that parental involvement contributes positively to learners' performance and achievement, regardless of their parental education level, socio-economic backgrounds and cultural differences.

2.3 PARENTAL INVOLVEMENT ACCORDING TO SOUTH AFRICAN POLICIES

According to section 84 of South African School Act (1996), the term 'parent' is defined as learner's biological or adoptive parents or legal guardian as the person legally granted custody of the learner, the person who agrees to fulfil the responsibility to oversee the learner's education at school or any combination of these. According to the Department of Basic Education (2016), a parent is any caregiver who is in charge of looking after and assisting a student. In the South African setting, there are other persons who take on the role of parenthood in addition to the biological parents, including other family members who fill the position when the biological parents are not around (Dick, 2019:13). Parents or caregivers are frequently assumed to be the child's biological parents, but other adults who provide continuous care for the child, such as adoptive and foster parents, and grandparents, may also be referenced as parents or caregivers, as stated by Britto, Ponguta, Reyes and Karnati (2015:16). However, the South African Children's Act (2005) makes it clear that family members who are related to the child include the guardian, aunts, uncles, the child's biological

parents, and anyone else with whom the child has a close relationship, based on an emotional or psychological connection that resembles a family relationship.

According to section 84 of South African Schools Act (1996), effective education requires close collaboration between teachers and parents. As a result of the democratic changes in education made in 1994, parents now have the authority and responsibility to become involved in educational matters through the School Governing Body (SGB). Parent-teacher partnership or collaboration is very important in children's education. Section 84 of South African Schools Act (1996), which requires parents in democratic South Africa to take charge of the day-to-day operations of the school and that parents must have their say in the education of their children, mandates that they work closely with the teachers in order to be able to monitor their children's progress. The National Executive Policy Act (NEPA) of 1996 section 3.4 mandated that parents participate in their children's educational process by overseeing their work, assisting with homework, and supporting and motivating them to do well in school. This shows that it is the role of parents to support their children intellectually by assisting them with their homework and reviewing their coursework with them before an exam. As stipulated in section 5.1 of the South African Schools Act (1996), learners are subject to compulsory education and it is the responsibility of the parents to enforce it. Section 12 of the Screening Identification Assessment and Support Policy (SIAS) (DBE, 2014) outlines the responsibilities of parents in their children's education, stating that they should assist instructors in identifying barriers to learning as soon as possible. The SIAS policy document defines learning barriers as challenges that develop within the educational process as a whole, at a learning site, or inside the learner that prevent access to the development of learning (DBE, 2014:7). In addition, section 12.5 advises that it is the responsibility of schools to empower parents to understand the importance of developing their children academically.

2.4 THE ROLE OF PARENTS IN EDUCATION

One of the most significant effects on children's lives is their parents as they are essential in assisting them develop and improve their learning techniques, expectations and beliefs (Schoeman, 2018:30). However, to accomplish this, it is critical for parents to participate in the curriculum so that they grasp any changes and remain up to date. This is particularly important because many parents will not

understand the main curriculum if they do not participate (Selolo, 2018:14). The South African Schools Act (1996) section 18 stipulates that parents must be engaged in conversations concerning curriculum matters, which means that parents need to support their children by providing a conducive learning environment and demonstrating an interest in their education. This is best accomplished by spending time with the children when they are busy with school work (Newchurch, 2017:33).

Parents can assist their children with planning educational activities which encourage learners to take ownership over their learning. This can be accomplished by allowing them to make decisions for themselves on learning projects, and allowing sufficient time to complete their assignments (Farooq & Asim, 2020:27). Assisting children with their homework is one of the primary ways parents engage with the curriculum during their elementary school years (O'Toole, Kiely & McGillicuddy, 2019:29). Homework is an important aspect of children's education as it is a method of reinforcing what has been learned at school and keeping parents well-informed of their child's strengths and weaknesses in a variety of class subjects (Makamani, 2019:18; O'Toole et al., 2019:29). When teachers set homework assignments, it puts parents in a good position to assist their children with their homework. According to the findings of a study by Makamani (2019:18), assisting their children with their homework was the most frequent activity that all participants engaged in to support their children's learning. According to a report, parents make sure their children have adequate time to finish all their homework and that they receive parental supervision as a result of their involvement (Naicker, 2020:23). Parental involvement in homework seems to influence learner outcomes. As a result, it offers examples, affirmations and instructions that encourage the growth of attitudes, behaviours and knowledge linked to the school's effective performance (Ayeni, 2021:16; Masha, 2017:36). Because parents view homework as playing a significant parenting role, it represents the most common type of participation at home (Grijalva-Quinonez, Valdes-Cuervo, Parra-Perez & Vazquez, 2020:130). Whether students complete their homework at home, in after-school activities, or during class time, Sang and Syomwene (2018:24) indicated that homework can be a great tool for adults as well as parents to understand how their children are learning. It is because it allows parents to ask teachers about their children's educational development and gives children a chance to discuss what is going on at school.

Parents need to interact and communicate with their children's teachers because it was reported by Patton (2019:10) that understanding the perception of parents and teachers is important as they will learn diverse methods of communicating to improve learner performance. Oates (2017:21) and Patton (2019:11) pointed out that parents should communicate with their children's teachers because communication is essential in school relationships, as it is an element of engagement that results in benefits for learners, parents and teachers.

Families should ensure that there is a connection between their children's homes, schools, and communities. If parents are involved effectively, the teacher's dedication to teaching will increase, and both the teacher and the parents will be committed to teaching the child, which will boost learning performance (Madzinga, 2021:28). In accordance with a study conducted by Jaiswal (2017:9), it was found that a connection between a learner's home, school, and community might boost their success and possibly encourage parental involvement in all of their grades. The importance of parents taking a personal interest in their children's education is further explained by Jaiswal (2017:99) and Madzinga (2021:8), who indicate that when parents show a great interest in their children's education, their children learn the value of education. Parental involvement is dependent on skill, knowledge, energy and time. Parents are more likely to be motivated to participate in their child's education if they are willing to build meaningful relationships with the school, irrespective of their ability, expertise, energy and time (Schoeman, 2018:8).

Parental involvement in their children's education has been identified as the most effective tool for enhancing schools (Pushor & Amendt, 2018:5) with both learners and schools anticipating parental involvement during the course of their primary education. According to Oswald, Zaidi, Cheatham and Brody (2018:8), the school has a significant impact on how involved parents are with their children. The six types of parental involvement, as suggested by Epstein's' theoretical framework (2001), must be practised by parents on a regular basis to keep children interested in learning throughout the school year (Derry-Chaffin, 2020:20-21). Parents not only play a significant role in building relationships between the school and communities but also in the current context of educational policies where they act as decision-makers (Jaiswal, 2017:9).

Epstein has highlighted several roles that parents should perform in their children's education (2001:45).

- Parental participation enhances academic performance when parents take part in their children's education. The positive effect on academic attainment increases with parental involvement.
- More parental participation results in improved classroom behaviour. Along with raising academic achievement, parental participation has a favourable impact on students' attitudes and behaviour. Children's classroom behaviour, absenteeism, perspective toward school, classroom behaviour, self-esteem, and ambition can all be influenced by a parent's interest in and support of their child's education.
- From preschool to high school, parents must always be involved in their children's education. At all age ranges, parental participation can have a favourable impact. With young children, parental involvement is typically more and tends to decrease as children get older.
- Reading aloud at home helps learners become better readers. Together reading time with parents and children at home has been shown to dramatically boost reading in general. Reading aloud to a child has a big impact on their reading development.
- When parents and teachers communicate with one another, teachers are better capable of getting to know their students and providing more effective instruction.

2.5 THE EXPERIENCES OF TEACHERS OF THE EFFECTIVENESS OF PARENTAL INVOLVEMENT

It has been demonstrated that early parental involvement and support, as well as continued involvement, significantly improves a child's performance, especially during the course of their early education experience (Newchurch, 2017:22). Early childhood educators are aware of the value of parental participation in developing children's independence and coping skills (Bang, 2018:1788). For children's academic journey to be successful, parental involvement is essential. Learners improve academically when there is communication between the school and learners and their parents to assist them with identifying the strategies that can be used at home to help the children

(Patton, 2019:9). Schools have a long-standing practice of nurturing trusting relationships with parents while acknowledging them as partners in their children's education. This stimulates and inspires parents to get involved in their children's educational growth (Dick, 2020:25).

2.5.1 Parents' Education

According to Oswald et al. (2018:316), parents' educational backgrounds may have an impact on their level of commitment to school and their children's education. The parents' academic participation is believed to positively impact the achievements of their children. Since it equips individuals with a variety of motivational resources, including supportive perceptions of those resources, academic attitude and intrinsic ambition to learn, it promotes students' involvement in school (Jungert, Levine & Koestner, 2022:276). The support that students receive from their parents is just as vital as their intelligence, work ethic and motivation in achieving their life goals (Naicker, 2020:24). This implies that the most accurate predictor of learner achievement and general success in school is not determined by family money, social standing, or cultural background, but rather by how well parents can create a learning-friendly environment at home (Naicker, 2020:27). Additionally, Ellis (2017:22) asserts that parents from different socio-economic levels may contribute and actively participate when teachers help.

2.5.2 Parent-Teacher Partnership

Partnerships between parents and teachers can be difficult to establish, and it will require both parties to commit. An educational partnership between parents and teachers typically assists in monitoring the children's educational performance and benefits the school (Ellis, 2017:25). Involvement of the parents positively affects the school environment and classroom learning, improves teacher efficiency, and helps maintain good relationships with school community (Jaiswal, 2017:99). Parents who work with the teacher and actively participate in their children's education can keep an eye on and monitor their children's learning progress both at home and in school. In many cases, this partnership has benefits such as a significant increase in reading scores, according to Sang and Syomwene (2018:25) and Selolo (2018:14). If it is not in reading, there could be a noticeable improvement in attitude toward reading and other subjects.

The child's learning and academic achievement are aided by parental participation in their child's schoolwork and teacher consultations (Farooq & Asin, 2020:15). Learners who have involved parents perform better academically compared to those whose parents are less concerned about their children's education (Ayeni, 2021:19; Boonk, Gijsselaers, Ritzen & Brand-Grawel, 2020:17; Selolo, 2018:12). In communities where parents are less involved, learners' achievement suffers, while in communities where parents are involved, achievement increases.

2.5.3 The Benefits of Parental Involvement

When there is parental involvement, learners become the link between home, school and the community. This will improve schools by linking parents and teachers' goals for the learners. It also allows teachers to have a better grasp of the children's background and other characteristics (Maples, 2018:16; Schoeman, 2018:36-37). When young children feel secure in their surroundings, including being with those who care for them, they establish a firm foundation of exploration in learning, so they are likely to thrive in the school environment as well (Yoleri, 2017:24).

All individuals and organisations with a stake in children's academic performance and the welfare of families are referred to as the community (Epstein, 1995:703). The community encourages parental involvement, which may have an impact on children's formal education during the Foundation Phase (Schoeman, 2018:12). However, it takes time, honesty, trust, open communication, consistency and experience to form a relationship with parents and to maintain a parent-teacher relationship, teachers need to exercise will, be respectful and open-minded, trust each other, and be consistent in their approach (Oates, 2017:19).

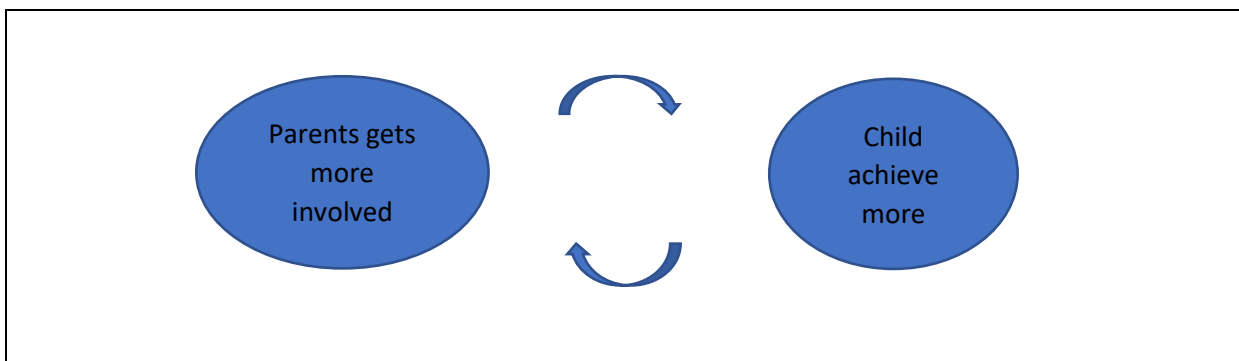
2.5.4 Parent's Attitude

According to a study by Mathebula (2017:42), parents who consider their duty restricted to ensuring their children attend school and then handing over full educational control to teachers are less likely to be actively involved in their children's education. Parents demonstrate concern about their children's education and portray a positive attitude when they start to take the initiative to spend time with their children while they are busy doing their homework (Newchurch, 2017:33). Most parents dislike it when teachers only communicate with them when their children are not doing well at school. Participants in research conducted by Schoeman (2018:41) and Penn

(2019:26) stated that they dislike it when teachers only approach them with embarrassing news such as misbehaviour and bad performance. As a result, it is the obligation of teachers to contact parents, whether the children are performing well or not, in order to change their attitude. More positive school-home contact, according to Schoeman (2018:41) and Penn (2018:26), ensures that parents feel positive and leads to parents complimenting their children on their performance, which inspires them and motivates them to perform even better.

2.5.5 The Motivation of Parent, Teacher and Child

Children's accomplishment is significantly affected by parental involvement in their learning from home; in fact, this impact is bigger than that of the schools. Aside from the correlation between parental involvement in education and higher achievement for the child, research highlights that parents become more involved when their child achieves more (Ward, 2013:4). Figure 2.1 illustrates the effect of interconnected parents and their children.

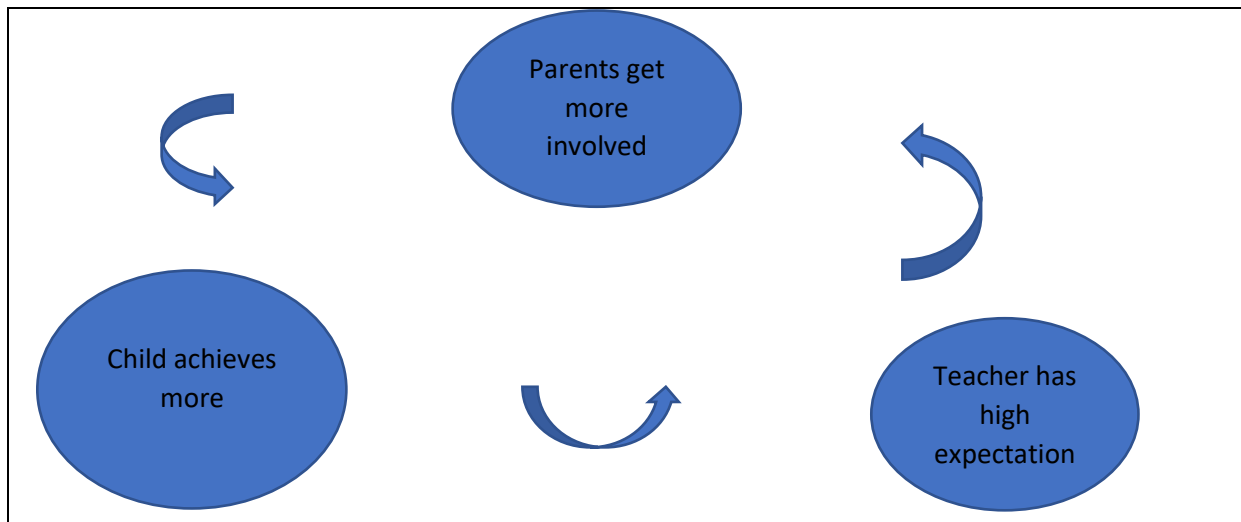


(Source: Ward, 2013:4)

Figure 2.1: Motivation circle with parents and child

Ward (2013) explains that the achievement of their children academically prompts the parents to become more involved, which in turn, boosts their academic achievement and motivates the child to continue to improve.

Figure 2.2 illustrates a further cycle where the teacher's high expectations motivates both parents and children.



(Source: Ward, 2013:5)

Figure 2.2: Motivation cycle with parents, teacher and child

Ward’s motivation cycle shows the effect of the involvement of the three parties, which results in greater learner achievement.

2.6 CHALLENGES THAT TEACHERS FACE WHEN TRYING TO IMPROVE PARENTAL INVOLVEMENT

In this section, challenges which teachers face relating to parental involvement are presented.

2.6.1 Poverty

Not only for children but for parents as well, living in poverty may be difficult. Newchurch (2017:53-54) and Bullock (2019:25) discovered that parental participation levels were much greater in upper-class and wealthy neighbourhoods compared to low-income regions. Parents with lower socio-economic statuses may have trouble helping their children with school work due to busy work hours and low family income (Patton, 2019:12). Parents within low-income families find it difficult to fund their children's education, and as a result, they have a limited view of education (Selolo, 2018:24). Selolo (2018:25) further stated that the poorer the household, the less capable the parents are of providing help at home for educational problems, and the richer the family, the stronger the potential to support their children, and the more progress children make. Derry-Chaffin (2020:19) reported that many low socio-economic-status families have multiple low-paying jobs or stay at home to take care of aging relatives. As a result, they struggle to secure trustworthy access to the tools

and assistance they need to take an active role in their children's education. Low-income parents are more likely to prioritise taking care of their family's immediate household needs and financial requirements before being able to attend their children's school, according to research (Berkowitz, Astor, Pineda, DePedro, Weiss, & Benbenishty, 2021:6).

Madzinga (2021:21) as reported in a study conducted by Maluleka (2014), pointed out that lower-class families feel inadequate, ignorant, and again cannot help their children with the school work they are given at school which puts the children at a disadvantage. Berkowitz et al. (2021:6) contend that most parents, irrespective of their socio-economic situation, desire to be active in their children's education. However, because of the obstacles they face, their absence from involvement in their child's education is sometimes interpreted as an absence of interest and concern (Lechuga-Peña & Brisson, 2018:6). Chekol and Ayane (2019:32) found that the majority of participants when expressing their views, indicated that parents' occupation and their income result in a huge barrier to parental involvement. It seems that parents with lower socio-economic positions tend to be less active in their children's academic performance than parents with a higher socio-economic status.

2.6.2 Marital Status

Ngure, Paul and Amollo's (2017:40) study revealed that marital status also has an impact on poor performance because it showed that children from nuclear families - those with a mother and father who live together - perform significantly better than those from single, adoptive, extended and polygamous families. Thus, according to Ngure et al. (2017:41), persistent parental absence and conflict have a negative impact on children's psychological health in general, as parental involvement in their children's education is dependent on family structure (Orange, 2020:15).

In contrast to co-parenting or married parents, single-parent families are much less involved in their children's home schooling because they believe their children get enough attention at school (Rispoli, Hawley & Clinton, 2018:39). Oswald et al. (2018:6) concur by indicating that separated parents and single-parent families usually portray low parental participation. Due to competing demands, single parents may not have the time to devote to their children's educational needs and activities. Oswald (2018:6) discovered that step-parents are less interested in their step-children's schooling for a

variety of reasons, one of which is that they are unsure of what role they should play, while step-children see their step-parents as friends rather than parents. These aspects lead to step-parents taking a less active role in their children's education.

2.6.3 Uneducated Parents

According to Rispoli et al. (2018:39), parents who have not completed high school are far less likely to engage in parental involvement at home than their counterparts who have completed high school. Parents believe they are unable to participate in their children's education because they lack information and abilities (Van Diermen, 2019:44). Hornby and Blackwell (2018:114) found that some parents are reluctant to participate in their children's schooling due to their own literacy levels. If the parents have had a difficult life in education, this tends to have an impact on the child. Chekol and Ayane (2019:32) and Maples (2018:18) revealed that parents with low levels of education struggle to assist their children with their homework and feel that they lack the necessary expertise and cannot help their children advance academically, which makes them unwilling to engage in school-related activities (Naicker, 2020:30). Parents may participate in a variety of extracurricular activities, but they tend to be reluctant decision-makers because they believe they do not have anything to contribute.

2.6.4 Lack of Time

Time limits are yet another difficulty that most teachers may run across when speaking to various parents especially as some teachers could find it challenging to interact with or meet parents (Ellis, 2017:43). Lower-income parents frequently work long hours, resulting in them having less time to participate in their children's academic endeavours (Chekol & Ayane, 2019:32; Maples, 2018:17). According to a study by Makamani (2017:26), the majority of parents did not take part in their children's education because they did not have enough time to do so because they arrived home late from work and were exhausted. The occasional weekend shifts that some of the parent's experience at their work results in the limited time available to check on the school progress of their children and left little time to participate in school activities (Naicker, 2020:32). Some parents have long, unpredictable working hours and most school functions and events are held at times that are convenient for the school and rarely consider the parent's circumstances (Masha, 2017:27).

2.6.5 Teacher's Attitude

Due to certain views, many teachers do not make the effort to connect with parents. Teachers may base their assumptions of parental involvement in their children's schooling on the socio-economic position of the parents, which may act as a deterrent to parents of families with lower socio-economic status (Berkowitz et al., 2021:6). According to Berkowitz et al. (2021:7) educators are commonly prejudiced by false beliefs about the poor, such as that those who are less fortunate are illiterate and do not engage with their children's education because they do not value education. This indicates that some teachers believe there is no use in attempting to involve parents since they are uninterested in their children's academic success (Naicker, 2020:28).

One of the major obstacles to early childhood development is still the lack of teachers reaching out to parents, which tends to happen in most circumstances. Daniel (2016:567) underlines the importance of teachers' attempts to reach out to parents in order to ensure that these parents actively participate in their children's educational process. Bang (2018:179) cautions teachers not to mislabel some parents as 'difficult'. Instead of focusing on unwanted parental behaviour, teachers should try to better understand parents' points of view. Parental involvement will increase when teachers communicate with parents in a positive way. Teachers have the capability to increase parents' self-efficacy by communicating with parents about positive parental assistance at home that benefits their children (Masha, 2017:32). The experience that parents have with teachers can hinder parental involvement as Ozmen, Akuzum, Zincirli and Selcuk (2016:31) stated that parents' negative school(teacher) experiences might also be a barrier to their dialogue with educators.

2.6.6 Transportation

The capability to move around is one of the resources that is commonly taken for granted, the reality of transportation problems impacts the majority of South African parents. Even when parents have enough time to get their children to school, they occasionally suffer with transportation because of factors such as not owning a car, not having the money to pay for transportation (taxi, bus, and so on), or not having access to security with transportation (Schoeman, 2018:40).

2.6.7 Challenges associated with Parental Involvement in light of Epstein's Six Types of Parental Involvement.

In the study conducted by Mwarari, Githui, and Mwenje (2020: 204) parents did not indicate any challenges related to volunteering and decision-making. However, Table 2.1 presents challenges identified in their study.

Table 2.1: Parental involvement and challenges

Types of Parental Involvement	Challenges
Parenting	<ul style="list-style-type: none"> -Parents are not properly induced to play their part in the curriculum. -Parents with special needs feel that their children are poorly integrated into the curriculum.
Communication	<ul style="list-style-type: none"> - Ineffective communication between the school and parents over curriculum-related issues. -Parents are given short notice regarding school materials they are expected to buy for their children. -The school does not give clear instructions on materials that are needed to support the homework given to their children
Learning at home	<ul style="list-style-type: none"> -Lack of time to attend to the child's needs and practise new skills. -The school assumes that each and every parent is home at night, while some parents work the night shift. -Lack of knowledge to help the children complete their homework. -Some guidelines are not clear, there are assumptions that all parents have learned and are always available. -Two working parents, work overload and household chores prevent effective participation in the child's homework.
Collaborating with community	<ul style="list-style-type: none"> -Concern for the safety of the child when in community service. -Lack of money to buy materials to study at home, some recommended materials are not available.

(Source: Mwarari, Githui & Mwenje, 2020:204)

2.7 STRATEGIES THAT CAN SERVE AS GUIDELINES FOR IMPROVING PARENTAL INVOLVEMENT

Even though many school administrators and teachers may be unaware of how to urge parents to become involved, they can be instructed or trained on how to engage parents and develop partnerships (Newchurch, 2017:39). Partnership between parents and the school is very important and can be accomplished if principals provide

suitable training to their teachers so that they can successfully communicate with parents about their children's concerns in the educational process (Masha, 2017:40).

Teachers should guide parents on how to carry out certain tutoring strategies in home learning programmes and also motivate them to have some type of family-focused homework or any form of school work at home (Ellis, 2017:101; Newchurch, 2017:32). These can be done if parents create a space at the table or in one of the rooms in the house as a place to do school work. A smart strategy to improve the relationship between home and school is to involve parents in the planning, creation, implementation and evaluation of the curriculum. Parents can more easily take control of the curriculum content and assist their children when they participate in the curriculum development process (Olusegun, 2020:31).

It was also recommended that schools organise parents' nights, which are events where parents and teachers learn about the school and home. Parents' nights provide teachers with the greatest opportunity to speak to parents about their children and ask for their support in raising those children (Olusegun, 2020:31). Yulianti et al. (2020:2) concur with Olusegun (2020) and suggest that school administrators can consider inviting parents to school functions like 'Coffee with the Principal' where they can convey to teachers, parents and families about one's beliefs and the idea that the school is at its best when parents and teachers collaborate. Schools should also establish policies on parental involvement. According to Zenda (2021:5), a parental involvement policy directs parents and empowers them to engage in their children's education. Zenda (2021:7) further stated that a parental involvement policy discussed at school meetings, could encourage parents to become more involved to promote learner progress.

School leadership can also increase parental involvement directly by engaging with parents and indirectly by inviting parents to participate through invites from teachers (Yulianti et al., 2020:2). This can be done by sending letters to parents inviting them to school meetings and other events happening at school. In addition, schools can also arrange parent-teacher conferences, which give parents and teachers a chance to directly discuss the growth of their children as well as their strengths and areas for improvement (Schoeman, 2018:41-42; Olusegun, 2020:2). To help parents become more effective in bringing up their children, schools should offer training which could

include the use of cell phones and modern technology in the hope of improving parents' knowledge of how these technologies can influence their children's learning (Mathebula, 2017:42).

Parents discussed the value of having their thoughts and knowledge about their own children acknowledged by teachers. In a study done by Krane and Klevan (2019:79), one mother noted that they need to be taken more seriously rather than simply dismissed as hysterical mothers. Despite the fact that some situations may be delicate, teachers, school leadership and district representatives must let parents know how much they are valued as partners in their children's education (Newchurch, 2017:41). As parents want to have faith in and be content with their children's teachers and surroundings. Teachers should develop a close relationship with parents; thus, school leadership needs to persuade them of the value and importance of working together for the good of the school and the learners it serves (Masha, 2017:40).

This suggests that for learners to succeed in the educational process, the relationship between teachers and parents at home is essential (Masha, 2017:40). Positive interactions between the school, teacher and parents will help the teacher better grasp the circumstances in children's homes and become more involved in the growth of learning (Schoeman, 2018:40), which might lead to better cooperation between parents and teachers who are accountable for assisting the children in realising their potential. Schoeman (2018:43) adds that parent-teacher representatives should promote parental involvement in education, ensuring that parents are accountable for their children's learning, encouraging parents to become involved in fund-raising participation in school events.

Effective communication techniques, such as informing parents of their children's accomplishments, can improve parents' perceptions of the educational setting (Ellis, 2017:44). Ellis (2017:45) goes on to say that parents and educators can clarify their understanding of the discourse by reflecting on worries, issues, sentiments and recommendations on a regular basis. Other measures include promoting parent-teacher interaction, creating a policy for family involvement, maintaining a welcoming learning environment, having a parent room at school and offering parents translation assistance, as needed (Jaiswal, 2017:102). Research by Smith (2021:104) affirms that generalised policy statements enable greater responsiveness at the level of the

individual school, but a lack of specificity results in a lack of clarity regarding what is expected of teachers and schools. Smith (2021:104) further indicated that it is necessary to look more closely at how teachers and schools implement parental participation programmes.

2.8 THEORETICAL FRAMEWORK: EPSTEIN'S SIX TYPES OF PARENTAL INVOLVEMENT

As previously indicated, Epstein (1995, 2002) identified six different types of parental participation: parenting, communication, volunteering, at-home learning, decision-making and community involvement, which are briefly presented in Table 2.2 and discussed in the following subsections.

Table 2.2: Strategies for increasing parental participation

Types of Parental Involvement	Strategies to Improve Parental Involvement
Parenting	<ul style="list-style-type: none"> -Strategies utilised with this kind of interaction could include workshop participation, multimedia training and recommendations for how to make homes better. -Presentations to help parents comprehend the growth stages of their children.
Communication	<ul style="list-style-type: none"> -Strategies for this type of involvement may also include parent conferences, the employment of language interpreters to help families and school employees communicate, and sending messages home in the form of memos and newsletters to tell parents about their children's progress and school events.
Volunteering	<ul style="list-style-type: none"> -Strategies used with this type of involvement may include volunteer development programmes in schools that promote volunteerism in areas of school safety oversight. -Management of learner's behaviour such as safety patrols to monitor learners before and after school.
Learning at home	<ul style="list-style-type: none"> -Information sharing with families about the abilities needed for students to succeed at each grade level may be one of the strategies employed with this type of engagement. -Providing advice on how to supervise and discuss schoolwork in a family atmosphere as well as information on assignment policies.
Decision making	<ul style="list-style-type: none"> -The creation of active parent organisations, advisory committees, and parent networks that focus on education reform and improvement may be one strategy employed with this type of engagement.

Types of Parental Involvement	Strategies to Improve Parental Involvement
Collaboration with the community	Disseminating information to students and families about community services, such as health care, community recreation alternatives, cultural events, and social support groups, could be one strategy employed with this kind of involvement. -Community services and resources, as well as greater knowledge of how to access them

(Source: Epstein, 2002)

2.8.1 Parenting

According to Harris (2019:3), this kind of involvement helps families create circumstances at home that encourage children's development. Activities help families better understand the growth and advancement of their children, and they can provide parents with details on children's health, safety, nutrition and other child and adolescent development issues as well as home environments that support pupils' learning at every grade level (Epstein, 2002:56). Olusegun (2020:33) reports that schools provide a wide range of activities to help families raise their children well, including the enhancement of parenting and parenting techniques, knowledge of child development, comprehension of child and adolescent development, and instruction of parents in creating a positive and compatible home environment for academics.

By providing a suitable learning environment and having conversations with their children about school-related issues, parents can assist their children's education (Harris, 2019:3; Newchurch, 2017:27). Outcomes for parents when parenting may include the gaining of a better understanding and confidence in parenting, a greater capacity to change the home environment to make it more conducive to learning, as well as a better understanding of their children as they develop (Harris, 2019:3).

2.8.2 Communication

Communication is the interaction and exchange of information between two people. Effective communication occurs when two people have mutual understanding with each other; without understanding, the interaction will fail (Oates, 2017:20; Penn, 2019:23). A study by Oates (2017:2) states that parents can fully understand all the school policies as well as all the school activities by communicating, particularly as communication is the key to a long-lasting and healthy relationship. The

communication engagement type focuses on developing efficient channels of communication for parents to comprehend school policies, how to increase communication between parents and teachers, and how to track their children's development (Harris, 2019:3). One of the activities is communication between the school and the home particularly with regard to the learner's achievement (Epstein, 2002:59). Through two-way communicating, a teacher can increase understanding between learners and their families, resulting in a greater level of cooperation between the two. These two-way communications can also demonstrate to the learners that teachers and parents work together to help them succeed at school (Epstein, 2002:59).

According to research by Epstein (2002:59), activities such as teacher-parent conferences, newsletters with reaction sheets, and gathering end-of-term reports can be tailored to facilitate good two-way communication. Operative communication also occurs when the school engages parents in its operation by regularly communicating information regarding learner development and school activities. This contact can occur through phone conversations, WhatsApp groups, notifications, memos, conferences and other gadgets (Olusegun, 2020:33). Communication is where the school-family relationship arises. Camarero-Figuerola, Duenas and Renta-Davids (2020:58) state that school-family refers to the dialogues that must occur between the teacher and parents regarding the social and educational components of the learner in order to agree on double monitoring of the educational interventions of the processes. As a result of communication, teachers may become more aware of cultural variables that might affect how families interact with the school, be able to comprehend how families see school programming and have a greater understanding of parents' communication networks (Harris, 2019:3).

2.8.3 Volunteering

Families can participate in activities to contribute their time and skills to the school, teachers and learners. Volunteers can participate in activities at the school, in the classroom, at home or in the community (Epstein, 2002:63). Volunteering entails schools asking parents to serve as volunteer helpers to support students and assist with school events. Taking part in this type of programme could lead to parents developing a better understanding of what teachers do as well as helping families feel

valued when they visit their children's school (Harris, 2019:4). Parents helping teachers, children and school administrators with classroom and schoolwork is one example of this (Ayeni,2021:12; Olusegun, 2020:33; Penn, 2019:23). Parents can influence their children's academic success by being actively involved in the school, which includes attending meetings and events, interacting with educators, and volunteering at the school (Jungert et al., 2020:276).

Schools must concur on a schedule that will provide possibilities for all families to volunteer and be capable of attending some events even if they work during the school day. Various strategies can be used to recruit and train volunteers and to tailor their talents and time to the needs of teachers, learners and administrators (Epstein, 2002:63). As Harris (2019:4) reports, one of the benefits of incorporating families in school volunteering is being able to watch how families contribute in novel ways in the school setting. Because of the assistance provided by volunteers, school employees may be able to focus a greater emphasis on learning.

2.8.4 Learning at Home

Learning at home, according to Ayeni (2021:12) and Camarero-Figuerola et al. (2020:58), refers to activities that promote learning environments at home, such as creating a suitable study space and putting learning experiences into action. Parents are guided to help their children with their school assessment (Olusegun, 2020:34). Learning activities that take place at home give families information and suggestions on the content they learn and the skills their children acquire at school, how to help them with homework, activities and curriculum-related decisions (Epstein, 2002:67; Penn, 2019:23). Epstein's framework (2002:67) has shown that learning at home improves parent-teacher communication and parent-child conversations by revising learners' work, overseeing and discussing assignments, giving learners study tips to pass their classes, and engaging them in other curricular and academic activities.

Home-based involvement, participation from home generally focuses on learning management and usually entails doing things like planning, supervising, and helping with schoolwork, as well as engaging in cognitively challenging activities (Jungert et al., 2020:276). Harris (2019:4) and Penn (2019:24) also highlight how parents can use this level of involvement to help their children with their homework and other classroom-related tasks at home. They will be able to develop a stronger capacity to

urge their children to complete their homework at home, and their comprehension of educational programmes at schools will advance. Teachers can create individualised homework assignments that take into account family aspects like family designs and structures, parents' income, educational level, and families with single parents by incorporating this type of parental involvement (Harris, 2019:4).

2.8.5 Decision Making

This kind of involvement focuses on including parents' input in decision-making regarding the school and cultivating parent leaders and representatives who will disseminate information on the policies, procedures, and practices that have an impact on the learners' education (Harris, 2019:4-5). Parents must be included in various leading organisations such as including families as members of their governance systems (Olusegun, 2020:34). As members of school development teams, parent committees and organisations that make sure that parents' voices are considered when the most crucial school decisions are being made, ensures participation in school activities which enables families to participate in school decisions that affect their children and other families (Ayeni, 2021:12-13; Epstein, 2002:71). Parents will gain when decision-making is implemented because their sentiments of ownership will be involved in the school since they are enlightened about parental voices within educational decision-making procedures (Harris, 2019:5). Other parents may take up positions of leadership on school councils, action teams and a variety of committees but each family needs to know about school policies and have the chance to share their ideas and feedback to improve their schools (Epstein, 2002:71). If parent representatives do their jobs effectively, schools will improve.

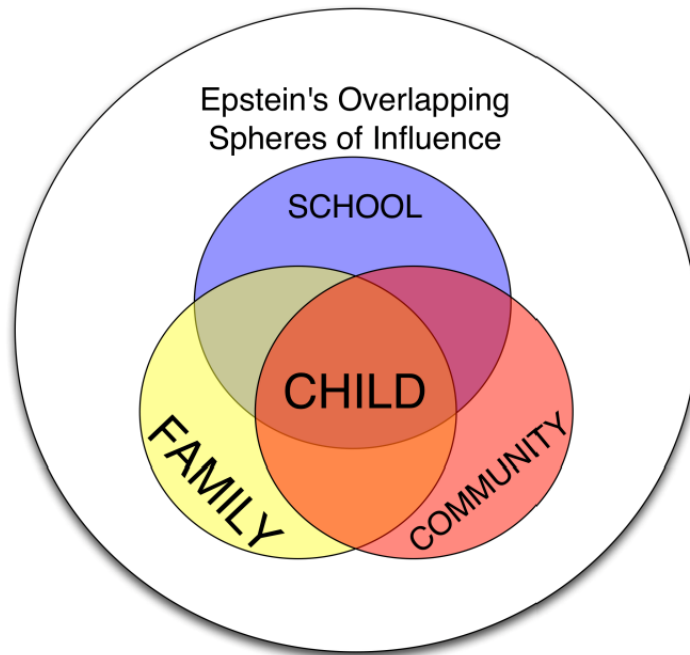
2.8.6 Collaborating with the Community

As part of this aspect, a school collaborates with families to use community resources to benefit the school (Olusegun, 2020:34). This type of involvement focuses on school programmes, family units, learning and learner development (Harris, 2019:5). When parents engage in activities and behaviour that promote active participation in the schools where their children attend, volunteering and interacting with other parents both inside and outside of the context of education to plan events, raise money, or talk about educational issues affecting the neighbourhood's children, they are said to be collaborating with the community (Camarero-Figuerola *et al*, 2020:58). According to

Epstein (2002:75), the activities foster mutually beneficial connections among schools, communities, organisations, families, as well as individual people, including community resources that can assist schools, families and learners, as well as teachers, parents and learners who can help their community. Families and school committees are crucial to the growth and well-being of their children. Epstein (2002:75) explains that within most communities there are resources available that can help to improve schools, support families and assist learners to succeed at school. Implementing community collaboration can benefit teachers by expanding the number of community resources available for reference, and teachers can provide a group of volunteers to assist in educating learners (Harris, 2019:5).

2.9 EPSTEIN'S OVERLAPPING SPHERE OF INFLUENCE

Epstein's overlapping sphere of influence paradigm had an impact on this investigation. The Bronfenbrenner 1979 ecological model has served as the foundation for the most widely used modern paradigm for understanding parental involvement. The theory of overlapping spheres incorporates a portion of the Bronfenbrenner ecological system model (Chekol & Ayanes, 2019:3). Epstein created a model that places the child at the centre and defines the overlapping spheres of influence in a child's development, including family, school and community, see Figure 2.3. The areas of influence that Epstein identified as being necessary for a partnership to function properly and involve all parties in activities that enhance and sustain their work over time, are listed in Epstein and Jansorn (2004:20). The idea of overlapping spheres of influence attempts to describe and explain the relationship between parents, schools and the neighbourhood by fusing sociological, pedagogical and psychological perspectives on the social institution (Epstein, 1992, 2001).



(Source: Epstein, 1992, 2001)

Figure 2.3: Epstein’s overlapping spheres of influence

The child place is in the centre circle within the figure, which depicts the three spheres of influence of home, school and community which represents the connection between the three entities (Yamauchi, Ponte, Ratliffe & Traynor, 2017:19). The child, who serves as the primary connection between each arena, is the common component that each circle shares (Magwa & Mugaris, 2017:76). Epstein explains that time has an impact on the amount of overlap. It can be intentionally pushed to overlap more or less depending on the child's age, experiences, philosophies and practices within the family, the school and the community (Yamauchi et al., 2017:20). According to this theory, some practices are carried out individually by the school, family and society, while others are carried out collaboratively to influence children's learning and development (Epstein, 2001). The overlapping model acknowledges that when family, school and community collaborate and play a cooperative, synergistic and supportive role in supporting development and learning, learners learn more and thrive at high levels (Sang & Syomwene, 2018:23). Epstein used the phrase ‘partnership’ to emphasise that the school, family and community all have overlapping areas of influence over children (Yamauchi et al., 2017:20) and this demonstrates that learner achievement is the main goal of these partnerships.

However, efforts are being made to improve family-friendly school policies, home-school communications and family welfare (Yamauchi et al., 2017:20). The reciprocal support of the three spheres results in the strongest and most favourable effect on child development (Chekol & Ayane, 2019:33). Greater overlap results from teachers including parents in their regular teaching methods and parents becoming more actively involved in their children's academic performance (Magwa & Mugaris, 2017:76). A key advantage of using this theory is that spheres of influence are not considered separate or sequential. Home-school relationships put children's success first because they are shared by families and schools (Sang & Syomwene, 2018:23).

2.10 CONCLUSION

This chapter involved a review of the available literature on areas of parental involvement. To provide readers with a comprehensive understanding of the study, the notion of parental involvement was described. Parental involvement policies in South Africa were described in order to determine how they are related to parental involvement. The role of parental involvement, the experiences of teachers on effective parental involvement, challenges that teachers face when trying to improve parental involvement and strategies that can be developed to improve parental involvement were examined. The chapter addressed the tactics utilised to increase parental involvement according to Epstein and then examined Epstein's theory of overlapping spheres of influence and how it might be applied to this research.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The methodology is the theory of how and why researchers acquire knowledge in their research (Briggs,2011:3). According to Macmillan and Schumacher (2014:6), research is an organised form of data collection and analysis to achieve a specific goal. This chapter builds on the brief outline given in Chapter 1 and presents a more detailed description of the research paradigm, research approach, research design, population sample, data collection techniques, data analysis, reliability, and validity, as well as ethical considerations employed to conduct this research.

3.2 PARADIGMATIC PERSPECTIVE

A research paradigm is a collection of beliefs about a key component of realism that led to the formation of a certain universe (Maree, 2016:52). Creswell (2014:6) defines a paradigm as a philosophical worldview, which is an elementary set of beliefs that leads to action. In this case, it is the theory of parental involvement. The paradigm, as indicated in Chapter 1, refers to an elementary belief structure and a theoretical framework that have presumptions regarding ontology, epistemology, methodology and methods (Rehman & Alharthi, 2016:51). Rehman and Alharthi (2016:52) further indicated that there are three different educational research paradigms, which are positivist, interpretivist and critical theory paradigms. This study adopted an interpretive paradigm.

Babbie and Mouton (2005:643) describe an interpretivist paradigm as a meta-theory that rejects positivism and is based on the notion that human phenomena are distinct from those of nature. Interpretivism recognises that reality does not exist as a collection of facts waiting to be discovered, but rather as a construction in which people interpret reality differently (Briggs, 2011:32). In contrast to foundationalism, interpretivist ontology rejects the idea that there is a single, unchanging standard of reality that can be used to determine what is true for all people (Guba & Lincoln, 2005:204). In addition, interpretivism explains the particular reasons and meanings that lie behind certain behaviour (Terr Blanche, Durrheim & Painter, 2006:9).

The choice of a research paradigm determines the research methods, data collection techniques, and instruments to be used in the study (Cohen et al., 2018:289; Mouton, 2001:35). Interpretivist research is not primarily concerned with discovering universal truths and values, but with an understanding of how individuals interpret various social phenomena with which they interact (Rehman & Alharthi, 2016:55). Because the study was qualitative in nature, I was able to interact with participants during the research process to evaluate and investigate how they create meaning when they are not in the context

In case studies and ethnography, interpretivist researchers primarily gather qualitative data from individuals over a lengthy period of time (Rehman & Alharthi, 2016:55). In order to retain events in a somewhat authentic manner for later data analysis, interpretivism generally collects verbal data rather than statistical data (Gall et al., 2003:21). As Cohen et al. (2007:21) indicate, the interpretivist paradigm strives to get inside the person and get understanding from within and this was important as people perceive things in a constructive and productive way rather than as passive recipients of information (Flick, Van Kardorff & Steinke, 2004:89). This meant that I was able to obtain the perception of all participants concerning their experiences. Participants might have varying meanings or interpretations of parental involvement in primary schools which links to the study topic of experiences of teachers on parental involvement in primary schools of Lebowakgomo Circuit.

3.3 RESEARCH APPROACH

Creswell and Creswell (2018:41) refer to three types of research methodologies: qualitative, quantitative and mixed methods. Bryman (2016:366) and Hammersley (2013:12) state the use of verbal rather than statistical methods gives emphasis to subjectivity, and a concentration on a diversity of naturally occurring cases that are characteristic of qualitative research. Using words instead of numbers, the detailed understanding of meaning, actions, observable and unobservable phenomena, attitudes, intentions, and behaviour, all of which are investigated in a naturalistic setting, is a component of qualitative research (Gonzalez, Brown & Slate, 2008:3). The philosophy of qualitative research is founded on a naturalistic approach that attempts to study a phenomenon in the context of the real-world environment, typically using real-life situations (Maree, 2011:78). In most cases, qualitative research is employed

when questions are investigated through the lens of diverse social contexts while simultaneously investigating the experiences of the individuals inside those contexts (Berg, 2007:7).

An approach to qualitative research was adopted in this study as it offered the opportunity to obtain first-hand information about the perception of participants (teachers) on their experiences of parental involvement (MacMillan & Schumacher, 2010:322). Qualitative research was considered relevant to explore teachers' experiences on parental involvement which cannot be quantified, unlike quantitative research methods that use numerical data to answer questions. This approach was useful as it used words to answer questions and offer a complex and detailed understanding of the problem. These details could only be obtained by talking to the people at their workplace, which is their natural setting and allowing them to share their experiences freely (Creswell, 2013:48).

A school served as the natural setting for this study. A natural setting, as defined by Creswell (2007:175), is where qualitative researcher collects data from participants who are experiencing the issue or a problem that is under study. According to Cohen et al. (2018:288), it gives the participants a voice and examines the issue that lies beneath the surface of their displayed behaviours and activities. The benefit of using qualitative research is that the researcher did not have to bring people into the lab or send out instruments for people to complete, as in a survey study. Instead, information was gathered from close quarters by speaking directly to people and noting how they behaved and acted in their context (Creswell, 2013:45). As it was done in a natural setting, I was able to interact with participants face-to-face.

3.4 RESEARCH DESIGN: INSTRUMENTAL CASE STUDY

This study used a case study as its research design. Case study research is a research method that uses detailed descriptions of a significant event or problem to gain a better understanding of that phenomenon (Maples, 2018:35; Riemer, 2012:243). According to Maree (2011:75), a case study is a methodical investigation of an incident or series of connected events to describe and define an interesting phenomenon. MacMillan and Schumacher (2014:10) state that a case study refers to qualitative research that examines a system in detail over a period using multiple data sources found in the environment. MacMillan and Schumacher (2010:370) further indicate that a case

study refers to the examination or the in-depth analysis of a single entry. Instead of only giving readers abstract principles and theories, a case study gives them a different example of actual people in real-life situations that helps them understand concepts more clearly (Cohen et al., 2018:376).

Stake (2008:435) distinguished between intrinsic and instrumental cases when describing two types of case studies as research designs for qualitative studies. It was indicated that an investigation into unusual or distinctive people, groups or events is an example of an intrinsic case, in which the emphasis is on the case itself. Therefore, an instrumental case offers insight into a particular theme or problem.

An instrumental case study was chosen because using an instrumental case study allows the researcher to give specific, in-depth accounts of particular situations rather than making broad, general conclusions (Stake, 1995:156). Cohen et al. (2018:379) emphasise that case studies are strong in reality as they involve looking at a phenomenon or case in its real-life context, with many types of data being used (Robson, 2012:178). According to Schoeman (2018:58), firstly a case study is used to provide valuable data and clarify how it relates to a larger context. Secondly, it is used to define a general problem within a specific context. Thirdly, it is useful for the researcher when generating theoretical knowledge. Fourthly, a case enables the researcher to explain similar cases, and finally, it is used for educational purposes.

Case studies are frequently used to study topics that have not yet been studied in-depth, such as in the current study where the case investigated the experiences of teachers on parental involvement in the primary schools of the Lebowakgomo Circuit. As Bacon-Shone (2020:50) indicates, case studies involve studying a small number of cases in great depth with the expectation that this will provide insight into the process. It is carried out in order to fully comprehend the phenomenon under study (Baxter & Jack, 2008:546). Case studies, according to Yin (2009:11), have an advantage over historical studies that include direct observation and interviews with participants. The case study in this research allowed me to establish the causes and effects of the “how” and “why” of the experiences of teachers on parental involvement in the primary schools of the Lebowakgomo circuit (Cohen et al., 2018:376). This design helped to define and stipulate certain fundamental elements that were investigated during the study. It indicated how context affects both causes and effects

and how a thorough comprehension of the circumstances is required to evaluate the case being studied such as teachers' experiences with parental involvement (Cohen et al., 2018:376).

3.5 POPULATION SAMPLING

In this section, population sampling and sample size are discussed.

3.5.1 Population

The term population refers to a group of items or cases, whether they be people, things or events, that satisfy certain requirements and on which the researcher's findings are meant to be generalised (MacMillan & Schumacher, 2010:128). Fraenkel and Wallen (2012:91) state that the population is a target audience for the study and researchers are interested in generalising their findings to a specific group. Salkind (2010:1053) indicates that a population is the entire collection or target group about which inferences are sought. In addition, Sekera and Bougie (2011:263) refer to the population as a large number of individuals, occasions or interesting objects that researchers need to look at.

The study was conducted in the Lebowakgomo circuit in Limpopo Province. Lebowakgomo circuit, one of the 16 circuits situated in the Capricorn South district, located in the Lebowakgomo Zone B about 49.7km from Polokwane. The circuit has about fourteen primary schools with around 226 teachers who form the population; however, this study only focused on four selected primary schools and the sampled teachers.

3.5.2 Sampling

According to Punch (2003:36) and Gravetter and Forzano (2012:138), the term sample in technical research study refers to tiny material taken from large groups, with the population constituting the large group. Sampling is the process of choosing individuals from the target population in order to apply the findings of the study to the group that was selected for that particular study (Singh, 2013:73). Additionally, according to Maree (2013:79), sampling is a method used to choose a subset of the population with particular characteristics for the study.

According to Jager, Putnick and Bornstein (2017:15), sampling techniques can be divided into two main categories: probability sampling (which employs various random

sample techniques) and non-probability sampling, which uses random sampling. According to Maree (2011, 172-176), probability sampling includes simple random sampling, systematic sampling, stratified sampling and cluster sampling, whereas non-probability sampling includes convenience sampling, quota sampling, purposeful sampling and snowball sampling.

For this study, non-probability sampling which is known as purposive sampling was used. Purposeful sampling is a technique that necessitates the establishment of a specific criterion in order to ensure information-rich cases of the phenomenon (Hays & Singh, 2012:164). Purposive sampling was used because it can be used to find experts who are well-versed in a certain subject, perhaps based on their professional position, influence and experiences (Cohen et al., 2018:219). Teachers were sampled as primary respondents as they were considered relevant because they have in-depth knowledge of the topic being knowledgeable about parental involvement in the school setting.

3.5.3 Sample Size

According to Alston and Bowles (2009:81), sample size refers to the size of the sample that was selected from the entire population being studied. Three teachers from each of the four selected primary schools in Lebowakgomo circuit were purposefully sampled. Purposeful sampling resulted in people who have specific characteristics to participate in this study (Johnson & Christenson, 2008:239). The sample therefore consisted of 12 teachers teaching in the Foundation Phase of each of the schools. Participants (teachers) were sampled based on their teaching experience, professional qualifications and willingness to participate. The fact that participation in this study was voluntary was made clear to participants.

3.6 DATA COLLECTION TECHNIQUES

The construction of appropriate and accurate instruments or tools to measure and collect data is referred to as data collection methods (Bless, Higson-Smith & Kagee, 2009:11). Numerous techniques can be employed in qualitative research studies to gather data, including observations, interviews, document analysis and audio-visual digital content (Creswell & Creswell, 2018:264; MacMillan & Schumacher, 2010:374; Pacho, 2015:47). This study adopted interviews and document analysis as methods of collecting data.

3.6.1 Interviews

An interview, considered a primary data collection strategy (MacMillan & Schumacher, 2010:355). It is a flexible method for gathering data that enables the use of multisensory, spoken, nonverbal and listened-to channels (Cohen et al., 2018:349). Interviews refer to two-way interactions between two or more people in which the interviewer uses questions to gather information and understand participants' behaviour (Cohen et al., 2018:506). Interviews can be used to produce rich qualitative data (Bacon-Shone, 2020:53).

There are three different sorts of interviews: structured, semi-structured, and unstructured (Jamshed, 2014:87). The study included semi-structured in-depth interviews. As the name implies, in-depth interviews are conducted to delve deeper into subjects, personal biographies, what is important or valuable to the participants, what they know about the subject, what they have experienced, how they feel about a particular subject, opinions and emotions (Newby, 2010:243-244). Open-ended questions are used in in-depth interviews to gather information about participants' perspectives worldwide and also how they interpret or make meaning of significant occurrences (MacMillan & Schumacher, 2014:3).

An in-depth interview was chosen because it is a technique for obtaining a clear understanding of the participant's perceptions of the research problem (Mack et al., 2005:29). Creswell (2012:218) makes it clear that one-on-one interviews are suitable for participants who are not afraid to speak up and can comfortably exchange thoughts. During the interview, as the researcher, I was considered an expert, and the participant being interviewed was considered a student (Mack et al., 2005:29). In-depth interviews are deliberate dialogues that do not employ a set of predetermined questions but rather a general interview guide with a few chosen subjects and probes (MacMillan & Schumacher, 2010:3).

According to Newby (2010:244), in-depth interviews tend to be semi-structured to allow ongoing interviews. I interviewed people face-to-face (Battacherjee, 2012:78) asking a set of selected open-ended questions. Open-ended questions were designed to elicit the participants' ideas (Creswell, 2009:181) and offer participants the opportunity to express their opinions. Fourteen open-ended questions (Cohen et al., 2018:50) were arranged for participants, and the questions were rephrased from "Do

you like parental involvement to what is your view on parental involvement” (Sekeran & Bougie, 2011:187) (*cf.* Appendix F). I interacted with participants by asking the questions and then carefully listening to their answers, and then asking follow-up questions in response to their answers (Mack et al., 2005: 29). I recorded the interviews and also took handwriting notes of any other interesting information. Audio recording is important, but even if an interview is taped, it is advisable to take notes in case the recording equipment fails (Creswell, 2009:183). Audio recording permits raw data to be recorded for later review and is often used to safeguard the full context captured, such as tone of voice (Bacon-Shone, 2020:54).

The interview took place in a natural setting, at every selected school. It was done in a private room. The environment arrangement was in such a way that participants could relax and answer questions freely. As Laforest (2009:2-4) indicates, the chosen location should be neutral, confidential, comfortable, distraction-free and easily reachable to participants (Laforest, 2009:2-4).

3.6.2 Document Analysis

Documents are used to augment data collection, helping increase the reliability of data collected through document analysis (Madzinga, 2021:11). Documents are sources of important data common in nearly all schools, as they provide evidence about the school personnel’s personal and professional lives (Masuku, 2011:190). Personal documents are first-person descriptions of an individual's beliefs, actions and experiences, and professional documents are descriptions of values and functions defined by various people within the organisation (MacMillan & Schumacher, 2014:387). This study focused on professional documents found in schools in the Lebowakgomo Circuit.

Document analysis provided several advantages, including obtaining the language of the participants, being able to share the written data that the participants have given attention to, and saving the researcher time and expense on transcription (Creswell, 2014:191-192). Document analysis, which involved a review of each of the selected primary sampled schools’ school policies (code of conduct), school year plans, minutes from meetings (with the SGB and the SMT comprising the principal, deputy principal, department heads from the foundation, intermediate, and senior phases), newsletters, and parent teacher interaction, was used to verify the validity and

credibility of the data gathered from participants (Macmillan & Schumacher, 2014:387; Madzinga, 2021:11; Masha 2017:78) (*cf.* Appendix G).

Rather than replacing data obtained through interviews, document analysis was used to enhance data collected from these sources. Document data can show components of the study that happened even before the investigation, along with the goals or directions that took place prior to the investigation, as stated in a study by Masuku (2011:191).

Like any other research method, document analysis has advantages and disadvantages. The advantages of document analysis include the following:

- This method is efficient for research as it takes less time and is less time-consuming than other methods because it entails data selection instead of data collection (Bowen, 2009:30).
- Document analysis is usually chosen when original data cannot be collected since it is less costly than other research methods (Bowen, 2009:30).
- The data contained in documents have already been gathered, the only thing that remains is to assess their quality and content (Bowen, 2009:30).
- Another advantage of document analysis is that it is straightforward, efficient, cost-effective, and manageable, according to many qualitative researchers (Cardno, 2018: 626)
- The availability of documents is usually at little or no cost to the researcher (Cardno, 2018:626).

In contrast, there are disadvantages to document analysis:

- A document usually does not provide sufficient detail to answer a research question because it was not created with an agenda for research in mind (Cardno, 2018:627).
- In some cases, the documentation cannot be retrieved, or the retrieval is difficult (Bowen, 2009:32)
- Access may be blocked deliberately to protect it (Cardno, 2018:626).

3.7 DATA ANALYSIS

Data analysis in qualitative research comprises preparing and organising the data for analysis. Data obtained are reduced into themes via coding and condensation of the

obtained codes, before being presented in figures, tables or discussion (Creswell, 2007:180). To clarify a single phenomenon of interest, qualitative data analysis is a systematic method of classifying, categorising and interpreting data, according to MacMillan and Schumacher (2010:367). One feature that sets qualitative research apart from quantitative research is that qualitative research analysis is carried out both during and after data collection (MacMillan & Schumacher, 2010:367). Data analysis, in the opinion of Creswell (2009: 184), takes place when data are acquired using wide open-ended questions for participants, and analysis is produced using the data provided by participants. Maree (2016:110) stated that obtaining all the summaries of the data gathered during the interviews is the primary objective of qualitative data analysis.

This study concentrated on thematic data analysis. According to Braun and Clarke (2006:79), thematic data analysis is a systematic process for detecting, interpreting and reporting patterns (themes/topics) within data. This type of data analysis helped to organise and minimally describe the dataset in rich detail that readers can understand (Madzinga, 2021:52).

Thematic data analysis was conducted in stages, as guided by Clarke and Braun's phases of thematic data analysis (2006:87-93).

1. Familiarise yourself with your data.

Most qualitative research data is verbal rather than statistical, and audio/video recorders are utilised to reliably retain all the events for later data processing (Gall et al., 2003:21). Data analysis started with listening to the audio tape of every interview once the data had been gathered. Data collected through audio tape was then transcribed (Ravindran, 2019:41). Transcription is the process of transforming the recordings into a format that enables easier analysis (MacMillan & Schumacher, 2010:370). When working with verbal data such as interviews, it is important that data were transcribed so that thematic analysis could be conducted (Braun & Clarke, 2006:87).

To better comprehend all the responses that participants gave throughout the interviews, the transcripts of all the interviews were carefully read through several times (Koooverjee, 2018:31). It was essential to fully immerse myself with the information so that I could become familiar with its depth and breadth (Braun & Clarke,

2006:87). According to Braun and Clarke (2006:87) immersion generally involves repeatedly and actively reading the data for meaning, patterns and so on. For interview notes, it was a good idea to make short summaries that could be extended immediately after the interview because this provided me with an opportunity to fill in the details and be able to record the participant's comments and views (MacMillan & Schumacher, 2010:370; Ravindran, 2019:42)

2. *Generating initial codes*

After I had read and become acquainted with the data and generated an initial list of ideas about what is in the data, I could generate initial codes from the data (Braun & Clarke, 2006:88). Coding is a key strategy to qualitative data analysis. As stated by Cohen et al. (2018:668), a code is only a designation that a researcher gives to a text that contains a concept or piece of knowledge. A code is a word or phrase that is employed to give the segment significance, according to MacMillan and Schumacher (2010:371). A code can be activities, relationships, viewpoints, acts, processes, quotes or other ideas. Gibbs (2007:38) illustrates how a code works by showing that it is applied to text elements that express the same ideas or are about the same topics. Cohen et al. (2018:668) define coding as the process of breaking up text data segments into smaller units depending on relevant criteria and then analysing, contrasting, conceiving and categorising the data. Coding, as defined by Cohen et al. (2018:668), is the process of giving a category label to a piece of data that has been chosen by the researcher beforehand or in response to the data collection's outcomes. The same piece of text may be assigned more than one code, depending on the quantity and quality of the information it contains. In this stage, the initial codes were created.

3. *Searching for themes*

This stage started when I had a list of distinct codes found in the data that were initially coded (Braun & Clarke, 2006:89). Before coding the text, I read and reread the text so that I could gain a full understanding of the meaning and key themes and get the logic of the whole text and the main ideas it contained (Creswell, 2012:244). The terms used in the text or uttered by one of the participants in the data that were transcribed served as the inspiration for the names of the codes. I reviewed the text by highlighting the codes that best described it (Cohen et al., 2018:669). This stage refocused the

study on themes rather than codes, and it typically entailed grouping numerous codes into potential/candidate themes and then working with all relevant coded data extracts to determine themes (Braun & Clarke, 2006:89). Since I was able to retrieve and combine the data in terms of those elements that have the same code, the coding allowed me to identify similar information (Cohen et al., 2018:669). This phase came to an end with a group of related potential/candidate themes, sub-themes and extracted, coded data.

4. Reviewing themes

It started with the creation of a group of sub-themes and entailed the particularity of those themes (Braun & Clarke, 2006:91). During this step, it became clear that some sub-themes were not themes (for instance, if the data were too sparse or inconsistent to support them, or if some of the data merged with other data). I was able to find themes (where codes appeared more frequently) and patterns (where codes appeared together) through coding, and I was able to group all data with the same codes (Cohen et al., 2018:669). A theme is simply a collection of code components grouped together under a single category (MacMillan & Schumacher, 2010:377). According to Ravindran (2019:42), themes include grouping similar codes and formulating a comprehensible set within which related data can be linked.

There were two levels of review and refinement in this phase; Level one involved reviewing the coded data extracts (Braun & Clarke, 2006:91), which meant that themes representing the main idea were used to explain the meaning of comparable coded data. I was able to categorise the data generally after realising that some codes were alike. If the themes of the candidates establish a consistent pattern, according to Braun and Clarke (2006), it advances to the second level of this phase. Similar steps are included in the second level, but this time they applied to the entire dataset, and the database's validity is taken into account for each of the different themes (Braun & Clarke, 2006:91).

5. Defining and naming themes and sub-themes

Once the themes were developed and refined, it was time to analyse the data (Braun & Clarke, 2006:92). This step involves finding out what each theme is really about, what the topic is about in general, and figuring out what kinds of data each theme captures (Braun & Clarke, 2006:92). I identified the story that each theme expressed

and then conducted and published a thorough study of each individual theme. It was crucial to think about how the information regarding my research questions fitted into the broader tale that I was attempting to communicate (Braun & Clarke, 2006:92). It was crucial that I could say with certainty which ones were my themes and which ones are not, at the end of this phase. According to MacMillan and Schumacher (2010:378), the primary objective of qualitative research is to draw generalisations about the connections between themes. Despite the fact that I have given my themes working names, this was also the time to begin considering the names used in the final analysis (Braun & Clarke, 2006:92-93).

6. Producing the report

This final phase began once I had completely resolved a set of issues and included the final analysis and report writing. This thematic analysis writing task, whether for publication, research paper, or dissertation is actually about explaining the complex story of the data to convince readers that the analysis was valuable and accurate (Braun & Clarke, 2006:93). Themes in this step, are related to the theoretical framework selected for the research and serve as a framework to inform the findings and organise the report (MacMillan & Schumacher, 2010:378).

3.8 METHODOLOGICAL RIGOUR: TRUSTWORTHINESS

According to MacMillan and Schumacher (2010), trustworthiness involves credibility, dependability, transferability and confirmability, each of which is discussed below.

3.8.1 Credibility

Credibility is the degree to which the perceptions of the participants coincide with the researcher's account of them (Bloomberg & Volpe, 2012:112). The degree to which a study's findings resemble reality and are therefore regarded as reliable and reasonable, is known as credibility (MacMillan and Schumacher, 2014:2). Credibility in research refers to whether the research findings can be trusted, given the participants' original data and whether the results seem plausible (Anney, 2014:276). Tobin and Begley (2004) indicated that the 'fit' between participants' opinions and how the researcher represents them is referred to as credibility. Additionally, rather than being directly correlated with the volume of data gathered, credibility simply depends on the quality of the data. The researchers carefully recorded the phenomena under

investigation by recording accurate and truthful findings, descriptions and to evaluate and assess the credibility of the results. To ensure the credibility of the current research work, various data collection approaches were applied which were semi-structured in-depth interviews and document analysis. Another technique to guarantee credibility was to ask every participant the same questions using a set interview schedule. Singh (2013:2) demonstrated that it is the participants who are most qualified to assess the reliability of the findings. In addition, I made sure that participants' direct quotations accounts were accurately and thoughtfully transcribed and that they verified the transcriptions.

3.8.2 Dependability

Dependability speaks of the uniformity of the research among researchers (Hays & Singh, 2012:201). According to Tobin and Begley (2004), logical, recoverable and well-documented research processes can help researchers establish dependability. If a researcher witnesses the identical thing twice, would the results be the same? This is the question at hand. The researcher should fully describe the setting in which the research was conducted as part of the documentation procedure. As Suter (2012:363) agrees, common qualitative techniques like thorough documentation, code-recode consistency, and triangulation improve dependability. This type of documentation helps to increase the trustworthiness of the research and is done so that the degree that the reader can be persuaded that the findings actually occurred as the researcher claims, is known as dependability (Durrheim & Wassenaar, 2002:64). In my defined position as a researcher, I ensured the study's dependability by ensuring that all data were acquired logically and consistently using all accessible data collection methods. To further ensure dependability I described how participants were selected for the study, how data were collected, and how the interpretations and presentation of data analysis was done.

3.8.3 Transferability

In research, the term 'translatability' refers to the possibility that the results are applicable to circumstances in contexts or circumstances that are similar to those studied (Major & Savin-Baden, 2010). To promote transferability, I described the research context and highlighted key assumptions in the study. According to Singh (2013:202), transferability was made possible by fully describing the research

procedure to participants. According to Hays and Singh (2012:200), the goal of transferability is for the researcher to give an adequate explanation of the study process. In order to ensure that everyone was clear before participating in the study, the participants were given a thorough explanation of everything related to the study and were given the opportunity to ask any questions they had. By thoroughly describing the setting of this research, the perspective of transferability was improved during the duration of the investigation. It was of vital importance that enough information is provided on the procedures so that the findings and methods can be translated for use in other settings and communities.

This section of the research plan aimed to provide readers with enough detail to enable them to assess whether similar practices would operate in their environments and communities (Bloomberg & Volper, 2012:113). I provided a thorough account of the participants, environment, and study procedures to ensure transferability. I gave readers enough details so they could decide whether their environment was appropriate and potentially transferable as it was emphasized by (Miles, Huberman & Saldaña, 2014:314).

3.8.4 Confirmability

The term "research confirmability" describes how easily the study's findings may be independently validated (Singh, 2013:202). Research findings that can be validated or corroborated by other researchers are referred to as confirmable findings, according to Anney (2014:279). Additionally, Tobin and Begley (2004) stated that confirmability has to do with proving that the researcher's conclusions and findings were clearly drawn from the data, necessitating the researcher to provide evidence of how those conclusions and interpretations emerged (Tobin & Begley, 2004). Data obtained in this study were used to support research findings that are confirmable. In qualitative research, this idea is primarily associated with objectivity and neutrality (Hays & Singh, 2012:201). Hence, confirmability in this study was mainly attained through neutrality and objectivity in both the data analysis and interpretation of the results. The degree of confirmability indicates whether a study reflects the voice of those being studied and is devoid of researcher prejudice. My goal was to make sure that the study's findings reflected the experiences of teachers on parental involvement. As a result, I avoided any prejudice or prior ideas when I analysed and interpreted the study. Guba

and Lincoln (1989) claim that credibility, transferability, and dependability are all attained once confirmability is established.

3.9 ETHICAL CONSIDERATIONS

Ethics refers to the principles and guidelines that help defend what people value, whereas research ethics refers to the moral belief that governs a person's behaviour and guides and assists researchers in conducting ethical studies (Johnson & Christenson, 2008:101).

3.9.1 Informed Consent

This study was conducted once the relevant consent had been obtained from the various parties. According to Mathipa and Gumbo (2015:37), entering the data field requires ethical clearance. The Ethics Committee in the College of Education at the University of South Africa (UNISA) was asked for permission to conduct the research. After obtaining ethical clearance (*cf.* Appendix B – 2022/07/06/61148776/19/AM), a formal letter was sent to the Limpopo Province Department of Education requesting permission to conduct research in the Lebowakgomo Circuit (*cf.* Appendix C). Then, authorisation to conduct the study at the chosen primary schools in Lebowakgomo Circuit, Limpopo province, was requested from the principals of those schools (*cf.* Appendix C). Participants were given an information sheet (*cf.* Appendix D) and then requested to sign an informed consent form (*cf.* Appendix E).

According to Mack et al. (2011:9), an informed consent form is a tool to ensure that people have a grasp of what it means to engage in a certain research study so they can consciously and actively select whether to participate. Mack et al. (2011:10) indicated that communicating the research to individuals in a way they can comprehend is the first step in obtaining informed consent. As a result, participants were given information about the study, including my name, the institution where I am enrolled as a master's student, and the purpose and terms of participation, including voluntary participation. In letting participants know the purpose, scope and details of the study as well as how the data would be used, I assured them of confidentiality and anonymity (Bless et al., 2009:142; MacMillan & Schumacher, 2014:363).

3.9.2 Privacy

Privacy affects every aspect of the research process, including topic selection, research design, approach, participants, instrument question, data collection, data analysis, reporting and dissemination (Cohen et al., 2018:129). Because the main way to ensure anonymity is to remove any means of identification, anonymity is the only way to address privacy and protection from harm (Cohen et al., 2018:129).

I could only guarantee participants' confidentiality by pledging to uphold their right to privacy by not sharing any information in a way that could be used to trace or identify them (Cohen et al., 2018:130). This guarantees that the confidentiality agreements surrounding the information will be honoured considering that I am familiar with the source of the information. To protect privacy and secrecy, Maree (2013:42) emphasises that the researcher should delete the recorded data as soon as it has been transcribed.

3.9.3 Anonymity

Anonymity occurs when individuals are regarded anonymous to the extent that neither the researcher nor another person can identify the participant based on the information provided (MacMillian & Schumacher, 2001:363). The information participants supply must not in any way expose their identities, as this is the essence of anonymity (Cohen et al, 2018:129). An anonymous participant is one who cannot be identified by another researcher (Cohen et al, 2018:129). If anonymity cannot be guaranteed, the researcher must not compromise participants (Hammersley & Traianou, 2012:129).

Participants in this study were assured of their confidentiality and privacy (anonymity), and that neither their names nor the name of the school would be revealed in the study report (Babbie & Mouton, 2005: 523). Participants remained anonymous as numbers were assigned to them with letter of the alphabet representing the schools instead of real names. Participants were made aware that neither their identity nor the information they supplied would be publicly disclosed (Bless et al., 2009:143; Maree, 2013:301).

3.9.4 Confidentiality

According to a confidentiality survey, the researcher can identify the answers given by the person but is prohibited from doing so publicly due to key promises. This means

that the researcher can identify the respondent for research purposes but is prohibited from disclosing the respondent's identity because in doing so, would be a breach of the agreed-upon contract (Babbie & Mouton, 2005:523). It establishes that the principle of confidentiality necessitates that the data obtained be used solely for the study and that third parties would not be able to access it, according to Pacho (2015:46).

I protected the confidentiality of participants by obtaining a signed statement indicating the non-disclosure of the information given and seeking the respondent's approval before any disclosure about the respondent was made (Copper & Schinder, 2001:117). Before the interview began, participants were given a consent form to sign (*cf.* Appendix E). The research project's participants were willing to participate but knew that they could withdraw at any moment (Cohen et al., 2018:199). According to Babbie and Mouton (2005:521), one should not be forced to engage in a research project because it takes up time. In order to further develop this theory, Fraenkel and Wallen (2008:54) first clarified that the researcher must accept the participants' right to refuse or withdraw from participation in the study.

3.9.5 Voluntary Participation

Participating in a research study consumes a lot of time; therefore, no one should be forced to participate (Babbie & Mouton, 2005:521). Participants were made aware of the study, and I provided my name, the institution where I am enrolled as a master's student, and the purpose and terms of participation, such as voluntary participation. After receiving information about the study and indicating their willingness to freely participate, the participants were provided enough information to allow them to make a decision on participation or not (*cf.* Appendix D). Participants were made aware that their participation in the study was entirely voluntary and that they could withdraw at any time. To make this point clear, I emphasised that I respect an individual's right to refuse to participate in the study or to withdraw from it at any time, as elaborated by Fraenkel and Wallen (2008:54).

3.10 CONCLUSION

The chapter on methodology provided information on the research paradigm, research design, and research approach. Participants were purposefully sampled. The researcher discussed the data collection instruments which are face-to-face interviews

and document analysis. Thematic data analysis was used to analyse data using the six stages, as guided by Clarke and Braun's (2006:87-93) thematic data analysis. The four criteria used to enhance trustworthiness were also discussed in the chapter as were ethical consideration measures.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The purpose of this chapter is to analyse and interpret the data collected from face-to-face interviews conducted with teachers from different schools as well as any relevant documentation. Data analysis according to Creswell (2009:184), is when open-ended data is collected based on asking participants general questions and analysis being developed from the information provided by participants. As indicated in Chapter 3, thematic data analysis was used to analyse the data.

Data collected is presented according to themes and sub-themes derived from the collected data. Document analysis was also used as a method of collecting data. From the review of literature discussed in Chapter 2, it became clear that parental involvement plays a vital role in children's education. The main aim of this research was to explore the experiences of teachers on parental involvement in primary schools of Lebowakgomo Circuit, Limpopo province. Questions were asked to elicit from the participants (teachers) their experiences on the concept of parental involvement and the challenges that they face. Most important are the strategies that can be developed to improve parental involvement. In light of these findings, themes and subthemes emerged.

4.2 DEMOGRAPHIC INFORMATION OF PARTICIPANTS

This study conducted semi-structured in-depth interviews with three teachers from each of the selected primary schools in the Lebowakgomo circuit. Participants were selected to participate in the study because they are teachers teaching at a primary school and the researcher believes that they have relevant experience when it comes to parental involvement in their children's education. The role of the participants was to answer the questions that were asked during the interview. Participants were purposefully selected based on age, professional qualification and teaching experience. The study sampled twelve participants identified as P1 to P12, as presented in Table 4.1.

Table 4.1: Schools and participants

SCHOOLS	PARTICIPANTS
School A	P1
School A	P2
School A	P3
School B	P4
School B	P5
School B	P6
School C	P7
School C	P8
School C	P9
School D	P10
School D	P11
School D	P12

4.2.1 Information on the Selected Schools in the Lebowakgomo Circuit

All four primary schools are part of the Lebowakgomo circuit within the Capricorn South District. The schools are located in the municipality of Lepelle-Nkumpi. Every school has a principal and a deputy, as well as a Head of Department. Only one school has a principal but not a deputy. All schools are public schools, which according to Kyle (2005:3), "is one that is run by elected or appointed public authorities, is directed by their plans, and is funded by public resources or government cash". The schools are classified as Quintile 3, with only one school classified as Quintile 2. Van Dyk and White (2019:1) explain that based on the unemployment rate and literacy rate in the neighbourhood where the school is located, a Quintile 1 rating suggests a low or disadvantaged school, whereas a Quintile 5 ranking indicates a wealthy/affluent school. According to this theory, public schools serving low-income areas, such as Quintiles 1, 2, and 3, ought to get more state financing than public schools serving high-income areas. The government gives the schools more money because they fall under Quintiles 2 and 3. As a result, learners from all schools are exempt from paying school fees and can take advantage of the government's free meal programme.

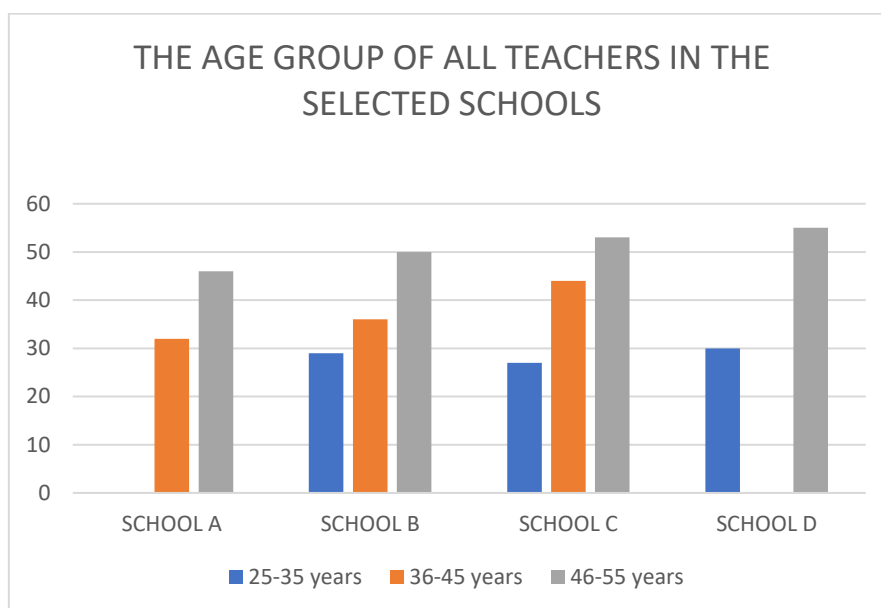


Figure 4.1: Age of participants in the study

Figure 4.1 above shows the age of all participants selected in the study. As can be seen in the figure above, only School A has no participants within the age group of 25-35 years. In all the selected schools, there are participants within the age groups of 36-45 and 46-55 years. It is apparent from this graph that most of the participants are older and more experienced.

Qualifications of teachers play an important role and the qualifications of the participants is listed in Table 4.2.

Table 4.2: Highest qualifications of participants

Qualifications	Number of Participants
Diploma in Education	4
Bachelor of Education	9
ACE certificate	2
Honours	6
Master of Education	0

Four participants held a Diploma in Education and most of them are teachers in the age group of 45-60. Nine participants held a Bachelor of Education degree. The ACE certificate was held by only two participants; this certificate was necessary in order to qualify for entry into Honours in Education. Only six participants held an honours

degree. None of the participants held a Master of Education or are enrolled in completing it.

In addition to qualifications, teaching experience plays a valuable role. The pie chart in Figure 4.2 indicates the different number of years of teaching experience.

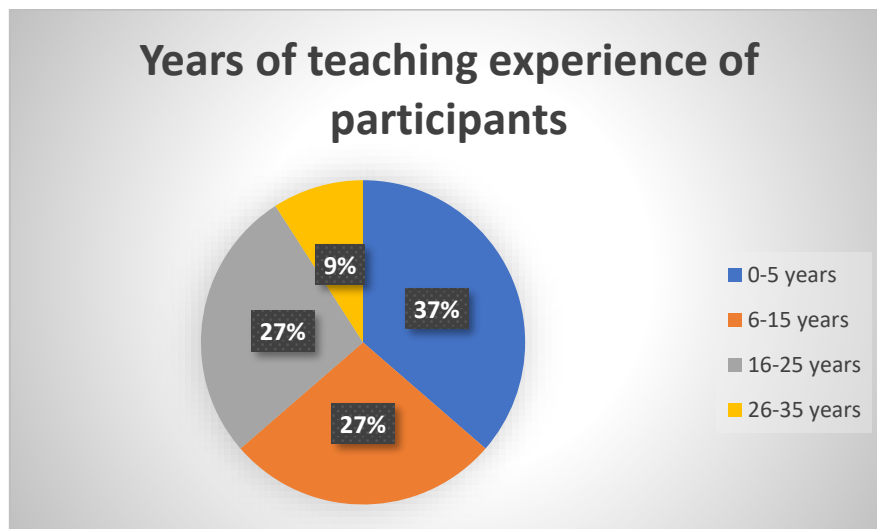


Figure 4.2: Years of teaching experience of participants

It can be seen from the chart that participants are experienced teachers because the majority have been teaching in a primary school for some years. Looking at the pie chart, the majority of participants (37%) who were interviewed from the four selected schools have up to five years of experience in teaching. This was followed by 27% of the participants with six to 15 years of experience and some 27% of participants with 16 to 25 years of experience. Only 9% of participants were well experienced with 26-35 years of teaching experience. All participants have experience with the educational system, so the data gathered from the schools is balanced. Since they all had educational qualifications as well as different experiences when it comes to parental involvement, they were all relevant to the research.

4.3 THEMATIC DATA ANALYSIS

This study employed thematic data analysis, as detailed in Chapter 3, which is a systematic method for identifying, analysing, and reporting patterns (themes/topics) within the data (Braun & Clarke, 2006:79). Data were analysed using the six steps of thematic data analysis suggested by Braun and Clarke (2006:93). In brief, firstly, the researcher familiarised herself with the data that was collected via face-to-face interviews, the recorded data were transcribed and read repeatedly. Secondly, after

the data were read repeatedly then initial codes were generated from the data that was extracted during the interviews. A code is a name or a phrase that is used to give meaning to the segment (MacMillan & Schumacher (2010:371). Thirdly, the researcher had a long list of codes from the codes that were initially coded then from the initial codes then the researcher started searching potential themes. The researcher classified different codes into potential themes and collaborated with all relevant coded data extracts within the identified themes (Braun & Clarke, 2006:89). Then from the potential/candidate theme, the researcher proceeded to identify the sub-themes. The researcher ended up with a collection of sub-themes and extracted data that has been coded in relation to them. Fourthly, this is where the researcher begins with a set of sub-themes that have been devised and involves the refinement of those themes (Braun & Clarke, 2006:91). Themes are components made up of grouped codes (MacMillan & Schumacher, 2010:377). Fifthly, at this point, the researcher started to define and refine the themes to present for analysis and be able to analyse the data with them (Braun & Clarke, 2006:92). Defining and refining was done to identify the essence of what each theme is about and to determine characteristics of data each theme capture (Braun & Clarke, 2006:92). Lastly, the researcher started analysing data using the themes and sub-themes, which are tabled in Table 4.3.

Table 4.3: Thematic data analysis

Initial Codes	Potential/Candidate Themes	Sub-themes	Themes
<ul style="list-style-type: none"> • Helping children with homework • Giving children courage and motivation • Creating space at home for children to write homework • Communicating with the children's class teacher • Creating home environment. • Communicating via telephone, communication book, parents 'meeting • Collection of reports and parents' consultation 	<ul style="list-style-type: none"> • Understanding parental involvement • Helping children with homework • Motivating and encouraging children • Communicating with parents using telephone, communication book, parents meeting • Collection of reports 	<ul style="list-style-type: none"> • Concept of parental involvement • The role of parental involvement in helping learners with homework. • Communication between parents and teachers 	<ul style="list-style-type: none"> • The importance of parental participation
<ul style="list-style-type: none"> • parents rely on the teacher to do all the work • Parents are lazy and do not care about their children's education • Parent do not know what is expected of them • Uneducated parents do not see the importance of education • I will like them to help learners with schoolwork • Having a good relationship with parents • Helping children read at home 	<ul style="list-style-type: none"> • Uneducated parents • The importance of parent al involvement • Assisting children with homework • Lack of parental involvement affecting children psychologically, emotionally and self-esteem • Lack of parental affect children's performance • Supporting children with school work • Effective parental involvement boost learner self-esteem. • Good partnership between parents and teachers. 	<ul style="list-style-type: none"> • Parents not being involved based on education level and other things • Partnership between parents and teachers • Benefits and effectiveness of parental involvement • Areas parents likely to be involved • Parent and teachers' attitude 	<ul style="list-style-type: none"> • Teachers' experience on how well parents are involved in their children's education

Initial Codes	Potential/Candidate Themes	Sub-themes	Themes
<ul style="list-style-type: none"> • Lack of parental involvement affects children self-esteem, psychologically, emotionally • Children not seeing the importance of education. • Affects learners' behaviour, attitude, performance towards education • Effectiveness of parental involvement makes children take school work seriously • Effective parents play important role in children's education • Effectiveness of parents associated with education of parents • Effectiveness boosts the child's self-esteem and benefit learners strongly • Parents like when children do well • Parents' consultation and monitoring school work • Negative, unwelcoming attitude, being unapproachable attitude • Parents being afraid of the teacher 	<ul style="list-style-type: none"> • Negative attitude of teachers • Effective parental involvement benefits children 		

Initial Codes	Potential/Candidate Themes	Sub-themes	Themes
<ul style="list-style-type: none"> • Parents are uneducated • Parents not being able to help their children with homework. • Leaving child with un-educated grandparents • Parents not having the confidence to ask or help learners with homework • Working long hours (six to six) • Meeting is held during the day • Parents being tired after work, coming home late • Parents deprived chance to express themselves • Negative attitude of teachers. • Teachers have not been trained at universities and colleges 	<ul style="list-style-type: none"> • Not understanding the curriculum • Not able to assist learners with homework • Working long hours • Unable to attend meetings • Lack of confidence in parents • Negative teachers' attitude • Unwelcoming attitude • Teachers have not been trained • Having meetings during the day • Not giving parents platforms 	<ul style="list-style-type: none"> • Uneducated parents • Lack of confidence • Lack of time • Attitude of teachers • Lack of parental involvement training for teachers 	<ul style="list-style-type: none"> • Difficulties teachers encounter while attempting to increase parental involvement
<ul style="list-style-type: none"> • Teachers must be trained during their university • SGB conduct parental involvement training and workshop • Department of education workshop teachers • Implementing parental involvement policies • Already communicating with parents telephonically communication books and letters, meetings 	<ul style="list-style-type: none"> • Training teachers at universities • Implementing parental involvement policies • Workshopping teachers and parents • Communicating with parents via telephone, communication book, parents meeting and letter 	<ul style="list-style-type: none"> • Ways to improve parental involvement • Measures already in place to improve parental involvement 	<ul style="list-style-type: none"> • Measures for increasing parental involvement

4.4 ANALYSIS AND PRESENTATION OF INTERVIEW DATA

Each of the emerging themes and sub-themes is discussed under each heading. The themes include the role of parental involvement, experiences of teachers on parental involvement, challenges that teachers face when improving parental involvement and strategies to improve parental involvement. The participants' direct responses are indicated in an italic font so that their voices could be heard

Table 4.4: Themes and sub-themes

Themes	Sub-themes
Theme 1: The importance of parental participation	Sub-theme 1: Concept of parental involvement Sub-theme 2: The role of parents in helping learners with homework Sub-theme 3: Communication between parents and teachers
Theme 2: Teachers' experience on how well parents are involved in their children's education	Sub-theme 1: Parents not being involved Sub-theme 2: Partnership between parents and teachers Sub-theme 3: Benefits and effectiveness of parental involvement Sub-theme 4: Areas in which parents are likely to be involved Sub-theme 5: Parent and teachers' attitude
Theme 3: Difficulties teachers encounter while attempting to increase parental involvement	Sub-theme 1: Uneducated parents Sub-theme 2: Lack of confidence Sub-theme 3: Lack of time Sub-theme 4: Teacher's attitude Sub-theme 5. Lack of parental involvement training for teachers
Theme 4: Measures for increasing parental involvement	Sub-theme 1: Ways to improve parental involvement Sub-theme 2: Measures already in place to improve parental involvement

4.4.1 Theme 1: The importance of parental participation

Obtaining information on what effective parental involvement entails as well as its importance, was considered key. The role of parental involvement in schools should first be understood in order to improve it. Three sub-themes emerged from the main theme which are the concept of parental involvement, the role of parental involvement in helping children with homework, and communication between parents and teachers.

4.4.1.1 Sub-theme 1: The concept of parental involvement

The majority of participants view parental involvement as key to children's success. Teachers expressed their understanding of parental involvement as a way for parents to be actively involved in supporting their children's education. Parents and teachers work as a team throughout the children's educational process. The first question asked aimed to elicit participants' understanding of the concept of parental involvement: "What is your understanding or your view on the concept of parental involvement?".

Participants expressed their various viewpoints on the concept of parental involvement. The majority of participants defined it as being actively or effectively involved in all aspects of a child's education. Similar views were expressed by P2, P7 and P9, as well P10 and P11. Parental involvement, according to Participant 2, is when a parent is involved in their child's education, such as helping the child with all schoolwork to enhance learning and knowing the child's class teachers. If parents are not fully engaged, it is impossible to discuss parental involvement:

"Parental involvement is when a parent is fully involved in their children's education. Making sure that the child has school uniform, writing material, knowing who the class teacher of your child, helping the child with school work and making sure that the child knows the importance of doing homework and encouraging them to perform better in class. That is how I understand parental involvement. In simple term is what parents are doing at home to promote learning". (P2)

Similarly, P7 shared a similar opinion in that she was of the view that parental involvement is when you are 100 percent involved in your child's education and providing your child with everything they need at school.

"Parental involvement is when a parent is involved in the education of his or her children, involvement being there for them when they need help with their school work, making sure whatever they need at school she or he provides her children by being there for your children 100 percent educationally". (P7)

P9 similarly was also of the idea that parental involvement is when parents are committed in their children's education from their primary level (Grade R) until they reach Grade 12.

“Parental involvement is when parents support their children and are directly involved in the education of their children. It is a combination of being committed and actively involved in your children’s education at all times when a child starts at a primary school until he or she finishes matric” (P9).

It is evident from the above quotes that parents must realise the need to support their children with all school-related things in order to enhance their children’s learning. Being actively involved in all areas of a child’s educational progress is seen as a way in which parents should be involved.

Other participants defined parental involvement as a way for parents to help their children with schoolwork and monitor their academic progress. Actually, it focused more on what parents do at home to promote learning. P10 was of the opinion that parental involvement is when parents supervise and monitor their children when writing their homework:

“Parental involvement it is when parents fully supervise their children’s school work. It actually means a regular supervision of learner’s homework by their parents”. (P10)

Similarly, P3 dwelled more on how parents support their children at home with school work.

“I think parental involvement means what parents are always doing at home to promote their children’s learning. How parents support their children at home to do their school work.” (P3)

Other participants defined it as the way teachers and parents should work together to promote the learning progress of the child. P1 viewed parental involvement as a way in which teachers and parents work as a team in the academic journey of the children, creating a partnership from when the children are still young until they reach matric because both represent an educator in a child’s educational life.

“Parental involvement means being part of a team of educators throughout the child's education. Being part of a team meaning that both a parent and a teacher are in partnership in all areas of a child academic journey because teachers and parents are the child’s educators, parents teach a child at home then the teacher teaches a child at school that’s how I understand this concept.” (P1)

What emerged from the findings is that participants had different views on parental involvement, so it was apparent that most participants understood what parental involvement was, while others had limited understanding since they specified the concept of parental involvement as only monitoring the children with their school work. There are, however, other areas where children need help.

The views suggest that parents should be actively involved in their children's education. Consequently, if teachers do not fully understand this concept of parental involvement, it will limit them in fully engaging parents in their children's education. In other words, parental involvement starts with a teacher understanding what it is. It is clear from the findings that some see parental involvement as a way in which teachers and parents need to be in partnership whereby, they work as a team to ensure that the education of the learner is being taken care of. Since parents and teachers are both teachers to this child, they must work as a team to promote learning. Parents should help their children with schoolwork and provide learners with all educational necessities as in this way they are illustrating that they are involved in their children's education.

The above is confirmed by Freund et al. (2018:194) who explained parental involvement as a variety of activities parents engage in with their children in order to improve their learning, such as helping the children with homework. Castro et al. (2015:34) further indicated that parental involvement means actively participating in every aspect of their child's emotional, social, and academic development. Madzinga (2021:21) also envisioned parental involvement as a collaboration between teachers and parents in the education of their children. Ultimately, parental involvement can be enhanced when teachers work together with parents for the benefit of the children.

4.4.1.2 Sub-theme 2: The role of parents in helping learners with homework

Homework is regarded as providing a great deal of freedom as far as when and where it is done. Their role as parents is to take care of their children and assist them in all school-related things. Participants were asked, "What is the role of parental involvement in the education of their children?". The question was asked in order to get the perspective of participants if they really understand what role should parents play in the education of their children.

Participants gave their perspectives on what they think the role of parents is in their children's education. Most participants emphasised that the role of parents is when parents help their children with homework and they should be able to do so at the table instead of on their laps. Other participants indicated that they should encourage and motivate their children.

P4 explained that the role of parents is helping their children with homework and creating a home environment that is conducive for children to do their school work, where the child is comfortable working at the table and sitting on a chair.

“The role of parents in a child's education is to be engaged in all areas of the child's education and academic process, ensuring that their children do all the work the teachers gave them at school. Then again, I think their role is to create an environment that is conducive to children for them to write the homework. Children should sit on a chair when doing their homework.” (P4)

In a similar way P12 emphasised the role of parents in assisting their children with homework, and school project work. She also stressed the fact that children must have a home environment that will assist them in doing their homework easily.

“Their role is to help their children with school work including homework, assignment, and project. Again, parents should create a home environment that makes it easy for them and their children to complete homework.” (P12)

Other than assisting children with homework and creating a conducive environment for children to do their school work, P2 and P9 developed the above points as they mentioned encouraging and motivating children as part of the role of parental involvement.

“The role of parents is to encourage and motivate their children to do their school work. It is important for parents to create a space in their house where learners can write their homework without any disturbance. If it is possible parents should let their children to write their homework on a table sitting on a chair so that they can see doing your work at school and at home does not really differ.” (P2)

P9 had a similar perspective as she emphasised that for children to succeed academically, they must be encouraged and motivated by their parents. Parents must ensure that when helping children with homework, they should check their books to

see if they have completed the work given at school and if they are no comments made by their teachers in their books.

“The role of parental involvement is for parents to support their children’s education process; parents must give their children the courage and motivation that is needed for them to achieve more academically. I think it’s their responsibility or their role to make sure that learners complete the work that the teachers gave them at school. Their role is to check their children’s books to see if they do the work they are given and if their work is neat there are no bad comments from teachers like work not done or work not completed. By checking the books, they will be able to see if their child is doing the right thing or not. I think that’s their role.” (P9)

In addition to motivating and encouraging children to do their school work, P6 gave her viewpoint by emphasising that parents should take their children’s education seriously, and in so doing, they will be able to see where their children are struggling. This can be accomplished if parents have developed good communication channels with the teachers as it will enable them to see the progress of their children.

“I think the role of parents is to encourage their children to take education seriously and to help them with school work. This is because parents who participate in their children's education help them perform better emotionally and academically compared to parents who do not participate in their children's education. Also, I think their role is to create good communication with their child’s class teacher to know the progress of their child and what are the challenges that she or he is experiencing academically. Above all to help their children with homework.” (P6)

Communicating with the class teacher was also mentioned by P7 as this will help parents to ask their children’s teachers questions if they do not understand the homework tasks.

“The role of parental involvement is ensuring that parents take the responsibility to play an important role in their children’s education. This can be done by helping their children with homework, and communicating with their children’s class teacher if they don’t understand something. Again, ensuring that children have everything that is required by their teacher at school.” (P7)

Although helping children with homework is considered a vital role of parental involvement, for some parents. However, some see it as a challenge while other consider is valuable time for bonding. As parents work long hours, homework time could be the only time when the parents are with their child without any distractions from the television and other distracting things. This means that working with their children on homework tasks, could bond parents and children and offer parents the opportunity to see and monitor their children's progress.

“Their role is to assist their children with homework. In my view, doing homework is a bonding time because for those few minutes only parents and children communicate, they are not distracted by phones, TV games, or anything else. I think again their role is to support their children and encourage them to value education because education is the key to success.” (P10)

P3 had a similar viewpoint, but she emphasised that while homework can be used as a time for parents to spend with their children, it can also be challenging because parents need time to do their household tasks.

“The role of parents in parental involvement is to assist their children in doing their homework. Even though at times learners and their parents find homework challenging since it takes up a lot of time and effort. But their role is to use helping learners with homework as a time when they can spend with their children.” (P3)

The opinions suggest that parents should play a role in their children’s education by reinforcing a healthy learning environment, that is conducive for children to do their homework without any disturbance. It is evident that when children complete their homework at the table while sitting on a chair, they may link the two locations and perceive that this no different between school and home when doing school work. Parents can assist their children to achieve well in school by encouraging and motivating them to complete their homework. It is unfortunate that without parents checking their children’s books to see if they have completed the work assigned to them by their teachers, they will never know if the children has completed their school work or not. Parents must see the importance of using the time they spend helping their children with homework as a bonding time. Additionally, participants agreed that parents are not fulfilling their parental role toward their children's educational

development if they do not assist them with their homework and do not encourage them to take their schoolwork seriously.

The above affirms the standpoint of Harris (2019:3), who suggests that parents should give their children support by ensuring that they create a conducive learning environment. Similarly, in a study conducted by Makamani (2019:18), participants thought that parents perceive their role in helping their children with homework as the most important role they play in parental involvement. Furthermore, Ayeni (2021:16) indicated that affirmations and instructions that encourage the growth of attitudes, behaviour and knowledge are linked to the children's effective performance. This is supported by Section 3.4 of the National Executive Policy Act (NEPA) of 1996 which requires parents to take an active role in their children's education by supervising their work, helping with homework, and encouraging and motivating them to succeed in school. According to Newchurch (2017:33), helping children with homework is best accomplished by spending time with the children when they are busy with schoolwork. As a result, helping children with homework, creating a conducive environment at home and motivating children to complete the work assigned to them, should be taken into consideration as it serves the true purpose of the role of parental involvement. According to the findings, there is a good chance that the family environment, in particular the parents and guardians, are likely to have a significant impact on a child's achievement (Urauchi & Tanno, 2022:2).

4.4.1.3 Sub-theme 3: Communication between parents and teachers

Communication between parents and teachers is an important part of parental involvement because it can improve the learning of children. In the interviews, participants confirmed that parental involvement in their children's education is good for developing communication between teachers and parents. Participants were asked, "How often do you communicate with parents regarding their children's education?"

A careful exploration of the interview data revealed that schools employ a range of strategies to interact with parents. Important information is communicated to parents through both verbal and nonverbal communication techniques. Parent meetings, parent consultations and telephone conversations are examples of verbal communication techniques. Writing communication such as a note in a communication

book and sending it with children to give to their parents, are examples of nonverbal communication tactics. Letters are also included if there is a critical message to convey to the parents.

P5, P7 and P4 rely on a communication book, which is an exercise book in which the teacher writes a message to parents informing them about important information or what they need from parents. It is the responsibility of the parent to respond in that communication book. P4 indicated that she uses a communication book to communicate with her parents almost every week whereby the parents reply to the message she sends to them. However, using a communication book can be challenging as some parents do not reply to the messages conveyed to them.

“I communicate with parents almost every week or twice a month. I use a communication book which I write to the parents and they reply back. Even though I face challenges when using it because some parents do not reply, sometimes you may think maybe the child didn’t give the parents the communication book and you send that book twice home via the learner and still no response, when you ask the learner if their parents saw the message or letter in the communication book he or she says yes”. (P5)

P7 had a similar experience since she, too, relies on the communication book and suffered the same difficulty as P4 in terms of parents not responding to the communication book. She noted that communication books are crucial, and they work for her since she can determine if she is doing her work or not by using them. As a result, when their parents do not respond in the communication book, it reveals a flaw in the mechanism on which she relies to communicate with their parents.

“I communicate with parents by using communication books which can be done a few times during the week, communication books are helpful and they work for me because you can tell if you are doing your job if you write the note in them, the children must take them home and the parents must get back to you so it works for everyone. But it is not easy as it sounds because I sometimes experience challenges when using them, ahhh! You find that you wrote a letter to parents in the communication book informing them about their child not writing the homework and being playful in class and the next day when you check the book the parents did not sign or respond to the letter. I had a situation where five

learners were struggling to read and write neatly so I wrote a letter to the parents to help them by using a few copies I made for them but only one parent responded and was actively teaching his child, others told their children your teacher must teach you not me.” (P7)

In addition to the above, P4 also experiences the same challenge of parents not responding in the communication book. She feels that parents do not respond because they do not care about the well-being of their children’s education.

“I communicate with parents anytime during the term or the school year by using a communication book whereby I write to learners in an exercise book and I send the message via learners for their parents to reply to me in that communication book. The communication book is effective even though I experience challenges because some parents do not reply to the communication book so learners come back with a book without a reply from parents. But I believe if parents are responsible for the well-being and the education of their children, they should respond to the letters in the communication book but in my class, I find it hard for them to respond but other parents do respond.” (P4)

Another mode of contact used by teachers is the telephone, though participants stated during the interview that they constantly have problems with this mode of communication. Most of the time, they cannot reach the parents or the contact information they have is incorrect or no longer works. It is typically utilised for parents who are unable to attend the parent’s meeting. P9 shared her experience saying that teachers must maintain good communication with parents.

“I communicate with parents more often, I think three times a month because to assist parents in participating in their child's education, teachers must maintain open communication with parents. I also communicate with parents using the school telephone if they were not able to attend a meeting and they did not send any apology but some I can’t find them on their cellphones so due to the absence of the parents and their failure to contact me, I am unable to schedule a telephone conference with the parents.” (P9)

In addition, communication via telephone is also used by P10 to call parents of children who are struggling academically especially in reading and mathematics, so they can meet and devise strategies to help such learners.

“I communicate with parents a lot of time I don’t know how many times but a lot because I call parents anytime during the year if I see that the child is struggling academically maybe in reading both languages or mathematics and we discuss face to face on the strategies we can use to help such learners. But the challenge is some parents don’t honour our face-to-face meetings due to work but I always let them call me the time they are free so we can meet at school and discuss their children’s academic progress, especially the ones that are struggling.” (P10)

Another method that was used by participants is communicating with parents via letter. Parents should be involved in their children's education through effective communication between them and the teacher. Participants indicated that letters were also not an effective way to communicate between parents and teachers as most parents ignore them, especially when the letters are about the child not doing well.

“I communicate with parents a few times every quarter by using letters, it is unfortunate that some parents here at school ignore letters saying their child isn't doing well or invitations and don't check the learners' books even though they do receive letters”. (P8)

P10 added by stating that using letters to communicate with parents is inefficient because it relies on the child to get it to the parents.

“I also communicate with them by giving learners letters, but letters can often be inefficient, especially when they are reliant on the learner to deliver them.” (P10)

Teachers communicate with parents more often. Some teachers do this almost every day or weekly because they give learners homework and instruct parents to help them and sign after the homework has been completed. P10 and P12 have a weekly programme of homework whereby parents were even informed about this weekly homework so they can assist the children every day. Parents must ensure that they assist the youngsters and sign as proof that they did so.

“I give learners words with sounds for English First Additional Language and home language at the beginning of every week for the learners to practice the words at home with their parents so that at the end of the week learners will be able to read and write all the words for the week. I even leave a space for parents to comment on the progress of their child”. (P12)

Based on the opinions shared during the interview, all of the teachers at the participating schools employ different strategies to communicate with parents, either verbally or nonverbally. It was obvious that using a communication book appears to be very simple to use because children take the book home and return it the next day, despite the obstacles that teachers experience due to parents not responding. But it indicates that adopting a communication book may assist both parents and teachers if both parties actively participate in the process. The study also discovered that teachers had difficulty contacting parents by phone since the contact numbers they have at school are not functional, making it difficult since teachers are unable to contact parents via phone without working contact numbers. The opinions suggest that all the communication channels that participants use to interact with their parents appeared to have some difficulties because parents do not completely engage in them. Without both parties not being fully involved, communication will continue to be a problem in schools.

The above is supported by Graham-Clay (2005:119), who mentioned the use of communication books as another popular method of written communication. This is school-to-home notebooks whereby many teachers convey information to parents using daily communication books. Although there are challenges of parents not actively being involved, Penn (2019:23) confirms that communication is the mutual understanding between two people that results in effective communication; without mutual understanding, the interaction will not be successful. Communicating via telephone was supported by Graham-Clay (2005:118) as it was reported that teachers and parents engage in interactive conversations as part of two-way communication such as conversations that may take place over the phone. In addition, teachers need to communicate using letters more frequently for parents to get used to it. According to Graham-Clay (2005:119), the use of letters must be frequently used to distribute written content to the parents.

Despite the challenges that participants faced, it was evident that there was effective communication between school and home and home and school which is supported by Epstein's (2002:59) Type 2 of parental involvement Parenting (communication). As long as the teacher and parent are in constant communication, parents will stay updated on the child's well-being and the teacher can gain insight into the child from the parent (Murray, McFarland-Piazza & Harrison, 2015:1033). As a result, parents

must ensure that they engage in all the communication strategies that teachers use to communicate with them. Without parents being actively engaged, teachers will continue to face unnecessary communication barriers that cannot be easily resolved.

The follow-up question on communication asked participants, "How often do you meet with the parents of your children?" Participant responses were varied.

"I meet with parents quarterly when they collect the progress report of their children. Sometimes if there is a problem with their child, I call them to come to school then we meet at school to discuss the problem of the child and find solutions." (P2)

Similarly, Participant 5 agreed that they meet with parents once a term and that parents are only summoned to school if their child is having difficulties with reading and writing, which may mean a number of meetings.

"I meet with parents every term when they come to collect their children's end of the term report. Sometimes I meet with them anytime if the child has a problem in reading and writing or their behaviour is bad in order to find the solution on how we can work together to help such children". (P5)

Other than meeting parents once, at the end of the term, some participants meet with parents twice during the term. They meet with them at parent consultations when parents come to school to check their children's books to see if they are doing their work. During the consultation, the parent, teacher and child sit down to review the learner's work.

"I meet with parents twice in a term when they come for parents' consultation and when they come to collect the reports. It is only in special cases when I can meet with parents more than twice in a quarter maybe when the child is sick or when they come to take him or her to the doctor." (P11)

According to the above interview quotes, there seems to be a lack of face-to-face meetings with parents as another form of communication, as parents only meet once a term to receive their children's reports. Whereas others, on the other hand, encounter them twice. It is obvious that if no unforeseen circumstances arise for the child, the parents will only visit their children's teacher once. Meeting with parents once a term is insufficient since teachers cannot address everything that has transpired or

concerns that the child may have due to time constraints. In other words, teachers should meet with the parents' numerous times per quarter to ensure that everything about the child is covered.

This affirms the viewpoint of Epstein (2002:59), who stated that there are various activities that can be planned to ensure effective two-way communication. According to Jungert et al. (2020:276), involvement in school, such as attending school meetings and events on a regular basis, can influence children's academic progress. Teachers should consider meeting with parents on a regular basis since this will promote communication through meetings and also academic accomplishment. Parents collect their children's progress reports because, according to Graham-Clay (2005:119), report cards are the traditional technique of disseminating permanent, written evaluations of learners' development; however, this should not be the only time that the teacher meets with the parents.

4.4.2 Theme 2: Teachers' experience on how well parents are involved in their children's education

The researcher intended to elicit participants' perspectives on the effectiveness of parental involvement based on various experiences. Effective parental involvement improves children's academic performance. Teachers have both difficult and positive experiences with parental effectiveness. After analysing the viewpoints of participants, five sub-themes emerged and include parents not being involved, partnership between parents and teachers, benefits and effectiveness of parental involvement, areas in which parents are likely to be involved and parent and teacher's attitudes.

4.4.2.1 Sub-theme 1: Parents not being involved

It was vital to gather information on the reasons why parents are not involved or interested in their children's education. Participants were asked, "Why are some parents not involved in the education of their children". During the interviews, P3 and P8 revealed the fact that parents are not involved based on not being sure of what is expected of them. P1 and P7 share a corresponding opinion of parents believing it is the responsibility of teachers to do all the work. P2 believes the educational attainment of learners plays a role in parents not being involved.

Participant 3 believes that parents are not involved simply because they do not know what is expected of them. Parents are not given the opportunity to express their views on their children's education, which discourages them from becoming involved.

“They are not involved because they don’t know what is expected of them. Some is because they are not given platforms where they can express their ideas or any issues that they don’t understand. Others is because they are not involved in parents’ teacher meeting to say their views. As teachers, we should involve parents in parent-teacher meetings in order to give them a voice in the school’s administration.” (P3)

Similarly, P8 stated the fact that while parents may be interested in being involved in their children’s education, failure about what is expected of them prevents them to be involved. Parents will remain uninvolved until teachers notify them of their expectations.

“The problem is that some parents don’t know what is expected of them even though they might be willing to be involved in their children’s education they just don’t know how to do it. Not all parents can be interested but some parents might have interest in helping their children with school work but they don’t know how to do it, so as a teacher you should tell them what you expect from them.” (P8)

In addition to the points made above, parents have a unique viewpoint on their children's education. Participants said that parents expected teachers to undertake all of the work, despite the fact that it should be a collaborative effort between parents and teachers.

“In my view, many parents rely only on teachers and they believe teachers are only responsible for teaching children, as some parents respect the teaching profession and they think teachers will do a perfect job when they teach their children because they are trained to do so whereas it should be a shared responsibility between us and the parents.” (P1)

P7 agreed that, despite parents' respect for teachers' professions, some parents do not care about their children's education as long as they send their children to school, teachers must assume all responsibilities. These parents never come to school when they are summoned.

“Some parents don’t care about the education of their children as long as they send those children to school, they take it’s the responsibility of the teacher to teach their children and make sure they do their school work, and it is the responsibility of the teacher to ensure that their children pass gore how that’s not their problem. This is because if you call such parents to come to school, they will never come they always tell their children to tell your teacher that I’m very busy I will come when I have time and sometimes you find that the parent is not even working, she is always at home but she doesn’t want to know how their children are doing academically.” (P7)

Furthermore, participants identified parental educational attainment as a significant factor in parental participation because educated parents are never too lazy to assist their children with schooling since they understand the value of education. P5 believed that they are not involved because they do not understand the curriculum, they are unsure because they are not educated.

“Parents believe that it is the responsibility of the teacher to do all the work when it comes teaching their children because they did not go far or get more qualifications educationally. So, they have this attitude that they won’t help their children with school work whereas they are people who are trained, hired and they are also paid to do the job of helping learners with school work. They believe educating a child is not a shared responsibility it is one sided which is the responsibility of a teacher not them”. (P2)

“Some they are just lazy to help their children with school work because they are uneducated. Others may be because they don’t understand the curriculum that their children are learning at school and they find it difficult to help them with homework” (P5)

According to the viewpoints expressed above, not providing parents with platforms to communicate or exchange ideas on their children's education causes parents to be disengaged. Parents have the ability to contribute; however, there is still a lack of understanding regarding how parents should be involved in their children's education. The majority of participants mentioned that most parents desire to be active in their children's education but do not know how. This leads us to teachers failing to inform parents of what is expected of them. It is clear that teachers' failure to provide

adequate information to parents impedes parental involvement. Furthermore, the fact that some parents believe educators should be responsible for teaching their children and are responsible for assisting the children with their schoolwork since they are educated to do so, shows that participants' viewpoints differ. This demonstrates that parents continue to have limited knowledge of their responsibilities in their children's education. Indeed, educated parents understand the importance of education and will be more willing to participate than uneducated parents.

The above-mentioned views are in line with the literature of Ellis (2017:22), that when teachers assist parents, they can be productive and actively participate. As stated by Mathebula (2017:42), parents who believe their role is restricted to ensuring that their children attend school and then outsourcing all educational control to teachers, as highlighted by P1 and P7, are less likely to be actively involved in their children's education. This aligns with Oswald et al. (2018:1), that educated parents are more likely involved than uneducated parents in their children's education. Educated parents are more interested in their children's education. Rispoli et al. (2018:8) found that parental involvement is lower among parents without a high school diploma compared to those with a high school diploma.

4.4.2.2 Sub-theme 2: Partnership between parents and teachers

The parent-teacher partnership makes it easy for teachers knowing that they have parents on their side for the sake of their children's education. Participants were asked, "As a teacher, how would you like parents to be involved in their children's education?".

Participants stated that they want parents to support their children in helping them with their school work and develop a good relationship with their parents. There must be effective communication even when they do not understand the work assigned to their children.

"To be honest with you, I would like parents to be 100 percent there like be actively involved in helping their children with homework and other school projects. I would like to have a good relationship with them, talk to them anytime when their child has a problem because it will be easy for us both to come up with some solution to help the child. But to tell you the truth I have tried to establish relationships with some parents but have been unsuccessful so far."

(P7)

P12 had the same view but added that parents should attend the parents' consultation.

"I will like them to actively be involved in helping their children with work that I give them. I will like to have a good relationship with them for the sake of their children. I will really like it if all the parents of the learners in my class attend parents' consultation." (P12)

In addition to the above comments, P5 emphasised the importance of a good partnership between teachers and parents because this collaboration will ensure that children are disciplined and their behaviour will improve knowing that their parents are involved.

"I will like us to have a good partnership with the parents as this will make them to be involved easily without any challenges because a good partnership makes everything to go smooth but I have not managed to establish a relationship with the parents of the learners I teach. If parents are involved it can benefit us as teachers because learners can be disciplined if their parents are involved. Also, if we have a good partnership, I think the learners will be more likely to listen and respect their parents if we involve them in their learning since they are their first teacher and they know their children better." (P5)

The remarks above demonstrate that an effective relationship between parents and teachers can have a positive impact on parental involvement and integrating parents into their children's learning. It satisfied participants to witness parents assisting their children with schoolwork and having a positive connection or relationship with parents. Having a good relationship with parents makes it easier for teachers to determine whether something is wrong with the child although at times it is difficult for them to maintain this partnership. It was also clear that if they have a solid relationship, it will be easier for parents to interact with their children's teacher. Teachers should inform parents about what is expected of them while assisting their children with their schooling.

The literature states that homework promotes independent learning, but parental supervision is still necessary, according to the Department (DBE, 2016:15), noted by P7 and P12. Ellis (2017:25) stated that an educational partnership between parents and teachers typically keeps tabs on children's educational performance and benefits the school. In addition, a good partnership is supported by Epstein and Janson

(2004:20) who indicated that the areas of influence Epstein identified as a partnership, are necessary and they will function properly if all parties (parents and teachers) are involved. Orange (2020:11) stated that many schools have difficulty in establishing relationships with parents (noted by P7 and P12); however, according to Oswald (2018:8), the school has a significant role to play in how involved parents are with their children, which is supported by P5.

In comparison, children whose parents are not involved in their education, do not perform better academically and behaviourally. The more parents are involved, the more confident a child becomes. Participants were asked a follow-up question on having a partnership with parents, "How does lack of parental involvement affect children?" Participants believe that children are more likely to be more motivated at school and at home if they know someone who aims to motivate them. It seems that lack of parental involvement affects the learner's self-esteem, emotionally and psychologically. P8 stated that lack of parental involvement affects the child in a number of ways with children copying what their parents are doing.

"This one is too emotional for me, like when children know that their parents don't come to school for meeting and they don't help them with homework, they don't care about their school work, they don't finish their work, they become too aggressive or stubborn when you force them to finish their work in class. So, I think it affects the child emotionally or psychologically because when a child behaves this way it means she or don't see the importance of being educated and becoming someone respected or being a professional one day. Children copy what their parents are doing because I had a case whereby a child said to me my mother told me that today I don't want to see any books on the table, no one is going to write any school work you should have done these nonsense of yours at school I'm tired of yours books being all over every day pack those books and go to sleep now, so that child will think writing homework it's just a waste of time because even my mom don't think it's important that's why she refuse us to write it." (P8)

P4 had a similar viewpoint, but she also stated that a lack of parental participation impacts a child's self-esteem since they may feel ignored when other parents arrive at

school and theirs do not. They are also psychologically wounded because they might never value education in their lives.

“It affects the learner’s self-esteem because when other children are happy that their parents are coming to school those children, they don’t have anything to share about their parents, you know how kids are they brag about every little thing. It also affects the learner psychology concerning their view on the importance of education. This kind of learners - they don’t take school seriously because they see their parents don’t take school seriously.” (P4)

P6 agreed with the previously mentioned statements, but she focused on the idea that every child needs parental support in order to succeed academically. If parents are absent from their child's educational activities, the child may feel abandoned and their emotional health will suffer as a result.

“Every learner needs support from the parents, the children need to be encouraged by his or her parents so if parents are not been involved educationally the chances of that child to succeed and have a good progress academically is very low. It even affects learners emotionally because they feel neglected by their own parents because no one is paying attention to their school work, no one helps them with homework, no one collect their reports during the year their reports are only collected by neighbours at the end of the year, they even refuse to sign the communication book.” (P6)

Other than being damaged psychologically, emotionally, and in terms of self-esteem, P7 offered her perspective, stating that a lack of parental involvement impairs the child's capacity to recognise the value of education. Many do not attend school regularly because of not completing their schoolwork, and as a result, they fail at the end of the term since they are not encouraged to take their education seriously.

“From my experience, it affects the child how he or she views the importance of education because children whose parents are not involved, they do not do their school work, most of them they are always absent at school like they don’t spend the whole week coming to school, they ensure that one or two days they don’t come to school. Since learners don’t do their school work or complete their homework, they end up failing at the end of the term because there is no one encouraging them to do their school work or to come to school every day.” (P7)

P9 believes that it influences the child's behaviour and attitude. There is no question that a lack of parental involvement contributes to these children losing respect for their teachers and classmates and becoming discipline problems.

“It affects a learners behaviour and attitude towards education. Those children whose parents are not involved they don’t know how to respect teachers and their fellow classmates, they are always absent, they are bullies, they steal other children’s money, they don’t perform well they score low marks during test and they fail at the end of the term like you can see that these children are just becoming a mess because there is no one encouraging them to do well in class or being involved in their education to show them education is very important.”

(P9)

The essence of this is that a lack of parental involvement in their children's education is a fundamental difficulty that primary school teachers encounter. It is obvious that it should not be taken for granted because it has an emotional, and psychological impact on the lower self-esteem of the child. Children that are affected often do not value or recognise the value of education in their life. As a result, they become aggressive, bullies, and thieves from an early age, casting doubt on their academic journey. It has been observed that children feel neglected and uncared for when their parents do not assist them with schoolwork, do not attend meetings, and do not collect end-of-the-term reports. It was clear that the children whose parents are not involved do not complete the work assigned to them by teachers. It is unfortunate that it raises the failure rate because it is not possible for a child to not complete their schoolwork and still pass every term. Teachers need to come up with strategies to help children whose parents are not involved as this will encourage these children to achieve more academically.

Liu, Teng and Zhu (2019:2) affirm that self-esteem predicts academic achievement and is especially beneficial to children's educational achievement. Trzesniewski, Donnellan and Robins (2013:60) stated that self-esteem is the person’s subjective assessment of her or his worth as a person. This relates to learners whose parents are not involved and so their self-esteem is affected. Van Diermen (2019: 82) indicated that when students feel cared for by their parents, their self-confidence increases and behaviour improves. Lack of parental involvement affects the academic performance

of the learner, as stated by Ayeni (2021:19). According to Anastasiou and Papagianni, (2020:2), parental involvement provides support and improved classroom behaviour, and a decrease in school dropout and in addition, children perform better academically compared to those whose parents are less concerned about their children's education (Boonk et al., 2020:17). This brings us to the realisation that parents must be encouraged to become involved in their children's education as their presence will make the child excel academically and have a brighter future.

4.4.2.3 Sub-theme 3: Benefits and effectiveness of parental involvement.

Parental involvement is beneficial as it enables effective teaching and learning in class. Parents can assist their children in learning as well as teachers because both parties are extremely knowledgeable about the child's education. Participants were asked, "What is your perception on the effectiveness of parental involvement?" Participants agreed that the main benefit of good parental participation is that it is beneficial to the child and helps youngsters focus more on their schoolwork.

P8 believed that the effectiveness of parental involvement causes children to concentrate on their studies. When they know their parents have an interest in their studies, they become committed to their studies compared to those whose parents do not show interest.

"Parents need to be effective in their children's education because that will give children the courage to do more and perform good in class. It is more likely that children will be committed to their studies when they know their parents have interest in their education. When parents don't have interest and they are not effective in their children's education those children don't perform good in class and sometimes they don't do their school work and they end up failing and repeating grades." (P8)

P2 emphasised the need for parental involvement in the education of every single child, because children are motivated to do their schoolwork when they know they will face consequences if they do not do their schoolwork. Without parents checking their children's school work children will not realise the importance of doing it.

"The effectiveness of parents plays an important role in the education of every single child attending school whether in their early ages or when they're in

secondary school when children have parents who will check up on them and make sure that they are doing their school work motivates learners to do their best to ensure their school work is perfect otherwise they will face consequences. Then you have those once who knows very well that their parents will not be checking their school work, so they are not taking schoolwork seriously, they don't finish their homework and they are very playful in class.” (P2)

Participant 11 explained that children copy what their parents are doing, especially children from educated parents and hence these children are more likely to thrive academically.

“I think when parents pay more attention on their children school work children also pay their attention on their school work and these makes them to perform excellently and they get very good marks. I've realised that learners copy from their parents because most educated parents pay more attention to their children school work and their children also perform good because they want to end up being like their parents. So, I don't want to lie to you the effectiveness of parental involvement is very important in children's education.” (P11)

Most participants believe that parental engagement is very important in the education of children and when parents are actively involved in their children's education, the children become more focused on their studies. It is obvious that parental involvement motivates children to achieve better academically. When children notice that their parents are keeping track of their academic progress, they are more likely to do well in school. As a result, it is the obligation of parents to pay greater attention to their children's education because learners do the same. Parents are role models to their children because children imitate what their parents do, hence children from educated homes outperform those from uneducated families. When children know their parents are involved in their education, they are more likely to engage in their academics.

The Department (DBE, 2016:9) stated that children are interested in their school work when they see that their parents are interested. Latif et al. (2021:824) explain that the academic achievement and well-being of children depend primarily on the level of interest parents take in their education affairs and the positive school-home relationship, which aligns with the sentiments of participants. The literature, see Otani

(2019:168) confirms that when parents are effectively involved, children perform well academically.

4.4.2.4 Sub-theme 4: Areas in which parents are likely to be involved

Parents have different areas in which they like to be involved in their children's education. Participants were asked, "From your experience which areas do parents likely to be involved in their children's education?" Participants responded that from their experience, parents are more likely to be involved in helping their children with homework, being called for good news, and attending parents' consultations.

"From my experience, it's helping children with homework, parents like to be involved only in helping learners with homework because parents should involve themselves by helping their children with homework and checking their school work more often." (P1)

P8 explained that parents like assisting with homework because it is done at home not school although there are others who prefer to come to school and are committed to attending every meeting.

"You know we deal with different parents with different perspectives when it comes to their children's education. From my experience majority of parents, the only area they like to do it is helping their children with homework because they do that at home without coming to school. Some like having a meeting personally with them alone to discuss their children's work as they check their books. So, these once they like parents meeting, they make sure they attend all parents' meetings at school." (P8)

Other parents are more willing to get involved especially when their child is doing well academically. They do not appreciate being called at school solely when their children are having problems at school. P3 believes that parents like to collect their children's reports and see how well they perform.

"From my experience, most parents like to help their children do their school work and make sure that they do well at school. When children excel academically it gives parents great joy. They even like collecting their children's progress reports like you can see their faces full of so much joy when they see that their child did well especially when they see a star in their reports. In my class, I put a star on

the report when a learner got level & in all the subjects. Parents just like it when their children do well academically.” (P3)

P7 added that parent consultations give them the opportunity to discuss their child's work face-to-face with the teacher. Parents like to be informed about their child's improvement at school, especially if the child is struggling, but when you inform them about their improvement, it gives them joy.

“From my experience, I think parents like parents' consultation because it gives them the opportunity to discuss their children's academic performance with their children's class teacher. They also like helping their children with homework because it creates time for them to spend with their children after work. Some when their child is struggling to read, they like it when you call them informing them that with their help their child is doing much better, you will even here joy from their voice that you appreciate them form helping their child with the extra work you give him or her.” (P7)

The findings affirm that almost all participants indicated that parents like to be involved in their children's education by helping the children with homework. This actually means that parents feel empowered with their children's education when they assist with homework as it ensures that they are well-informed about their children's progress. However, parents need to give support in all areas of their children's education. It was evident that parents like to be involved only when the teachers call them for good news at school but they do not like to be involved when their children are not doing well at school either academically or behaviourally.

The finding aligns with the study by Makamani (2019:18), parents helping their children with their homework was the most frequent activity all participants engaged in to support their children's learning. O'Toole (2019:29) explains that homework is a method of keeping parents well-informed of their child's strengths and weaknesses in a variety of class subjects. Furthermore, a study by Penn (2019: 26) indicated that there was a clear consensus that parents do not like it when teachers only contact them for poor performance or misconduct. This is supported by Ellis (2017:44) who mentioned that communicating positive news about children with parents may have a positive impact on parents' attitudes toward school (Ellis, 2017:44). Teachers should

adopt a culture of informing parents about both good news and bad news as this helps parents to remain well-informed of their children's progress.

4.4.2.5 Sub-theme 5: Parents and teachers' attitudes.

A positive or negative attitude can have a significant impact on the interaction between teachers and parents. Participants were asked, "How can teachers create a barrier between them and parents?" Participants mentioned the negative attitude of the teachers toward parents as a part of insufficient parental involvement. It seems that a barrier is created when teachers have a bad or negative attitude toward parents.

P1 was of the view that the poor attitude deprives parents of being involved causing frustration among parents and the lack of a positive partnership between them.

"It can be due to the poor teacher's attitude or behaviour towards the parents because parents are deprived of the chance to express their ideas regarding their children's education. These kinds of behaviour give us one consequence of which is frustration among the parents. Then when parents are frustrated, they will be no communication or partnership between them and the children." (P1)

P11 was of the opinion that teachers do not treat parents with respect as she emphasised that teachers do not talk to parents in a respectful manner.

"Teachers have attitude towards parents like they treat parents in a way that you will be shocked that how can you talk to a parent like that because that's not a child she or he is a parent you must treat them with respect. I had an experience whereby a parent told me that I will never come to this school until my child goes to the next grade because I don't want to see this woman anymore." (P11)

On the other hand, participants felt that some teachers are unapproachable to a point that parents are afraid to talk of them and do not want to visit the school.

"Teachers can create a barrier between them and parents by having a bad attitude towards parents and not being approachable. If you as a teacher you don't talk to parents in a good manner that they feel respected they will never come to school when you call them to come, even during the end of the term when they are supposed to come to collect reports, they just send neighbours to collect the report. Even when you call them to school only for bad news or bad

behaviour of their child and never call them when the child is doing well, they will never come when you call them.” (P4)

In addition, it was reported that some teachers only give attention to educated parents, which creates a barrier between them and teachers. P7 was of the opinion that when teachers give only educated parents attention, the uneducated ones feel intimidated causing them to lack confidence to ask a question or take part in school meetings.

“Teachers can create a barrier between them and some parents by giving more attention to educated parents than the one who are uneducated because in my experience some parents feel intimidated by educated parents and they lack confidence to ask questions during school meetings. Teachers can also create a barrier by not being welcoming when parents talk to them and the minute parents see that your unwelcoming, they won’t have confidence to talk to you if they have a problem. Some teachers turn to be impatient when parents ask questions so this, might also make parents to be afraid to talk to the teacher or ask what is expected of them if they don’t understand some of the things.”

Teacher's negative attitude might cause a barrier between themselves and the parents. This includes aspects such as not giving them the chance to voice their concerns. If parents are not satisfied, they might not want to engage with the teachers which reduces parental involvement. Teachers are often viewed as distant and unwelcoming which may mean that parents are fearful of them and do not want to interact with them. Parents who are not well educated are particularly fearful of teachers and are hesitant to interact with them and become involved in their children’s education. Teachers must have a more friendly and cheerful approach to parents in order to influence parents to be involved

The literature supports the above assertion as Magwa and Mudari (2017:78) stated that the teacher's approach frequently hinders parental involvement. Similarly, Ozmen et al. (2016:31) proposed that parents' negative school (teacher) experiences could be a barrier to their engagement with educators. In a study done by Krane and Klevan (2019:79), one parent underlined that parents should not be treated like hysterical mothers, but rather as serious parents. According to Pek and Mee (2020:192), schools may give parents the opportunity to engage with teachers about their vital role in their children's education through well-planned parent-and-teacher meetings. Oates

(2017:19) stated that in order for parents to be involved, teachers must have willpower, be respectful and open-minded, trust each other and be consistent in their approach. Parents, both educated and uneducated, must be treated equally. Thus, according to Reinke, Smith and Herman (2019:346), parental involvement in school boosts parents' confidence in their ability to parent, support their children, and communicate with instructors. Hornby and Blackwell (2018:115) claimed that by not treating parents in a similar manner, parents may be afraid that teachers will criticise or judge them, thus they are hesitant to visit schools when their children have a learning problem at school. It is a teacher's obligation to build a strong relationship with parents by having a positive attitude toward them since having a negative attitude makes parents feel uncomfortable around them and makes it difficult for parents to be active.

4.4.3 Theme 3: Difficulties teachers encounter while attempting to increase parental involvement

They are several challenges that participants face when involving parents. Participants were asked, "What are the challenges that teachers face when trying to improve parental involvement?". After analysis of the data, the following sub-themes arose with regard to difficulties that teachers encounter while trying to improve parental involvement: uneducated or illiterate parents, lack of confidence, lack of time, teacher's attitude, lack of parental involvement training for teachers.

4.4.3.1 Sub-theme 1: Uneducated parents

Parents' educational level influences the children's performance despite teachers' best efforts. Teachers find it difficult to increase parental involvement in the classroom because of the environment in which they teach.

"I would say uneducated parents because it is a township where the school is located but the parents of these children are still young (in their early twenties) so they leave their children with their uneducated grandparents who some of them cannot read or write. So, it is difficult for them to help the children with homework. (P2)

P7 claimed that parents are ignorant and find it difficult to assist their children with homework. Furthermore, even when learners are assigned homework, some return with unwritten work, stating that their parents at home do not understand the task set to them.

“Another challenge it’s that some parents are not educated and they struggle to understand the work you give to their children, the child just come to school with the work without being helped and when you ask why you didn’t complete your work, they just say my grandmother or my mother said they don’t understand.”
(P7)

P3 continued to emphasise that despite their best efforts as teachers, it is difficult to increase parental involvement in the classroom.

“The other challenge it’s the illiteracy of parents whereby some parents don’t understand what we are doing in class and they are unable to help their children with home because they find the homework challenging. I make every effort to involve parents, but some of the parents are illiterate. They are not able to check their children’s homework. I think it is because of this environment because some parents are just illiterate, they don’t understand some school work we give to learners.” (P3)

Almost all participants stated that illiteracy of parents impedes parental involvement. According to the data, some parents are uneducated and hence they are unable to assist their children with schoolwork. Children living with uneducated grandmothers will struggle to get help from them with homework simply because they cannot read or write. Teachers must find a way to help children who live with illiterate parents so that they do not feel educationally excluded. Despite teachers' efforts to engage uneducated parents, the findings show that it is difficult for them to assist their children with homework. It is apparent that parental involvement suffers when parents lack the required skills and information to assist with homework.

A study by Maples (2018:18) revealed that parents with low levels of education struggle to assist their children with their homework. Regardless of the efforts of the teachers, parents believe they are unable to participate in their children's education due to a lack of knowledge and abilities (Van Diermen, 2019:44).

4.4.3.2 Sub-theme 2: Lack of confidence

Since some parents are illiterate, they do not have the confidence to check their children’s school work or help them with homework. Children lose confidence in their parents’ ability to help them if they do not get correct answers. Such parents lack the

confidence to give input or ask questions during meetings or participate in school activities.

“Another one its lack of confidence because I had this parent who told me that she is unable to help his child with homework because she doesn’t understand and if she helps the child with the work the child come home angry because he did not get any correct answer and he loses confidence in her that his mother doesn’t know anything. So, I decided to help such a kid with homework at school during after school.” (P2)

“The challenge is Illiteracy since some parents did not attend school, they lack confidence and depend heavily on people who did. Therefore, this is preventing them from participating in some of the school activities with other parents.” (P6)

The essence here is that participants see a lack of confidence as one of the challenges of parental involvement. Parents lack confidence because most of them are illiterate and do not feel confident to help their children with schoolwork because they do not understand the work. In order for parents to gain confidence they need to ask for assistance to help their children with homework. It is evident that parents’ lack of confidence is due to parents not attending school, thus they have low self-esteem and a lack of confidence. A study by Naicker (2020:30) supports the above statement that parents feel that they are not knowledgeable enough to help their children with homework. Teachers also need to boost the confidence of parents by assisting their children with homework after school. However, parents could ask for help from educated neighbours to assist their children with homework or older siblings and family members could also offer support.

4.4.3.3 Sub-theme 3: Lack of time

Parents' lack of time to supervise their children's homework was quoted by participants as a barrier to meaningful parental involvement. According to participants, parents lack time to assist their children with homework or even attend school meetings simply because they work long hours. Most parents work six to six and when they get home, they are tired and too tired to assist their children with schoolwork, especially if there are household tasks to attend to and other family members.

P1 believes that because parents are financially insecure, they work long hours to support their families, making it difficult for such parents to be successfully involved in their children's education.

“Another one is the challenge of lack of time because most parents here work six-to-six or seven-to-seven every day, they cannot afford the time for parental involvement because they are not financially stable, so they work overtime in order to support their families.” (P1)

P12 mentioned that as parents work long shifts, come home late and are tired.

“Some parents work long hours or night shifts, so they are extremely tired when they get home, so they can't even check their children's books or attend school events because of lack of energy.” (P12)

Participants reported that most meetings are held during the day so it is particularly difficult for parents to be part of those meetings because they are at work during that time.

“In my experience, my challenge was parents don't attend meeting at school due to lack of time because we call meetings during the day and they will be at work. Again, concerning time parents who work long hours, they come back home tired and they don't have time to help their children with homework.” (P3)

“The other one is that parents don't attend parents' meetings because will be at work at that time the meeting will be held and others, they work long hours at retail stores or at different restaurants and they don't have time to help their children with homework when they get home because they will be tired. Some parents are domestic workers or are self-employed so they work multiple jobs so that they can be able to feed their children and the entire family so they don't have enough time to attend meetings”. (P8)

There is a sense among participants that parents are not able to supervise their children's homework sufficiently due to lack of time. According to the findings, working parents are less involved in their children's education because of work commitments and insufficient time, which proved to be a challenge for parental involvement. It is evident that with parents working long hours, they come home tired and are unable to even check their children's books. Participants brought up the difficulty of parents not

attending parents meeting during their workday. It seemed obvious that working parents would not be able to attend meetings that were scheduled during the day. It is clear from the findings that some parents put in long hours and some work night shifts, as a result, when they are called them to pick their children up from school or to attend a meeting, it is revealed that they are either at work or are too exhausted to attend since they worked night shifts.

Chekol and Ayane (2019: 32) stated that parents often work long hours, which means they have less time to help their children with homework. A study by Liu et al. (2020:163) stated lack of time is also considered a challenge when both parents are working and do not have time to come to school for meetings. In addition, Masha (2017:27) indicated that parents have long, unpredictable working hours, and most school functions and events are held at times that are convenient for the school and rarely consider the parent's circumstances. Schools should hold meetings during a time that is convenient to parents or let parents know in time so that they can make arrangements to attend those meetings.

4.4.3.4 Sub-theme 4: Teacher's attitude

As previously discussed, teachers' attitudes impede parental involvement. Participants claimed that some teachers are quite harsh since certain parents have poor educational backgrounds and do not present themselves in a way that promotes effective communication. Teachers tend to be unapproachable, and this style of behaviour discourages parents from engaging with or participating in their children's education. They are terrified of the teacher and are unable to express themselves or contribute to their children's education.

Teachers' attitude to parents was reported by Participant 5:

“Other challenge can be the stinky attitude of teachers towards parents who are illiterate are poor because they think they don't have anything better to say of their opinions are not important because they don't understand the curriculum.”

(P5)

Participant 12 went on to state that parents are discouraged from participating because of teachers' attitudes.

“Some it might be because they had a disagreement with their child’s teacher so they don’t want to experience another bad attitude.” (P12)

In a similar view, participants indicated that teachers are harsh towards parents, preventing parental involvement. It is notable that the negative attitude of a teacher towards parents hinders parental involvement. Teachers have a negative attitude towards poor parents because they think poor people have nothing better to say preventing parents from communicating or expressing their opinions. Teachers thus need to realise that they are at school for the sake of children and they must treat the parents of those children with respect rather than not involving them.

The above statement is affirmed in a study by Naicker (2020:28) who stated that teachers believe that there is no point in making any effort to involve poor parents as they do not have any better thing to say or have no interest in their children's academic performance. Berkowitz et al. (2021:7) found that educators frequently have prejudices due to misconceptions about the poor, such as the notion that those in poverty lack literacy and are disengaged from their children's education because they do not value it.

4.4.3.5 Sub-theme 5: Lack of parental involvement training for teachers

Teachers’ lack of parental involvement training was mentioned by participants as one of the challenges that hinder parental involvement. The problem of meaningful parental involvement has been attributed to teachers not being trained on parental involvement, or not knowing much about it.

Participant 8 indicated that the Department failed to provide courses at the universities related to parental involvement which makes it difficult for them now as teaching professionals to handle and involve parents.

“There are different challenges we face but first of all let me mention this one, the department of education in our college failed us because there was no course or topic during my college days that gave me a clear meaning of parental involvement and how to handle parents at school. We were taught how to teach the learners only not how to involve the parents of those learners. (P8).

Participant 6 expressed a similar viewpoint.

“Another challenge is that at the universities I was never trained to involve parents and this breaks my heart because of the little knowledge I have. If I had been trained, I will be knowing all the strategies I should do for parents to be actively involved in the education of their children. There must be a concept or a module whereby all the teachers are trained on parental involvement.” (P6)

There is a sense among participants that lack of parental training is one of the challenges that hinders the implementation of parental involvement. They explained that they did not receive training on parental involvement or were unaware of how parental involvement affects children’s education. It was notable that due to insufficient knowledge of parents' responsibilities and functions, teachers and school heads were unable to successfully implement parental involvement in their schools. In order for educators to understand how to get parents involved in their children's education, the Department needs to make parental involvement a part of the curriculum at teacher training schools (colleges and universities).

The literature supports the above comments as in a study conducted by Chindanya (2011:110), the findings revealed that teachers graduated without learning much about the involvement of parents in their classrooms. Anastasiou and Papagianni, (2020:6) further stated that teachers are frequently reticent about encouraging parental involvement in their teaching and school work because they do not want to be exposed by their lack of teacher training, qualifications and experience.

4.4.4 Theme 4: Measures for increasing parental involvement

In order for schools to have effective parental involvement, there should be strategies implemented to avoid barriers that teachers experience in schools. The sub-themes of ways to improve parental involvement and measures already in place to improve parental involvement are discussed below.

4.4.4.1 Sub-theme 1: Ways to improve parental involvement

Developing strategies like training teachers will promote parent capability, which in turn will enable parents to take part in the education process. Teachers’ attitudes and willingness to improve parental involvement is a determinant factor in parental involvement. It is imperative that schools implement training programmes on how teachers can involve the parents in their children's education or establish a written

policy on parental involvement. Participants were asked, “Which strategies will serve as a guide to improve parental involvement?”. According to the data analysis from the interviews, participants believe that there should be an integrated policy on parental involvement set by schools in communities because parents are uncertain about how to participate in their children's education.

“There must be policies that the school establishes or introduce because without an established policy on parental involvement, parents, especially those in our school community, may be unaware of how to participate in their children’s education. Therefore, the school must have an established policy on parental involvement to promote parental involvement. There must also create programmes where they educate parents on parental involvement.” (P3)

Participant 4 felt that developing parental involvement policies could encourage parents to become engaged.

“The school needs to establish a policy on parental involvement in order to encourage parents to become more involved. We as teachers we must also learn about parental involvement because it cannot be one-sided, we also need help because we also participate in the child’s education.” (P4)

In addition to developing policies for parental involvement, P2 and P7 focused on the fact that both teachers and parents are unaware of parental involvement because teachers were not trained at their institutions, and parents were not educated about it either. P2 expressed her opinion that both parents and teachers should be trained on parental involvement, which the Department can do through a workshop.

“The strategies can be to give parents and teachers training about parental involvement. This training can be done in a form of workshops at the school or can be done by the Department to create workshops whereby all the teachers can be workshopped on how to involve parents in the education of their children. I believe if everyone can be trained both parents and teachers then it will be simple for parental involvement to be effective and we will produce future leaders and children who take school very seriously.” (P2)

P7 suggested that schools create programmes to educate parents on what is expected of them, and then the Department could organise workshops to educate

teachers because parental involvement is a shared responsibility between teachers and parents.

“Strategies - I think if schools can organise programmes where they can educate parents about parental involvement and teach them what is expected of them to do or see whether they are involved in their children’s education or not. Then for teachers, because most of us we don’t know what to do to make parents to be involved. The Department should organise workshops where teachers will also be educated about how to involve parents in the education of their children, because this matter is not one-sided - it needs us both parents and teachers to know what is expected of us.” (P7)

P10 and P8 offered solutions for increasing parental involvement, stating that parents must be informed about what is expected of them because it is difficult for parents to accomplish what they have never been informed about.

“I think parents need to be informed what is expected of them through having workshops or programmes where we gather all parents to tell them about parental involvement. Teachers also must have programmes or workshops where they can learn how to involve parents.” (P10)

P8 added that by having multiple workshops and programmes on parental involvement, parents would be aware of what is expected of them and teachers would know how to interact with parents

“Parents should be offered a variety of parent workshops at various times in schools as most parents are unaware of what they are expected to do. Teacher also must be trained on parental involvement so that they can be able to interact with parents and know how to handle them.” (P8)

Participants indicated that programmes and workshops should be considered as a way to improve parental involvement. Most of the participants were centred on the fact that both teachers and parents do not have any knowledge of parental involvement because teachers have not been trained at their universities and parents have not been educated on it either. Since parents and teachers are not knowledgeable, it shows the significance and the agency of having programmes and workshops to educate parents and teachers about parental involvement. It is important for schools

to develop and implement policies on parental involvement. It was evident that without a written policy on parental involvement, it would be difficult for schools to establish effective parental involvement. It is imperative that parents are informed of what is expected of them in order to be involved in their children's education.

Zenda (2021:5, 7) stated that a parental involvement policy directs parents and empowers them to engage in their children's education and this includes attendance at school meetings to ensure parents are informed of learners' progress. Maluleka (2014:72) stated that some teachers are not aware of how to deal with parental issues in the absence of a clear school policy regarding parental involvement. Makamani (2019: 29) affirms that educating parents about the benefits of parental involvement and how to participate can improve parental involvement. Harris (2019:3) explained that strategies utilised with this kind of interaction could include workshop participation, multimedia training, and recommendations for how to make homes more conducive as a learning environment. Additionally, Patton (2019:6) stated that schools could provide professional development workshops and training sessions that will enable parents to become more productive with their children at home. Parents must know what is expected of them which is in keeping with Liu et al., (2020:163) who stated that teachers could also organise short parent and teacher meetings every week or every month or can share their journals through weekly emails, whereby parents are updated with their children's progress. Schools, in collaboration with the Department, should implement programmes to teach parents about parental involvement.

4.4.4.2 Sub-theme 2: Measures already in place to improve parental involvement

For parental involvement to be improved, there must be measures that schools or teachers are already engaged in. Participants were asked, "What measures are already in place to ensure active parental involvement?" Participants pointed to the fact that the strategies that are already in place to improve parental involvement include communication via letters, phone calls, communication book, and end-of-the-term school meeting. However, it seems that neither parents nor teachers have been workshopped by the school principals or the Department of the role of parental involvement.

“The measures that are already in place is communication between the teacher and the parents. As this communication is done via a communication book because I use a communication book to communicate with parents who respond to the letters or messages in the communication book. So far there are no workshop or program that are taking place to educate both parents and teachers on the concept of parental involvement.” (P5)

“There are no measures that are already in place because there are no established policies on parental involvement. I’ve never attended a program whereby we discuss how can we involve parents in the education of their children. The only strategies that are already in place is the communication that we have with parents that is done via telephone, letters and end of the term meeting.” (P3)

“Measures that are already in place in our school to involve parents it that we make sure we meet with parents every quarter when they collect the reports, we communicate with parents by using telephone or letters. We also call by parents to involve them when a child has a problem or she or he is struggling with something.” (P9)

A weekly homework programme is also seen as a way to improve parental involvement, with parents being requested to help by signing when the homework has been completed and to comment on their child’s progress.

“I give learners words with sounds for English First Additional Language and home language at the begging of every week for the learners to practice the words at home with their parents so that at the end of the week learners will be able to read and write all the words for the week. I even leave a space for parents to comment on the progress of their child. So, you can see this activity makes parents to be actively involved because they have to ensure that their children know those words.” (P12)

Participants indicated that there are no policies to improve parental involvement, nor are there workshops to address it. If there are no initiatives to implement and improve parental involvement, it will not be effective. The only considered strategies that are already in place is how teachers communicate with parents which are done via

telephone, letters, communication book, and parent meetings and the idea that parents help with specific homework tasks.

Smith (2021:104) affirms that generalised policy statements enable greater responsiveness at the level of the individual school, but a lack of specificity results in a lack of clarity regarding what is expected of teachers and schools. Smith (2021:104) further indicates that it is necessary to look more closely at how teachers and schools implement parental participation programmes. By doing this, one can have a greater knowledge of how parental engagement goals might be met, which will help with future policy creation and implementation. Lack of policy development inhibits parental involvement, as according to Jaiswal, (2017:102), developing policies on parental involvement improves parent-teacher interaction. The literature affirms that many teachers utilise daily communication books to share information with parents (Graham-Clay, 2005:119) as well as engaging in interactive dialogues with parents as part of two-way communication in order to ensure that parents are involved in their children's education.

4.5 ANALYSIS OF DATA FROM DOCUMENTS

The term document analysis refers to the systematic review or evaluation of documents-both printed and electronic documents including computer-based and Internet-based (Bowen, 2009:27). Similar to other qualitative research methods, document analysis relies on eliciting meaning from relevant documents and interpreting it to gain a deeper understanding of the data. Documents, which included the School Policy and Code of Conduct, the School Year Plan, newsletters, parent-teacher consultations and minutes of meeting, obtained from the four selected schools in the Lebowakgomo Circuit were analysed to gain a deeper understanding of parental involvement in the schools.

4.5.1 School Policies (Code of Conduct)

Policies are important for setting rules and procedures, creating principles for learning and safety, setting expectations regarding learner behaviour and holding learners accountable for those principles. The main aim of the code of conduct is to create a well-organised and disciplined school so that effective learning can take place where learners take responsibility for their actions and make good choices through the code of conduct. Parental consent is required for the code of conduct, which is to be signed

by both learners and parents and the learner is implicitly committed to the school's code of conduct as soon as they enrol at the school. It is therefore necessary for learners and their parents/guardians to familiarise themselves with the school's code of conduct.

The lack of these principles would prevent schools from providing learners with the essential structure and environment for learning. To ensure a disciplined education and a disciplined school environment, the code of conduct consists of disciplinary rules that learners must adhere to (Bray, 2005:123). However, it is equally as important that these rules are properly applied and enforced to maintain a disciplined learning environment.

Each participating school developed a code of conduct based on the Constitution of the Republic of South Africa (1996) section 108 and the South African Schools Act (1996) section 84; however, in almost all the schools there was no mention of parents in the school's policy and code of conduct. What did emerge from the findings is that on a quarterly basis, all schools hold meetings with parents to discuss the progress of the learners and motivate them to help their children at home.

4.5.2 School Year Plan

A year plan is a list of activities, with their respective dates, that take place at the school throughout the year. Developing a year plan has many benefits, including providing parents and families with an overview of what is happening throughout the year. As teachers progress through the year, parents can follow the activities in which the teachers and learners are involved.

All participating schools had a school year plan which outlined all the activities that were going to take place during the year. Activities like parents collecting reports, fun day, sports day, farewell for Grade 7 learners, award giving ceremony, and so on. However, the school year plan makes no mention of the roles that parents play nor of parental involvement workshops or a day where parents to be involved. School D was the only school that scheduled a parent consultation for each term.

4.5.3 Newsletters

The newsletter is a letter the school writes to parents to keep them informed of important information or activities taking place at the school. In this study, newsletters

are the main means of sharing relevant important and general information with parents in all the participating schools. In addition to keeping parents informed, newsletters encourage parents to come to school when they are called for a specific meeting, remind parents about school meetings, school trips and other activities that are happening at school. Most letters are sent to parents towards the end of each term to inform them of the meeting date and to collect reports.

In Schools B and C, parents are sent letters electronically although at times, hard copies are handed out. School A relies on hard copies and only send newsletters electronically when the matter is urgent. School D sends letters electronically but does hand out hard copies to learners whose parents' emails or cell phone details are not working.

4.5.4 Teacher-Parent Consultations

Schools participate in various ways in providing opportunities for teacher-parent interaction. Each school makes sure that teachers meet with the parents at least four times a year. In School D, the documents indicated that they have consultations with parents during the term, mainly one month after the schools reopen with their children's class teachers to discuss the most efficient school work. In School C, teachers interact with parents twice in a term. The other selected schools meet with parents four times a year when reports are handed out.

4.5.5 Minutes of Meetings

Meeting minutes are notes taken during meetings to record important insights, suggestions, and solutions that were brought up during the meeting. One member of the school staff (secretary) is appointed to take the minutes and their duty is to keep accurate records of what transpires.

All four selected schools have a minute book whereby all the important points that were discussed in the meeting are transcribed. According to the minutes, the school principals encouraged parents to help their children with homework, to make sure that their children have stationery when they come to school, to ensure that their uniform and school bag are clean all the time and that learners come to school on time. It was noted that parents were reminded to notify the school administrator of any changed contact details.

Below are some quotes that the principals of the selected schools recorded in the minutes of the meetings.

- School A *“Parents please make sure that your children come to school with writing materials every day because most of your children don’t do that and we are tired of this. Some of your learners come to school very late make sure that your child comes to school on time every day”*
- School B *“Your children come to school with a dirty uniform on Monday and that is totally wrong, very wrong, make sure you wash their uniform, a responsible parent can’t let their children come to school dirty as if she or he stays alone. Some of the children are always late every day because they are taking their siblings to preschools, it’s your responsibility as a parent to take those little ones to school.”*
- School C *“We are unable to reach some of you on your cellphones when your children are sick or we want to send important messages to you, please make sure you see the administrator and submit the correct contacts number, name of the parent and the learner also their grades”*
- School D *“I am impressed about how you take care of your children, they come to school very clean with a correct uniform, it’s just a few that come to school with a uniform that is not clean. Parents let’s make sure our children come to school with a clean uniform. Also, let’s support them by encouraging them to read and write their homework”.*

4.6 CONCLUSION

In this chapter, themes and sub-themes were used to report on the data gathered from the interviews and document analysis. Themes were discussed in detail to elicit important information about parental involvement. The selected participants shared their experiences of parental involvement. Helping learners with homework and other school-related activities was the main aspect of parental involvement, although there are many other areas in which parents could become involved. It seems that teachers experience challenges with parental involvement and in many cases, parents are not involved at all. Strategies to improve parental involvement were suggested by participants even though none of the schools have these strategies in place. In the next chapter, conclusions, recommendations, and results are discussed.

CHAPTER 5

FINDINGS AND RECOMMENDATIONS OF THE STUDY

5.1 INTRODUCTION

In the previous chapter, data obtained from the face-to-face interviews and document analysis were presented and interpreted. The aim of Chapter 5 is to present an overview of this dissertation, present the summary of the major findings, discuss the implications of findings, make recommendations, and draw a conclusion.

The main research question was: *What are the experiences of teachers on parental involvement in the primary schools of Lebowakgomo circuit, Limpopo Province?*

5.2 SUMMARY OF CHAPTERS

Chapter 1 - The first chapter introduced the research. This chapter revealed that parental involvement is a challenge and a growing concern in South Africa (*cf.* 1.1). Followed by background (*cf.*1.2), then the rationale of the study (*cf.* 1.3). The following key research question was phrased (*cf.* 1.4) *What are the experiences of teachers on parental involvement in the primary schools of Lebowakgomo circuit, Limpopo Province?* In addition to this aims and objective of the study were listed (*cf.* 1.5). The study's significance was indicated (*cf.* 1.6). A preliminary literature review was outlined (*cf.* 1.7), then theoretical framework (*cf.* 1.8) and a brief outline of the research methodology and design was given. This chapter provided a brief overview of the research paradigm (*cf.* 1.9.1), research approach (*cf.* 1.9.2), research design (*cf.* 1.9.3), population and sampling (*cf.* 1.9.4), data collection techniques (*cf.* 1.9.5), data analysis and interpretation (*cf.* 1.9.6). This chapter also examined trustworthiness (*cf.* 1.10), as well as ethical considerations (*cf.* 1.11). The study's limitations and delimitations were then discussed (*cf.* 1.12) with clarification of key ideas (*cf.*1.13), followed by an outline of the study (*cf.* 1.14) ending off the chapter.

Chapter 2: The second chapter reviewed the literature and served as the study's foundation, guided by the research questions listed in the interview schedule. Critical components of teachers' experiences of parental involvement were examined. The concept of parental involvement (*cf.* 2.2), parental involvement according to South African policies (*cf.* 2.3) and the role of parents in education are discussed in this chapter (*cf.* 2.4). The chapter focused on teachers' experiences on the effectiveness

of parental involvement (*cf.* 2.5), challenges that teachers face when improving parental involvement (*cf.* 2.6), and lastly, on measures that can help to improve parental involvement (*cf.* 2.7). Epstein's six forms of parental participation were used to develop a conceptual framework (*cf.* 2.8) with Epstein's overlapping sphere of influence being the final section (*cf.* 2.9).

Chapter 3: The study's research strategy and methodology were presented in Chapter 3. This study used a qualitative research approach (*cf.* 3.3) underpinned by the interpretive paradigm (*cf.* 3.2) and a case study research design (*cf.* 3.4) since it allowed the researcher to acquire meaningful knowledge from the participants in their natural contexts. This study's population included three teachers from each of the four primary schools in the Lebowakgomo Circuit, resulting in a sample of twelve participants. Participants were chosen via purposeful sampling (*cf.* 3.5) based on their teaching experiences, professional qualifications, and willingness to participate. Semi-structured (in-depth interviews) (*cf.* 3.6.1) and document analysis were employed to obtain data in this study (*cf.* 3.6.2). The chapter went on to examine the data analysis and interpretation process in greater detail (*cf.* 3.7). Furthermore, methodological rigor was discussed to assure trustworthiness (*cf.* 3.8) and ethical considerations (*cf.* 3.9), which were critical to this study, were also addressed.

Chapter 4: The findings from the analysis of data acquired through face-to-face interviews and document analysis were presented in Chapter 4. This chapter began by outlining the demographic characteristics of sampled participants in the Lebowakgomo Circuit primary schools as a study setting (*cf.* 4.2), followed by a brief overview of thematic data analysis (*cf.* 4.3). Four main themes with sub-themes emerged from the analysis (*cf.* 4.4) and were explored in the presentation of the findings.

5.3 MAJOR FINDINGS

This section presents the major findings according to each of the research objectives.

5.2.1 The Role of Parental Involvement

According to the study's findings, participants knew the concept of parental involvement, but had different understandings of the concept. Parental involvement was seen to be the role that parents play in helping their children with homework and

in communicating with their children's teachers (*cf.* 4.4.1.1, 4.4.1.2, 4.4.1.3, 4.4.1.4). However, it seems that participants' understanding was constrained because they viewed parental involvement as restricted to monitoring the children's schoolwork and did not involve other areas where children need help or where they could offer help. If teachers do not fully comprehend the concept of parental involvement, they will be unable to effectively involve parents in their children's education.

It was discovered that parents should be involved in their children's education by encouraging their children, creating a good learning atmosphere that allows children to complete their assignments with some kind of parental support. This notion is supported by Epstein's type 1 Parenting (*cf.* 2.8.1). Children need to be comfortable when doing their homework and this means that they should work at the table while seated on a chair. This may help them make the connection between the two settings (home and school) and realise there is no difference between doing their schoolwork at home and at school (*cf.* 2.4.). Parents should consider helping their children with homework and assignments as an important role in their child's education. As mentioned by O'Toole (2019:29), homework is a tool to keep parents well informed of the child's strengths and weaknesses in various class subjects and when teachers communicate tasks to parents, it positions parents so that they can help their children complete the homework tasks.

The study established that parents should monitor their children's academic progress and this means that parents need to review their children's books to see if they are completing the work assigned to them by their teachers and thus making progress. It was established that parents should see the value of using the time they spend helping their children with their schoolwork as a bonding experience.

Communication is a crucial factor. The study discovered that schools use a variety of ways to communicate with parents. Parent meetings, parent consultations, and telephone talks are all examples of verbal communication approaches. Nonverbal communication strategies include writing communication, such as a note in the communication book, newsletters either in hardcopy or electronic form. The study found that although participants used many different communication channels with the parents, there were still some issues with communicating with parents.

Communication will remain a challenge in schools if both parties are not totally engaged.

Communication between parents should be a key element that needs to be taken into consideration. Despite the problems that participants experienced, it was clear that their communication between school and home and home and school is vital, which aligns with Epstein's (2002:59) Type 2 of parental involvement (Communication).

5.2.2 The Experiences of Teachers on the Effectiveness of Parental Involvement

The second objective was to examine the perception of teachers on the effectiveness of parental involvement. The study established that factors such as parents not being involved, a partnership between parents and teachers, benefits and effectiveness of parental involvement, areas in which parents are likely to be involved, and parent and teacher attitudes arose (*cf.* 4.4.2). The study found that not offering opportunities for parents to communicate or exchange views on their children's education causes parents to become disengaged. There is still confusion about how parents should be involved in their children's education. As a result, it is established that teachers fail to notify parents about their expectations. Despite the fact that parents believed that teachers should handle all of the work, this serves to highlight how little parents understand their role in their children's education.

It was discovered that parental involvement can be positively impacted by a strong working connection between parents and teachers where teachers involve parents in their children's learning process. Participants want parents to support and help their children with schooling which helps develop a strong bond between parents and their children. This aligns with Epstein's type 4 learning at home (Epstein, 2002:67) (*cf.* 2.8.4); however, it was discovered that it can be challenging for teachers to maintain this connection. Developing a strong relationship with parents makes it easier to identify whether something is wrong with the child. A good partnership is supported by Epstein and Janson (2004:20), who indicated that the areas of influence that Epstein identified as a partnership is necessary and it will function properly if all parties are involved (*cf.* 2.9).

The findings indicate that effective parental involvement in their children's education has an impact on their academic success. Children become more focused on their

academics when parents are actively involved in their education, as suggested by the Department (DBE, 2016:9). Epstein's overlapping sphere of influence indicates that greater overlap results from teachers including parents, in their regular teaching process and parents becoming more actively involved in their children's academic performance (Magwa & Mugaris, 2017:76). It is clear that parental participation inspires children to perform better. It emerged that children from educated homes perform better than those from uneducated families. Teachers had a positive outlook on effective parental involvement since it enables their children to focus more intently on their academic work.

It emerged that parents like to be involved in helping their children with homework, as confirmed by Makamani (2019:18) (*cf.* 2.4). However, parents only want to be involved when teachers phone them with good news about the child performing well (*cf.* Ward 2013:4). It seems that parents dislike being involved when their children are not performing well in school, whether academically or behaviourally.

The study indicates that teachers face a fundamental challenge with children whose parents are not involved as it affects the child's emotional and psychological well-being and lowers their sense of self-esteem. Children who are affected frequently do not appreciate or understand the importance of education in their lives.

The teacher's attitude could play a role in building a barrier between them and the parents (*cf.* 2.6.5), which aligns with supported by Ozmen et al. (2016:31). It emerges that when teachers insult parents and refuse to offer them an opportunity to voice their concerns, parents get dissatisfied and stop participating.

5.2.3 The Challenges that Teachers face when trying to improve Parental Involvement

The third objective was to determine the challenges that teachers face when trying to improve parental involvement. Challenges that teachers experience when involving parents include uneducated parents, lack of confidence, lack of time, teacher's attitude and lack of parental involvement training for teachers (*cf.* 4.4.3.1, 4.4.3.2, 4.4.3.3, 4.4.3.3, and 4.4.3.5).

In many cases, uneducated parents are unable to assist their children with homework because they find it difficult to understand the curriculum which aligns with Maples (2018:18), who revealed that parents with low levels of education struggle to assist

their children with their homework (*cf.* 2.6.3). Similarly, it was established that parents lack the confidence to assist their children with homework because do not they feel knowledgeable enough to assist with schoolwork, as supported by Naicker (2020:30) (*cf.* 2.6.3), or participate in school meetings because they are illiterate

Lack of time was seen as a major challenge due to working parents being less involved in their children's education as parents' work commitments result in a lack of time to interact with their children. Parental participation or involvement is supported by Epstein's type 4 learning at home (*cf.* 2.7.2) (Mwarari et al., 2020:204). However, parents work long hours, arrive home exhausted and find it challenging to check their children's books. It was also discovered that parents miss parent meetings simply because they are either at work during the day between Mondays and Fridays, or on night shift or at work over the weekends.

Teachers' negative attitude hinder parental involvement. It was found that teachers have a negative attitude towards poor parents thus preventing parents from communicating or expressing their opinions. As a result, teachers are blinded by the misconception that poor parents have nothing to offer because most of them are illiterate, a notion supported by Berkowitz et al. (2021:7). Furthermore, lack of parental involvement training at the higher education institution hinders teachers' ability to develop and encourage parental involvement. It was discovered that teachers were not trained at universities and colleges about parental involvement hence some find it difficult to involve parents.

5.2.4 Strategies to Improve Parental Involvement

The fourth goal was to develop strategies that could serve as a guide to improving parent involvement. The study discovered that workshops and programmes should be considered as a means of enhancing parental involvement. Taking into account that neither teachers nor parents are fully aware of parental involvement and how it should operate within schools, training in this area should be done by universities offering courses on parental participation to instruct teachers in the form of workshops and programmes. It also emerged that schools have not developed or have policies on parental involvement which could guide the process.

Some strategies are in place in the participating schools and these include communicating with parents via all communication channels (*cf.* 4.4.1.3). According to

research by Epstein (2002:59), activities such as teacher-parent conferences, newsletters with reaction sheets, and gathering end-of-term reports can be tailored to facilitate good two-way communication. The overlapping model acknowledges that when family, school, and community collaborate and play a cooperative, synergistic, and supportive role in supporting development and learning, learners will succeed academically (*cf.* 2.9).

5.3 IMPLICATIONS OF THE RESEARCH STUDY

This section presents the implications of the research study according to each of the research objectives.

5.3.1 The Role of Parental Involvement

Parents should consider the important role they play in assisting their children with school work since it gives them an opportunity to see their children's progress. It also gives them a chance to bond with their children and learn where the children are struggling or excelling, like knowing for example, that their son reads Sepedi and English fluently, but takes time understanding aspects of mathematics. A favourable and positive environment should be created in the home since it encourages and motivates children to do their schoolwork.

A challenge is communication which means that parents need to be reminded of the importance of two-way communication in every parent meeting. This includes regular meeting with parents during the year so that they can discuss the academic progress of their children. To ensure that the school can contact parents, updated contact numbers should submit to the administrator.

5.3.2 The Experiences of Teachers on the Effectiveness of Parental Involvement

Since effective parental involvement increases learners' academic performance, it is important that parents show interest in their children's education because this influences their children into prioritising education. Parents should consider their children's educational progress as a shared responsibility between them and teachers but it needs parental involvement to support all areas of schooling. People are different and have different desires and attitudes so teachers must be patient and be willing to accommodate the differences of parents. Furthermore, all teachers must understand

that they are at school for the children, not for themselves, so they must respect the parents of the children they teach for effective communication and partnership to occur.

5.3.3 The Challenges that Teachers face when trying to improve Parental Involvement

It seems that parental involvement is an issue in the South African education system. Teachers encounter challenges when trying to improve parental involvement which include uneducated parents, lack of confidence, lack of time, teachers' attitudes and lack of training (*cf.* 4.4.3).

To involve all parents in their children's education, the classroom teacher should devise strategies on how to help learners whose parents are unable to help them, whether it is allowing those children to stay behind after school to help them with the homework or finding high performing learners to help those who struggle or assign tutors to help them at home.

As many parents work long hours, teachers should take the working life of parents into consideration and reschedule meetings at a more convenient time. The dates of parent meetings should be recorded on the school plan so that parents are aware of those dates and make the necessary arrangements to attend.

The issue of teachers having a negative attitude toward parents needs to be taken into consideration as this could impede the effective implementation of parental involvement. Teachers who are treating parents badly should be reported to the principal and the School Governing Body (SGB) and warned or reprimanded for their behaviour. To assist teachers with parental involvement, the Department at the university level should consider including this concept as one of its modules so that teachers are made aware, during their studies, of the value of parental involvement and develop strategies for involving parents.

5.3.4 Strategies to improve Parental Involvement

The monthly, quarterly, or annual parental involvement programme and the parental involvement policy should be communicated and discussed with teachers and parents in order to develop mutual understanding in achieving the main goal which is to increase parental involvement. Schools need to take this issue seriously and make

sure they take on groups of parents to train them on how to get involved in their children's education.

5.5 RECOMMENDATIONS

The following recommendations are offered:

Recommendation 1: Educating parents on their role of parental involvement

Through its policy on parental involvement, the school should ensure parents know what it means to be involved in their child's education. Teachers should tell parents what is expected of them by letting them know that it is their responsibility to encourage and motivate their children at all times. Parents must be made aware of the importance of good communication with teachers and that parents should respond to all messages sent to them by the school.

Recommendation 2: Implementing effective parents-teacher partnerships

The school should create platforms where teachers can talk to parents about their needs and what communication skills/strategies will be suitable for different parents. Teachers should give parents their contact numbers so that parents can contact the teacher if they do not understand the assignment or send a message from the school letters.

Recommendation 3: Ensuring a positive attitude of teachers towards parents

School principals should ensure that their staff treats parents with respect. School leaders and SGB members should take disciplinary action against teachers who treat parents negatively at school as it prevents parents from getting involved. Parents need to report any negative behaviour they experience to the principal with proof.

Recommendation 4: Assisting children leaving with uneducated parents

School leaders should have afterschool programmes in place whereby they assist learners whose parents are unable to assist them with schoolwork. Community leaders should also have centres in the community where they hire educated youth to assist children with schoolwork.

Recommendation 5: Accommodating parents who are unable to attend scheduled parents' meetings

The school should hold parent meetings and parent consultations on Saturday afternoons or Sundays to accommodate all parents since most parents are at work during the week. The SMT take minutes of the meeting and circulate to all parents who were unable to attend the meetings to ensure that they are fully informed about what is happening at school and what is expected of them.

Recommendation 6: Training teachers while completing their teaching degree

The Department of Education at higher education institutions should include parental involvement as one of the modules in their curricula when teachers are studying for their Bachelor of Education degree.

Recommendation 7: Development of school policies

The SMT should develop policies on parental involvement so that all parents are familiar with their role of parental involvement.

Recommendation 8: Development of programmes for parents

The SMT and the SGB should develop programmes to inform and encourage parents on how to be involved in their children's education.

Recommendation 9: Creating workshops for teachers

The Department needs to train their employees on parental involvement. The circuit managers and the district director should hold workshops to cover all teachers in their provinces. The workshops should be facilitated by experienced people who are knowledgeable about the concept of parental involvement.

5.6 LIMITATIONS OF THE STUDY

The study was limited to four schools in the Lebowakgomo circuit, Capricorn district, Limpopo province. This indicates that the study sample was solely representative of that specific population and not of Limpopo and other provinces as a whole. The study's findings cannot be generalised since other teachers in the province may not have the same experience. The interviews did not include parents because the goal was to learn about teachers' experiences on parental involvement in primary schools.

Time was a limiting factor since some of the participants were not easily accessible as the data collection was done after school hours which inconvenienced some of the participants. This meant that the researcher interviewed participants on different days.

5.7 SUGGESTION FOR FUTURE RESEARCH

The researcher advises future studies to use other research methodologies such as mixed methods or quantitative methods as a means of expanding data gathering to acquire a fuller understanding of the concept of parental involvement. The research was limited to interviews and document analysis as data collecting techniques. Data can be collected in future studies using observation and questionnaires. Further research should look into including additional participants, particularly parents, to assess their perspectives and experiences with parental involvement. Future studies can focus on the experiences of high school teachers regarding parental involvement since the study only focused on primary school teachers. Future studies are needed to investigate the role of the Department in ensuring effective parental involvement in schools.

5.8 CONCLUSION

The main aim of this research was to explore the experiences of teachers on parental involvement in the primary schools of the Lebowakgomo circuit, Limpopo province. The study revealed that parental involvement has the potential of supporting both the school and their children during their years at school. There are, however, challenges involved with implementing parental involvement, which could be addressed in order to fully benefit the children.

Parents in collaboration with the principal, the SGB and teachers, should be encouraged to become fully engaged in their children's education guided by a specific policy on parental involvement so that effective parental involvement is established in all primary schools in the Lebowakgomo circuit (Capricorn South district), Limpopo province, as well as throughout the nation.

**“At the end of the day, the most overwhelming key to a child’s success
is the positive involvement of parents”**

Jane D. Hull

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APPENDICES

Appendix A: Proof of Registration



2043

LETSWALO V M MS
P O BOX 1402
SOVENGA
0727

STUDENT NUMBER : 61148776

ENQUIRIES TEL : 0861670411
FAX : (012)429-4150
eMAIL : mandd@unisa.ac.za

2023-03-03

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: MED (EDUC MANAGEMENT) (98405)

CODE	PAPER	S NAME OF STUDY UNIT	NQF crdts	LANG.	PROVISIONAL EXAMINATION EXAM.DATE	CENTRE(PLACE)
DFEDU95		MED - Education Management	**	E		
@ DFEDU95		MED - Education Management	**	E		
@		Exam transferred from previous academic year				

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

Your attention is drawn to University rules and regulations (www.unisa.ac.za/register).

Please note the new requirements for reregistration and the number of credits per year which state that students registered for the first time from 2013, must complete 36 NQF credits in the first year of study, and thereafter must complete 48 NQF credits per year.

Students registered for the MBA, MBL and DBL degrees must visit the SBL's ESOOnline for study material and other important information.

Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating academic activity to the satisfaction of the University, you will not be re-admitted, except with the express approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same College for a period of five years after such exclusion, after which you will have to re-apply for admission to any such qualification.

Readmission rules for M&D: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.

BALANCE ON STUDY ACCOUNT: 0.00

Yours faithfully,

Prof M S Mothata
Registrar

0108 0 00 0



University of South Africa
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Appendix B: Research Ethics Clearance Certificate



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2022/07/06

Ref: **2022/07/06/61148776/19/AM**

Name: Ms VM LETSWALO

Student No.:61148776

Dear Ms VM LETSWALO

Decision: Ethics Approval from
2022/07/06 to 2025/07/06

Researcher(s): Name: Ms VM LETSWALO
E-mail address: marumoletswalo@gmail.com
Telephone: 0659404472

Supervisor(s): Name: Dr S.J RAPETA
E-mail address: rapetsj@unisa.ac.za
Telephone: 012 429 6848

Title of research:

**The experiences of teachers on parental involvement in the primary schools of
Lebowakgomo circuit, Limpopo province.**

Qualification: MEd Education 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 2022/07/06 to 2025/07/06.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2022/07/06 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 will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



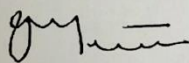
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3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. 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.
6. 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.
7. 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.
8. No field work activities may continue after the expiry date **2025/07/06**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

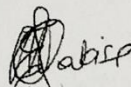
Note:

The reference number **2022/07/06/61148776/19/AM** 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 Mpine Makoe
ACTING EXECUTIVE DEAN
qakisme@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

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Appendix C: Letter of Permission to conduct Research



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF **EDUCATION**

Ref: 2/2/2 Enquiries: Makola MC Tel No: 015 290 9448 E-mail: MakolaMC@edu.limpopo.gov.za

Ms VM LETSWALO
P.O Box 1402
Mankweng
0727

RE: REQUEST TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal reads as follows: **"The experiences of teachers on parental involvement in primary schools of Lebowakgomo Circuit, Limpopo Province"**.
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the Circuit Office and the School concerned
 - 3.3 The conduct of research should not in any how disrupt the academic programmes at the school(s)
 - 3.4 The research should not be conducted during the time of Examinations especially in the fourth term
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected and treated with dignity)

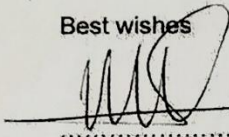
Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

The heartland of southern Africa - development is about people

3.6 Upon completion of the research, the researcher shall share the final product of the research with the Department.

- 4 Additionally, you are expected to produce this letter at School(s)/Office(s) where you intend to conduct your research as evidence that permission has been granted for access to the research site(s).
- 5 The Department appreciates the contribution that you wish to make and wishes you success in your investigation

Best wishes



.....

Mashaba KM

DDG: Corporate Management

25/07/2022

Date

Appendix D: Participant Information Sheet



TITLE: The experiences of teachers on parental involvement in the primary schools of Lebowakgomo Circuit, Limpopo province

Dear Prospective Participant

My name is Valesa Moshibudi Letswalo and I am doing research under the supervision of Dr Sephoka Joseph Rapeta, a supervisor in the Department of Educational Leadership and Management towards a M Ed (Masters of Education) at the University of South Africa. We are inviting you to participate in a study entitle: The experiences of teachers on parental involvement in the primary schools of Lebowakgomo Circuit, Limpopo province.

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information that could contribute to policy development in schools particularly disadvantaged schools where parents are not involved. When schools develop policies, the voices and concerns of parents are not taken into consideration. This research will help to identify problems that are affecting learner's academic performance and how can that be improved through the active involvement of parents. Through the findings of this study, the issue of parental involvement could be highlighted and principals and teachers could motivate parents to visit their children's class teachers and attend scheduled meetings and thus develop a productive attitude to being involved in the children's education. Transparency can be developed between parents and teachers regarding their issues and their involvement in their children's education. Principals, SMT together with SGBs may be encouraged to use recommendations from this research to ensure that parents are actively involved in their children's education because the future of these learners depends on them.

WHY AM I BEING INVITED TO PARTICIPATE?

You have been chosen to participate in the study because you are a teacher teaching in a primary school and I believe you have the relevant experience when it comes to parental involvement in children's education.

Your contact details were obtained from the list of educators in your school. Participants in the study will be 3 teachers from each of the 4 selected primary school in the Lebowakgomo Circuit. The approximate number of participants will be 12.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

This study involves semi-structured in-depth interview. The researcher will conduct face to face interview. Your role as a participant will be to answer the questions that will be asked during the interview. Questions that will be asked in the interview are:

1. What is your understanding or your view on the concept of parental involvement?
2. What is the role of parental involvement in the education of their children?
3. What is your perception on the effectiveness of parental involvement?
4. Why are some parents not involved in the education of their children?
5. As a teacher how will you like parents to be involved in their children's education?
6. From your experience which areas do parents likely to be involved in their children's education?
7. How can lack of parental involvement affect children?
8. What are the challenges that teachers face when trying to improve parental involvement?
9. How can teachers create a barrier between them and parents?
10. What can be done to overcome those barriers?
11. How often do you communicate with parents regarding their children's education?
12. How often do you meet with the parents of your children?
13. Which strategies will serve as a guide to improve parental involvement?
14. What measures are already in place to ensure active parental involvement?
15. Is there anything related to parental involvement that you consider important that has not been covered?

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

There are no potential benefits but participating in the study will help to identify problems that are affecting learner's academic performance and how can that be improved through the active involvement of parents.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

There will be no negative consequences or any inconveniences as participants will not be exposed to any harm. The researcher will make sure this research is conducted in a manner that will minimise possible harm. However, should the researcher perceive any participants to be negatively affected by the research a debriefing session would be conducted. Participants will only answer the questions during the interview and confidentiality will be maintained.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. These documents will be in my possession and it will not be mentioned to any report. All responses will be dealt with confidentially. The recordings and transcripts of the interview will be in a locked cabinet. The research information will be accessed by the researcher and the supervisor because they are able to maintain confidentiality.

The anonymous data of participants may be used for other purposes such as research report, journal articles and conference proceedings. Although individual participation will not be identifiable in such reports.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard at the researcher's home for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Hardcopies be shredded and the electronic copies will be permanently deleted from the hard drive of the computer through the use of relevant software programs.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

Participation in the research is voluntary so there will be no money or incentives given to participants.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the Research Ethics Review Committee of the University of South Africa (UNISA). A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Valesa Moshibudi Letswalo on 065 940 4472 or email marumoletswalo@gmail.com. The findings are accessible for five years.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Dr Sephoka Joseph Rapeta on 012 429 6848 or email rapetsj@unisa.ac.za.

Should you have concerns about the way in which the research has been conducted, you may contact Dr Sephoka Joseph Rapeta on 012 429 6848 or email rapetsj@unisa.ac.za. Dr S.J Rapeta , Muckleneuk campus , AJH Van Der Walt building ,office 7-20.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

.....

Letswalo V.M

Appendix E: Consent to Participate in this Study

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the face-to-face interviews.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname..... (please print)

Participant Signature.....Date.....

Researcher's Name & Surname.....(please print)

Researcher's signature.....Date.....

Appendix F: Interview Questions

1. What is your understanding or your view on the concept of parental involvement?
2. What is the role of parental involvement in the education of their children?
3. What is your perception on the effectiveness of parental involvement?
4. Why are some parents not involved in the education of their children?
5. As a teacher how will you like parents to be involved in their children's education?
6. From your experience which areas do parents likely to be involved in their children's education?
7. How can lack of parental involvement affect children?
8. What are the challenges that teachers face when trying to improve parental involvement?
9. How can teachers create a barrier between them and parents?
10. What can be done to overcome those barriers?
11. How often do you communicate with parents regarding their children's education?
12. How often do you meet with the parents of your children?
13. Which strategies will serve as a guide to improve parental involvement?
14. What measures are already in place to ensure active parental involvement?
15. Is there anything related to parental involvement that you consider important that has not been covered?

Thank you for participating in this interview.

Appendix G: Document Analysis Checklist

DOCUMENTS	YES	NO
Parental Involvement Policy document.		
Newsletters to parents.		
Year Plan.		
Minutes of parents' meetings.		
Parents workshops or programs.		
Code of Conduct.		
Any other interaction between parents and teachers.		

Appendix H: Proof of Editing

To whom it may concern

This letter serves to confirm that editing and proofreading was done for:

VALESA MOSHIBUDI LETSWALO

MAGISTER EDUCATIONIS

Educational Management

College of Education

University of South Africa

**THE EXPERIENCES OF TEACHERS ON PARENTAL INVOLVEMENT IN THE
PRIMARY SCHOOLS OF LEBOWAKGOMO CIRCUIT, LIMPOPO PROVINCE**



Cilla Dowse
13 January 2023

Cilla Dowse
PhD in Assessment and Quality Assurance in Education and Training:
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Appendix I: Turnitin report.

