

**THE CHALLENGES OF PARENTAL INVOLVEMENT IN RURAL SECONDARY
SCHOOLS OF UMVOTI CIRCUIT IN KWAZULU-NATAL**

by

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DECLARATION OF ORIGINALITY

I, Patience Zamakhize Mkhize (Student No. 44886926), declare that this dissertation for the degree Master in Education Management entitled: The challenges of parental involvement in rural secondary schools of Umvoti in KwaZulu-Natal, is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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

PZ Mkhize



Signature

Date: 13 February 2023

DEDICATION

This dissertation is dedicated to:

My mother Nkosingiphile Mkhize and my late father Nkosenye Mkhize. My parents have taught me to persevere and to never give up even when things get tough. I humbly say thank you very much for raising a ‘soldier’ as my father would call me. May his soul rest in eternal peace.

My son, Luthando Ntuli who showed unconditional love, tolerance and support throughout my journey. My brothers, Senzo and Khwezi Mkhize who have always shown me support and love.

My family, colleagues, friends, my neighbour Khelozi, and my cousin Nomusa Mbatha, I thank you for your support and encouragement.

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- ✚ To Unisa for funding my studies, I sincerely say thank you.

I thank you all, may the Lord bless you.

ABSTRACT

This study was aimed at investigating the challenges of parental involvement in rural secondary schools of Umvoti Circuit in KwaZulu-Natal. Participants included three principals, three teachers, with three or more work experience and six school governing body members. The study was conducted using a qualitative approach, where data was collected using semi-structured interviews and document analysis.

This study revealed that the schools experience significant challenges when it comes to parental involvement. When the school organises meetings, there is only a limited number of parents who attend. The reason for non-participation include parents being committed at work. Other challenges that the schools experience include parents not assisting their children with schoolwork and also checking their schoolwork. Schools also mentioned that parents do not report their children when they are absent from school even when there is a code of conduct that the parents ought to adhere to. Participants further mentioned that sometimes the letters that they send to parents do not reach home, because the learners throw them away. The study reported on the implications of the lack of parental involvement on learner performance. Implications include learners displaying poor performance, developing bad behaviour, and the school experiencing high absenteeism from learners. The findings also revealed that the schools have introduced strategies to promote parental involvement, such as inviting parents for meetings and celebrations, luring parents to attend at school by issuing report cards to them (parents) not learners. Schools also try to include parents by asking for extra assistance from parents to volunteer at school and also offering piece jobs for unemployed parents. Schools have opted to introduce other communication methods, such as communicating with parents who have access to WhatsApp, Facebook, e-mails, placing notices at shops and using loudspeakers, sending sms's and making calls to parents.

KEY WORDS

Parental involvement, learner performance, illiterate, barriers to parental involvement, rural secondary schools, challenges of lack of parental involvement

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ABBREVIATIONS

AGM	ANNUAL GENERAL MEETING
BE	BANTU EDUCATION
NCT	NATIONAL COLLABORATION TRUST
SASA	SOUTH AFRICAN SCHOOLS ACT
SBST	SCHOOL-BASED SUPPORT TEAM
SGB	SCHOOL GOVERNING BODY
SMT	SCHOOL MANAGEMENT TEAM

CHAPTER 1: OVERVIEW OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND

Parent and school communication is vital for the benefit of the child. The current study sought to investigate the challenges of parental involvement in rural secondary schools of Umvoti Circuit in KwaZulu-Natal. In previous years during the apartheid era, parents from underprivileged areas had limited rights to involve themselves with the school. Nyangarika and Nombo (2020:91) maintain that legislation has provided the right to parents and communities to actively participate in the school's governing structures. In 1994, South Africa embarked on a democratic path and introduced new legislation, which impacted on the education system and matters related to parents and their involvement in schools. These legislative changes promoted the maximum participation of parents in the education of their children. The Constitution of the Republic of South Africa (RSA,1996) provides a broad definition for the term 'parent', which also includes the duties of a parent, the rights that parents have in receiving information, and having a say in the decisions pertaining the School Governing Body members (Lemmer & Van Wyk, 2004:261). The child's academic outcome and development rests in the involvement of a parent also playing a huge role in performing home activities with the child, such as listening to the child read, and also checking the homework as well as the interaction of activities performed between the educator and the parent (Simon, 2004:184). Hill, Castellino, Lansford, Nowlin, Dodge and Bates (2004:75) define parental involvement in the education system as the interaction between the school, the parents and their children in order for their children to receive better academic benefits.

The researchers continue by adding that, for success to prevail for learners, there ought to be a solid relationship between the parents and the educators. Moloi, Dzvimbo, Potgieter, Wolhuter and Van der Walt (2010:475) agree that most South African schools struggle to implement the parental involvement management plan, which subsequently has an impact in teaching and learning and in learners obtaining high pass results. Adam and Waghid (2005:30) stress that a "lack of necessary education level and poor economic conditions among parents in rural areas contribute to their lack of financial skills". The purpose of the present study is to understand the challenges of parental involvement in rural secondary schools of Umvoti Circuit in KwaZulu-Natal. The findings through the research were utilised in unveiling the strategies in combatting the lack of parental involvement in rural schools.

1.2 PRELIMINARY LITERATURE REVIEW

The section that follows will deal with an overview of literature relevant to the study, namely the definition of parental involvement, barriers to parental involvement, the importance of parental involvement, and strategies to get parents involved.

1.2.1 Definition of parental involvement

Parental involvement pertains to activities that encompass various behaviours, including being involved in the child's schoolwork, attending parents' meetings, where parents and the educators discuss the progress of the learners, parents being involved in the schools' activities such as playing a role in the School Governing Body and volunteering in activities involving the school. Alzaidlyeen (2011:1403) and Clinton and Hattie (2013:324) agree that parental involvement involves direct and dedicated participation of both the parent and the educator, for instance, the parent assisting the child at home and the parent and educator coordinating to assist the child at school, as much as they can for the child to attain positive and improved educational outcomes. George (2012:27) is of the view that parental involvement is determined by "the parents level of understanding of teachers' responsibilities and the crucial role that parents play in children's lives."

The educator is perceived to be the parent of a learner during the school hours while parents are at home or at work. The educator takes the responsibility of being a parent by assessing the learner's schoolwork, making sure the learner participates in class, and if the learner is sick, the educator is responsible for caring for the learner. Educators play a central and active role in the learners' education and they carry out certain authority over children who are placed in their care during school hours, the *loco parentis* as 'in the place of a parent' (Coetzee, 2012:59). *Loco parentis* is based on the assumption that parents would send their children to school delegating the powers and authority to school officials to provide assistance in moulding their children and assisting them in physical development (Nakpodia, 2012). Educators are constitutionally obligated to practice their rights and responsibilities to care for the learners by ensuring that they are not harmed, but participate in a safe environment (Mampane, 2018:187). Educators need to be trained in this enormous responsibility because they are accountable for any harm that may affect the learner during school hours.

1.2.2 Barriers to parent involvement

From my experience as an educator in various schools, mostly in rural areas, I observed a high rate of parents not involving themselves in their children's school work. It is quite evident that lack of parental involvement had a negative impact upon the learner's school performance and behaviour. Smith (2006) and Cooper and Crosnoe (2007:375) agree that the social economic system, such as low-income and poverty, constitute barriers to parental involvement, which cause learners who experience such barriers to receive fewer academic benefits compared to homes receiving higher income. Schools sometimes fail to create a strong link between homes and schools or an environment, where parents, particularly low-income earners, do not feel welcomed in schools. Lamb-Parker, Piotrkowski, Baker, Kessler-Sklar, Clark and Peacy (2001:35) are of the view that the barriers that are mostly reported by parents that result in the lack of parental involvement include type of employment, and busy schedules. Time and resource constraints are especially problematic for poor parents. Some parents work very far from their homes, others leave home very early in the mornings, while their children are still in bed to go to work and come back very late. Singh, Mbokodi and Msila (2004:303) agree that one of the obstacles that affect parental involvement is parents who earn a low income, who are forced to work more than one job, which results in having limited or no time to assist their children with their schoolwork.

Mncube (2009) claims that, as much as parents have been given the right to participate in their children's educational activities by the South African Schools Act, 84 of 1996, parents from rural communities are still hesitant to take part in School Governing Body duties. Matshe (2014:97) revealed that parents from low educational backgrounds often experience problems in managing and controlling the financial matters of the school. Matshe (2014:99) adds that lack of financial skills on the part of the members of the SGB prevents parents from discharging governance-related issues. Sithembele (2016:34) writes that, although parents have the power to govern in the South African schools, their contribution is limited, due to SGB parent members not being offered sufficient training before they start their duties, such as familiarising themselves with meeting procedures, and handling of large amounts of paperwork. Landeka (2015:6) argues that parents in rural areas do not possess the capacity to cope with the high demands of school governance, leaving the decision-making power to principals.

Parental involvement involves families and the school collaborating in order to offer support to learners. As the child grows and matures into young adulthood, the family ought to continuously engage, support and offer guidance throughout the child's life (Lewallen, Hunt, Potts-Datema, Zaza & Giles, 2015:729). This engagement creates intelligent, confident and motivated young adults who are able to build greater futures for themselves. Some parents however are unable to read and write and they can only communicate in their mother tongue, which makes it difficult for them to assist their children with their homework (Lemmer, 2007:220). Educators become immensely frustrated and discouraged when parents do not play their role in partnering with the school to discuss issues that affect learners. Lumadi (2019:61) maintains that educators often become de-motivated and discouraged when parents do not honour arranged meetings to discuss the learner's performance, which affects learners negatively.

Communication channels play a significant role between the school and the parent. In most rural areas, there is no network installed, which makes communication telephonically difficult. Sometimes they send letters, but parents cannot read. Park and Holloway (2017:3) contend that platforms and new approaches have been established so as to ensure better communication between the parent and the school. In most cases, such barriers can be overcome by instituting well-designed comprehensive parent involvement programmes, which may offer a variety of activities that parents may take part in to demonstrate the involvement. Schools should translate written notes to parents in the main language spoken by learners and their families. According to Lemmer, Meier and Van Wyk (2012), parents have different backgrounds, including language, styles of communication, cultures, traditions, values, and objectives for education. In rural black communities, there are still young boys who herd cattle and goats before and after school resulting to not doing their homework.

1.2.3 The importance of parent involvement

A parent is one of the most important stakeholder in the child's education. The parent must show concern in the child's education by checking the homework, exercise books, and even engaging with the school. Smith (2006:44) posits that, when parents and educators work together as a collective on the child's schoolwork, the child tends to benefit academically. Hornby and Lafeale (2011:37) elaborate on parental involvement as an important structure in the child's education, and further describes two structures, namely the home-base parental

involvement, which includes the parent listening to the child when reading out loud, assisting the child with homework, as well as school-base parental involvement, which includes attending parents' meetings and education workshops. Ji and Koblinsky (2009:287) and Ramadikela (2012:3) agree that the involvement of parents in their children's education produces improved academic benefits and minimises problems related to discipline. Deslandes and Cloutier (2002) and Wang and Sheikh-Khalil (2014) note that the learners who perform well academically, are less ill-disciplined and are highly inspired and motivated when their parents are exceptionally involved in their education. Semke and Sheridan (2012) state that parental participation and cooperation in children's educational experiences is positively related to important student outcomes. A solid partnership between the parent and a teacher creates a huge impact on the child's education. A child learns how to be responsible, and is more focused on not disappointing their parents and teachers. Ntekane (2018:2) agrees by stating that learners get motivated to learn and develop responsibility when their parents are tremendously involved by constantly monitoring their school interests. Learners become more focused on their school activities and are more encouraged to persevere for a brighter future (Kwatubana & Makhalemele, 2015:315). Learners develop positive attitudes and learn to be persistent throughout their academic life (Sapungan & Sapungan, 2014:45). Learners whose parents are actively involved in their life activities tend to make wise decisions about their lives. The learners understand what is expected of them in terms of reaching their goals.

1.2.4 Strategies to get parents involved in rural communities

Minimal parent-school interaction exists in rural communities. Strategies need to be developed and implemented regarding how to attract parents to actively participate at the schools where their children attend. Ntekane (2018:3) argues that there are various strategies to get parents involved in their children's education. Kwatubana and Makhalemele (2015:317), through their investigation, discovered that some schools use a raffle to select parents to be food handlers. They believe that this strategy eliminates discrimination and discourages individuals selected based on favouritism. Jaiswal (2017:98) suggests that parents can participate by attending school functions, responding to parent-teacher meetings, and monitoring a learner's schoolwork.

The National Collaboration Trust (2016:3) provides essential strategies that can be implemented to improve parental involvement:

- parents availing themselves to participate in School Governing Body elections;
- parents participating in SGB sub-committees in activities such as fundraising;
- parents assisting teachers in a particular field that is needed by the school such as assisting in sports and prize giving functions; and
- accompanying learners in tours, excursions and matches.

1.3 THEORITICAL FRAMEWORK

For the purpose of this study the researcher has chosen to apply the Epstein's theory of parental involvement developed in 1995. Epstein's theory includes both external and internal models that recognises the relationship of the three spheres, namely home, school, and community. This theory is centred on the idea of the showed responsibilities of home, school, and community for children's learning and development. In order for these three spheres to produce quality results in parental involvement, they should be able to work together. The theory assisted the researcher to investigate how the forces from the external model and internal model influence the spheres, in order assist learners to be more successful in education. The forces Epstein puts emphasis on for the external model are: i) time, which includes changes in the learners' age and grade levels, historical period, new skills developed and changes in social interactions; ii) philosophies, policies of the family; and iii) philosophies, policies of the school. The forces of the internal model include the interpersonal relations the school, community, agencies and parents have.

1.4 PROBLEM STATEMENT

Schools in rural communities face challenges of parents not being actively involved in their children's school activities. The challenges include educators not being able to discuss with the parents about the learners' classroom issues. Mncube (2010:234) argues that learners achieve better results when educators work closely with their parents because they understand them better in generating unique solutions to 'classroom problems'. Parents have been given the opportunity as stakeholders of the school to participate in the SGB. However, in rural communities, parents tend to stay away from the duties vested to them as the SGB members. The challenges could include not being well trained and possessing little knowledge of their duties as the members. Through the findings of Mncube (2010), parents are offered the

opportunity to participate actively and to assume responsibility in SGB activities, however, they rest such responsibilities with the school principal, due to the potential challenges they may have. The lack of parental involvement policies in certain schools may indicate that the parental involvement is not taken seriously. Michael, Wolhuter and Van Wyk (2012:67) found that a lack of formal policies on parental involvement, no allowances given to parents who attend school meetings and issues of socio-economic conditions pose a great challenge. Zenda (2020) argues that with the sound implementation of the parental involvement there can be a successful academic achievement. Additionally, the success of the policy can only be realised if the school is active in ensuring that parents play their role by discussing diverse issues affecting the learners.

Another challenge is that novice teachers are not trained on how to engage parents regarding their children's classroom matters. Teacher training on this aspect is essential, because it involves a learner's academic outcome. It is clear that higher education institutions do not practically prepare teachers for what they should expect regarding matters involving the educator and parent partnership (Epstein, 2018). In rural communities, there is a challenge of parents being illiterate finding it difficult to assist the child with the homework. Du Plessis (2014) and Ngwenya (2019) agree that parents from rural locations often face a challenge of not providing adequate assistance in monitoring their children's schoolwork due to the low level of education they possess. Children whose parents are less involved tend to attribute behavioural issues to a negative affect on performance at school. Lumadi (2019) discovered that parents who disengage from offering adequate support, are often unapologetic for not attending meetings and learners' attribute behavioural issues. The purpose of this investigation is to explore the challenges of parental involvement in rural secondary schools of Umvoti Circuit in KwaZulu-Natal.

1.5 RESEARCH QUESTIONS

1.5.1 Main question

- What are the challenges of parental involvement in rural secondary schools of Umvoti Circuit in Kwazulu-Natal?

1.5.2 Sub-questions

- Why is parental involvement significant in the rural secondary schools?
- What limitations do parents have when it comes to being involved in the secondary schools?
- How does lack of parental involvement affect the learner's school achievement?
- How can parental involvement be promoted in the selected rural secondary schools?

1.6 AIM OF THE STUDY

The aim of this study is to investigate the challenges of parental involvement in rural secondary schools of Umvoti Circuit in Kwazulu-Natal.

1.7 RESEARCH OBJECTIVES

- To investigate the significance of parental involvement in the rural secondary schools.
- To investigate the limitations that prevents parents from being involved in rural schools.
- To understand how the of lack of parental involvement affects learner school achievement.
- To explore various ways on how parental involvement can be promoted in the selected rural secondary schools.

1.8 RESEARCH METHODOLOGY

1.8.1 Research design

Farquhar (2012:2) explains that a complete guidance on how data is collected and analysed for a specific study is provided by a research design. McMillan and Schumacher (2006:119) refer to research design as “a plan for selecting subjects, research sites and data collection procedures

to answer the research question (s). It shows which individuals will be studied and when, where and under which circumstances they will be studied.” The study focused on implementing a methodology that completes a research process with the aid of utilising various data collection methods and procedures (McMillan & Schumacher, 2001:74). Data was collected in a natural environment (schools), that is, it was not manipulated in any way (Ncube, 2019:12). The case study focused on three rural secondary schools from the Umvoti Circuit, where the participants from different selected schools from the rural location were selected to provide their own information through their unique experiences on the challenges they face on parental involvement. In this research, the principals, teachers and school governing bodies were selected to provide their opinions on parental involvement in their schools.

1.8.1.1 Research paradigm

Rehman and Alharthi (2016) state that researchers have to be able to understand and articulate beliefs about the nature of reality, what can be known about it, and how we go about attaining this knowledge. Mertens (2005:2) describes research as a “process where a collection of data is done, analysed, and interpreted with the aim to understand, describe, predict or control an educational or psychological phenomenon or to empower individuals in such contexts.” The study adopts an interpretive paradigm, relying on participants’ beliefs, experiences, and views on the phenomena that was studied. The participants interpret the world as they see it, which involves the individuals’ or groups’ beliefs of the world and/or natural environment. The paradigm adopted assisted in gathering data from the primary sources (participants) as these were familiar with the natural environment. The interpretive paradigm allowed the researcher to investigate the reasons for the lack of parental involvement in rural schools, searching for strategies to overcome the phenomena.

1.8.1.2 Research approach

Qualitative research is an inquiry in which researchers collect data in a face-to-face interaction, for instance, conducting interviews with the participants selected. “Qualitative research describes and analyses people’s individual and collective social actions, beliefs, thoughts and perceptions” (McMillan & Schumacher, 2001:108). Lewis (2015) and Mphahlele (2019:29) view a research approach as a design that determines how the research goals can be achieved by responding to the research questions as well as the phenomena. Three types of research

design that can be utilised for a specific inquiry, depending on the phenomena to be investigated, namely, qualitative research design, quantitative research design, and mixed methods research design. Moagi (2020:45) articulates a distinction between different research designs, stating that a qualitative design relies on words in which open-ended questions are used to collect information from participants. By way of contrast, a quantitative research design uses information and numbers to test theories. Mixed research design combines both the qualitative and quantitative design. Because this is a qualitative study, data was generated in words and not in numerical form. The aim of utilising the qualitative method in this study was to gather sufficient and accurate data from the participants, who were familiar with the environment of the school as a whole and school functioning. This study employed qualitative research as it was an inquiry approach that translated the views of participants, which were then expressed in words, rather than in a numerical form. For this study, the researcher considered utilising this inquiry approach to appropriately obtain an understanding regarding the challenges of parental involvement in secondary schools located in rural areas.

1.8.2 Population and sample of the study

Sekaran and Bougie (2016:236) provide a clear definition of population, as a group of people that the researcher opts to research. Maree (2007) and Guthrie (2010) define population as a total group of people who are to be researched and generalised. The choice of the research method is dependent on the participants of the study. The Umvoti Circuit consists of 26 secondary schools, which include schools located in both rural and urban areas. Due to a number of secondary schools, the researcher focused her research in four of these rural secondary schools. As this is a case study in which an in-depth analysis of data is collected, only a sample was considered. Strydom and Delport (2011:391) indicate that in non-probability sampling, participants do not have an equal chance of being selected for a specific study. The current study utilised non-probability sampling, where it was possible to include all the secondary schools of Umvoti Circuit.

For the present study, a purposive sampling method was employed with the belief that the sample selected would provide the information required to complete the study. Purposive sampling, as defined by Etikans (2017:2), is also known as judgemental sampling, where a researcher selects the sample that will give needed information. Participants intended for this study were selected according to their knowledge and expertise they possessed regarding the

information needed (Gentles, Charles, Ploeg & Mc Kibbon, 2015; Makeleni, 2018:104). The rationale for selecting the purposive sampling method was that the selected participants possessed characteristics that would assist the researcher in gathering information about the challenges of parental involvement in rural secondary schools of Umvoti Circuit in KwaZulu-Natal.

The sample that participated in the study were the stakeholders of the school, who included the school management team, educators, and school governing body members, as they possessed first-hand experience on the phenomena studied. The case study investigated was conducted from the four selected secondary schools located in the rural area. The aim of selecting the participants from four different schools was to obtain a different perspective on the phenomena. As much as the schools are located in the same location, they possessed different views on the challenges and implications of parental involvement. The participants included four principals, four teachers, and eight SGB members. The principal, teachers, and the SGB assisted in this current case study, because they experience challenges where some parents do not attend parents' meetings, do not participate in SGB activities, or in other school activities.

1.9 DATA COLLECTION

Barnes and Grove (2010) define data collection as a systematic way of gathering information that is relevant to the research purpose. The researcher utilised the semi-structured interviews and document analysis to collect data.

1.9.1 Semi-structured interviews

Bertram and Christiansen (2015:82) point out that semi-structured interviews are employed to better understand the experiences of individuals through their various views in the field of education. Creswell (2014) and Sithole (2018:34) assert that “semi-structured interviews are commonly used in qualitative research studies.” The use of the semi-structured interviews gives the researcher an opportunity to probe the interviewee to elaborate further if the response is interesting or more information is required (KnowFife PartnershipHub, 2018:2). The interviews were face-to-face because this allowed for probing where clarity was required. This type of data collection method allowed the participants to freely express themselves and provide individual responses on their views about parental involvement in rural schools. The

language that the researcher used was the language that was suited to the participants, bearing in mind that some participants experienced a language barrier. Conducting a semi-structured interview was essential for this study, where open-ended questions were posed to the participants, allowing participants to elaborate on their responses. Ncube (2019:118) states that the interviewees are asked open-ended questions to allow the respondents to “express their viewpoint and experiences fully.” In addition, coding becomes gradually easier when all interviewees are asked same questions. The participants were notified on the proceedings including the dates, place, and time of the interviews. The interviews were also being audio-taped, and were later transcribed for examination in order to achieve accuracy in the interpretation, since some participants responded in different languages of their choice.

1.9.2. Document analysis

McMillan and Schumacher (2010:468) describe the documents that can be utilised in gathering information includes theses, dissertations, diaries, letters, newspapers and regulations. Priya and Viswambharan (2015) and Moagi (2020:55) view document analysis as a structure assisting interpretation and giving voice and meaning around the phenomena being researched. The current study utilised documents such as learner support files, and parents’ attendance registers for annual general meetings, along with any other documents that were of relevance to the study.

1.10 DATA ANALYSIS

Nyoni (2012:89) and Lidzhegu (2019:109) describe data analysis as “working with data, organising and breaking it into manageable units” and evaluating what is important to be learnt. Data analysis refers to a process of analysing data in a non-numerical examination and translating data to discover the meanings and patterns of the data relationships (Hashemnezhad, 2015:60 & Moagi, 2020:56). The raw data collected after the research interviews was arranged, organised, and prepared for analysis. Ramadikela (2012:16) provided the steps to follow when interpreting the collected data, such as transcribing the tape-recorded interview, and analysing the transcripts. The data analysis served the research, with the understanding of the challenges on parental involvement that rural secondary schools experience through the interpretation of data, categorisation of data, and generalisation (Gwija, 2016: 66). Since the interview used the

language of preference of the participants, the data was subsequently translated into English after collection took place.

1.11 TRUSTWORTHINESS

Korstjens and Moser (2017:121) posit that the quality criteria used in quantitative research e.g. internal validity, generalisability, reliability, and objectivity are not suitable to judge the quality of qualitative research. As a result of that, this study ensured that the findings were trusted and a variety of strategies were employed, such as the following:

1.11.1 Credibility

According to Tracy (2010), credibility refers to the trustworthiness, verisimilitude, and plausibility of the research findings. Korstjens and Moser (2017:121) define credibility as the confidence that can be placed in the truth of the research finding. Credibility in this study was established where I ensured that the data presented by the participants during a face-to-face interaction was accurate, because the participants addressed what they experience concerning parental involvement in rural schools. The participants that were interviewed, namely, the principal, SGB and teachers possessed various experiences concerning parental involvement at school. The participants provided original, authentic, and accurate data.

1.11.1.1 Prolonged Engagement

Prolonged engagement was adopted with the aid of engaging the participants for an extended time to gain more data concerning parental involvement. Engaging participants in probing questions allowed for greater elaboration from participants, which assisted the researcher in collecting sufficient data for the study (Ncube, 2019:18). Engaging participants created a relationship that optimised trust and reliability.

1.11.1.2 Triangulation

Triangulation was applied in this current study, where multiple methods were utilised to collect data, including in-depth interviews and document analysis (Creswell, 2013). The participants

provided the researcher with feedback for the interpretation of the data collected. Triangulation is essential in the qualitative study in a way that it improves the credibility of the findings.

1.11.2 Confirmability

Confirmability was applied in this research, because the strategy that was utilised to collect data did not display any means of bias. The researcher was required to constantly confirm the findings, interpretations, and recommendations with the data that was provided by the participants so that bias could be avoided. Lidzhegu (2019:117) refers to confirmability as how well the data gathered assists the researcher's finding and interpretation, and how well the findings flow from the data.

1.12 ETHICAL CONSIDERATIONS

McMillan and Schumacher (2001:196; 2010:16) define ethics as the belief of doing the right thing, good or bad. The researchers, further state that it is the responsibility of the researcher to ensure that ethical standards are adhered to. Before the research commenced, the researcher was required to request for the ethical clearance from the University of South Africa. Then, a permission from the Department of Basic Education was requested in order to conduct the study. Further, individual requests were also done by the researcher for selected participants to give consent of their involvement in the study. The responsibility rested with the researcher to ensure that the ethical standards were adhered to. The principals were referred to as P1, P2, P3 and P4, teachers as T1, T2, T3 and T4, and SGB members as SGB1, SGB2, SGB3, SGB4, SGB5, SGB6, SGB7, and SGB8.

1.13 CHAPTER SUMMARY

This chapter presented an introduction, background to the problem, and preliminary literature review, which includes the definition of parental involvement, barriers to parental involvement, the importance of parental involvement, the impacts of parental involvement in schools located in rural areas. Additionally, a brief outline was presented on the theoretical framework, which includes Epstein's theory. Further to this, a problem statement and research questions were presented, providing the aim of the study, research objectives and research methodology, that include the research design, research paradigm, and research approach. Focused on the research

methods to be used including population and sample of the study, data collection, data analysis, and trustworthiness that focuses on credibility, prolonged engagement, triangulation, and confirmability. This was followed by a discussion of ethical considerations.

1.14 DEFINITION OF KEY CONCEPTS

1.14.1 Parent

The Republic of South African Schools Act (RSA, 1996:4) defines the term ‘parent’ as “the parent or guardian of a learner and a person who is legally entitled to custody of a learner or a person who undertakes to fulfil the obligations of a person referred to above towards the learner’s education at school”. Coetzee (2012:203) defines the parent in relation to biological parents, adoptive parents, guardians, and other persons who assume the role of guardian with regard to the learner’s education as provided for in the Schools Act.

1.14.2 Parental involvement

Nowadays, parents are regarded as equal parents in education. It is widely acknowledged that successful education depends on parental cooperation and involvement (Coetzee, 2012:204). The researcher further states that parents have an important role to play in their children’s education, where they also have certain rights regarding their children’s education.

1.14.3 School

The Republic of South African Schools Act states that “A public school or independent school which enrolls learners in one or more grades between grade zero and grade twelve” (1996:4). A school is a place for learning and teaching, where learners receive education from lower grades to higher grades.

1.15 CHAPTER OUTLINE

The study consisted of five chapters. Below is the outline and summary of each of these five chapters.

Chapter 1

Chapter One provided an overview of the entire research which included, the introduction, and background of the study. The problem statement is associated with its research questions. The aims and objectives of the study were discussed, along with the research methodology, trustworthiness, and ethical considerations.

Chapter 2

Chapter Two focused on the literature review as well as a detailed theoretical framework of this current study, which was critically evaluated.

Chapter 3

Chapter Three provided a discussion on the research methodology that will include components such as research design of the study, research paradigm, and research approach. Focuses on the research methods, data collection from interviews, document analysis, as well as data analysis, trustworthiness, and ethical considerations.

Chapter 4

This chapter details the findings from the document analysis and semi-structured interviews conducted with the principals, school governing bodies and the educators were presented.

Chapter 5

Chapter Five is the concluding chapter that presented the summary of the research findings, research conclusion, and the researcher's recommendations.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

A literature review is a critical analysis of information that is found in the literature related to the selected areas of study. It is important in assisting the researcher to become conversant in a research topic and allowing the researcher to determine important concepts that need to be explained so as to ensure mutual understanding (Delpont, Fouché & Schurink, 2011 & Lethoko, 2019). The purpose of this chapter is to deeply scrutinise the literature and other sources regarding the phenomena faced by schools located in rural areas pertaining parental involvement. The chapter also aims to discuss Epstein's theory of parental involvement, the six types of parental involvement identified by Epstein, parental involvement in international schools, as well as parental involvement in African schools. The collaboration of the parent, the school, and the community play a pivotal role in the academic performance of a learner. It is crucial for the school, family and community to collaborate and communicate information that will benefit the learner's academic achievement.

Communication between these three spheres is essential, regardless of the background of the family and the barriers that arise. The study aims to understand the reasons for a lack of parental involvement in rural schools where there is a high number of parents who come from low-income homes and parents who are illiterate. This chapter will further explore the following: the definition of parental involvement, various activities in which parents can become involved at school, parental dimensions that include home-based schooling and school-based schooling, and factors affecting parental involvement in the South African context. The implications of parental involvement on learner performance will also be explored, along with the historical background of parental involvement during and after the apartheid era, parental involvement in the SGB, investigating how covid-19 has impacted parental involvement in the rural schools. Discussing the theoretical framework includes the six types of parental involvement, investigation on the international and African schools on parental involvement, and how the covid-19 has impacted the Australian and Kenyan schools.

2.2 DEFINITION OF PARENTAL INVOLVEMENT

Ali (2019:16) defines parental involvement as the process of involving parents in what transpires in the school, which assists in connecting them to their children's education. From an economist's perspective Caño, Cape, Cardoso, Miot, Pitogo and Quinio (2016:144) view parental involvement as a direct effort by the parent to increase the educational outcomes of their children. Parental involvement is important to a child's journey as well as school life. When the parents invest time, support, and concern towards the child's education, the results are fruitful. The child at school gets to be comfortable at school, knowing that the parents are actively involved in his or her school work. The child senses parental pride and in so doing is motivated to work very hard to achieve the best results. Barr and Saltmarsh (2014: 491) note that parental involvement refers to the "shared responsibilities of parents in the education of their children". According to Selolo (2018: iv), parental involvement is an important element in a child's education, which may have an impact on or enhance that child's education. Parental involvement is perceived as the parents' presence in the learners' academic pursuits outside of the school, parental engagement within the school, and communication with the school staff (Andersen, 2017:27). The parent has the ability to motivate and encourage the child to work harder at school and communicate the barriers the child might have that can cause the child to have lower grades, regardless of being either illiterate, or financially challenged. Similarly, the parent can also acknowledge the child's performance if the child has performed well at school.

Ikechukwu (2017:12) provides a broader definition, and defines it as encompassing both the home-based activities as well as the school-based activities that enhance a child's education. In other words, parental involvement refers to home and school activities that may serve to improve the child's cognitive development. Both Brake and Corts (2012) and Walker (2017:17) view parental involvement as an activity where parents serve the school without pay, and where they assist their children with homework, while talking to teachers regarding their children's education, and appearing at school events and attending parent-teacher conference. Researchers O' Connor (2001), Abrams and Gibbs (2002) and Ikechukwu (2017:34) affirm that the level of parental involvement in high income school communities is higher than it is in lower income school communities. Parents can, however, undertake the role of a teacher regardless of the inequality that might exist. The fact that parental involvement is lower in low-

income schools, means that parents can contribute in a variety of ways, even when they cannot read or write.

2.3 CATEGORIES OF PARENTAL INVOLVEMENT

Different forms of parental involvement exist, and this can be categorised in two broad types: home-based involvement, and school-based involvement (Hans, 2017:4). Stanikzai (2013:8) states that both the home-based involvement and school-based involvement are highly significant in the learners' academic achievement. Lethoko (2019:15) states that parental involvement requires parents to be committed and active participants in the education of their children, utilising both home-based activities and school-based activities. Blair (2014:352) claims that parental involvement involves the assistance and interaction that parents offer to their children and their school in order to enhance the success of their children in the classroom. A review of the research conducted by Nyangarika (2020:94) claims that parental involvement comprises parents' contribution towards their children's school-based and home-based scholastic activities. The parents' contribution towards their children in home-based activities is important in the sense that the children can learn that home support plays an important role in their lives and education.

2.3.1 Home-based involvement

Hans (2017:4) describes home-based involvement as the interaction that occurs between the child and the parent outside of school. Home-based involvement is a vital form of parental involvement, where the parent assists the child with school work. Furthermore, the parent can engage with the child through conversations about the importance of education and what the child wants to become when they finish school. Benner, Boyle and Sadler (2016) indicate that home-based parental involvement places emphasis on the child's learning behaviour and attitudes towards achieving educational goals. Furthermore, home-based involvement includes activities that parents can use to assist their children, such as assisting with homework. Lethoko (2019:17) argues that parents do not have to be participants at school to be involved in their children's education. Instead, parents can assist the children at home. Kurtulmus (2016:1150) indicates that home-based involvement activities relate to the education of children that takes

place at home. Home-based involvement focuses on providing parents with the opportunity to use their resources towards their children's academic success. In agreement with Kurtulmus (2016), parents can utilise the limited resources that they may have in order to support their children. Parental support does not only take place when parents are literate and financially stable. At home, the parents can give their children space to do their school work, and they can also offer support by encouraging their children to perform well at school.

Kimu and Steyn (2013) identified home-based involvement activities that are essential in enhancing the children's educational achievements. The activities identified by Kimu and Steyn (2013) include teaching children educational skills, discussing school activities, and reading to or with the children. In addition to the views of Kimu and Steyn (2013), Nyangarika (2020) further identified the home-based involvement as activities that include assisting their children with their homework, keeping abreast of their children's academic progress and responding to the academic achievement, or lack thereof. In agreement with the views of Kimu and Steyn (2013) and Nyangarika (2020) regarding the home-based activities mentioned above, in rural areas, some of their identified activities are possible, such as continuously checking the child's academic performance. The parent can check with the teacher by visiting at school and also by making a call to the teacher to ask about the child's progress. In rural areas, some parents are challenged in assisting the child with homework and checking their books, because they cannot read nor write. As much as some of the parents want to get involved, the challenges the parents are experiencing override their willingness to do so.

2.3.2 School-based involvement

School-based involvement is an important activity that parents ought to pursue at the school where the child attends. Kurtulmus (2016) and Lethoko (2019:18) discuss that school-based involvement takes place when parents interact with the school, and take account of activities including communicating with teacher and principal, engaging in school meetings and conferences, and doing volunteer work at school. Benner et al. (2016) and Hans (2017:4) describe school-based involvement as the activities that focus on the school activities including: volunteering at school, attending teacher conferences, observing the child in the classroom, and participating in school organisations. The interaction between the parent and

the school creates a positive relationship that provides an improvement in the school and in the learners' education. It is important for the school to provide information to the parents so that they become well-informed about the activities happening at school.

Lethoko (2019:19) agrees that parental involvement in school-based involvement is essential and that the school management team must ensure that communication between the parent and the school is maximised. Selolo (2018:11) states that parental involvement on school-based could be described as planned involvement, where parents make conscious decisions to become involved in their children's school lives. The school should strategise from the beginning of the year on how parental involvement can be enhanced. Parents must be given opportunities to participate in the school organisations, volunteering at school through being the coach of a sports code, assisting on excursions, and by cleaning the school. Some parents are unable to visit the school due to conflicting working hours, however parents can make arrangements with the teacher by setting an after-school meeting or meeting on a specific weekend. The parents do get some sort of motivation to become heavily involved in the school activities, provided the school is active in involving them.

2.4 FACTORS AFFECTING PARENTAL INVOLVEMENT IN THE SOUTH AFRICAN CONTEXT

Research on parental involvement in South Africa has been widely explored, where it has been made clear that there is a lack of parental involvement in the rural communities that affects the learner's academic performance (Watson, Sanders-Lawson & McNeal, 2012:44 & Selolo, (2018:10). The learner feels empowered knowing that the parent is involved in his or her education at home and at school. Inequality does exist between both parents from advantaged communities and parents from disadvantaged communities. Ikechukwu (2017:32) mentions that parental involvement not only enhances learners' academic performance, but also contributes to higher quality education. Hence, both parents and teachers find it challenging to manage parental involvement in rural areas. Parental involvement is still a challenge in rural areas, as numerous factors contribute to the lack of parental involvement.

Chawdhury and Afrin (2019:34) discovered that rural schools experience a massive lack of parental involvement, due to uncontrollable barriers that include parents being illiterate, lack of time, having small children to care for, and economic problems. The parents from the rural communities need to collaborate with both the principal and the staff members in order to take part in the child's education. There are, of course, barriers that exist as mentioned by Chawdhury and Afrin (2019:34) that place a strain on parental involvement. Walker (2017:29) indicates that in order to understand the potential barriers to parental involvement the administration and the staff should develop a concrete partnership with the parent. Research has identified the factors that potentially impact parental involvement. The following are the factors that contribute to the lack of parental involvement.

2.4.1 Lack of knowledge

According to Mathebula's findings (2017:138) the lack of knowledge for some parents causes them to continuously disconnect themselves from their children's education. Mathebula continues by adding that the parents' lack of knowledge results in the limited number of parents participating in the learners' academic success. In agreement with the researcher, there are parents, mostly from the poorer households, who do not bother attending any activities that the school needs assistance with, because they lack the necessary knowledge to perform. Selelo (2018:23) alludes to the fact that not only are parents not interested in being involved in their children's education, they lack an understanding of what parental involvement entails. The principal and the staff need to invite parents a year before in order to discuss the plans for the following year, where strategies of empowering parental involvement ought to take place. Parents require extensive training in order to be able to excel in these activities. Manilal (2014:17) found that most parents feel less confident and inferior when communicating with the school, because they use educational jargon that they do not understand. As asserted by Bhekimpilo (2015:20) it is significant for the school to provide devotion and support to such parents so to gain knowledge of their responsibilities. The idea of offering parents necessary training at the beginning of the year would enhance their confidence and their expectations regarding their children's educational performance.

2.4.2 Poverty and unemployment

Families with poor finances feel inferior and thus hesitant to discuss educational matters (Selolo, 2018:24). As a result, education for the learners may suffer, as parents struggle to support their children's academic needs. According to Garcia and De Guzman (2020:5), parents from low-income families may not possess enough social and cultural capital to feel confident and comfortable engaging with the school. Lexumo and Motala (2014) and Munje and Mncube (2018) argue that in areas stricken by poverty, they become over-reliant on social grants, which contributes towards parental antipathy. The monies they receive is instead spent on basic household necessities. Lexumo and Motala (2014) and Munje and Mncube (2018) continue by stating that parents cannot be blamed for their failure to actively participate in their children's education. Ikechukwu (2017:33) postulates that in homes where there is significant parental involvement, parents effectively support their children's educational needs, as they are essential to the child's academic achievement. Thus, it is necessary to recognise the impact of poverty on parental involvement. In one of the selected secondary schools in the Umvoti Circuit, I have observed parents who are financially unstable and unable to provide for their children's needs at school. With the limited resources that the school has, it provides the learners with stationery once from the beginning of the year.

2.4.3 School staff attitudes and environment

The structure of the school may respectively encourage or discourage parental involvement in the school. Okeke (2014:1) agrees that most parents do want to engage in their children's education, but tend to be demotivated by the way in which schools operate. In addition, Okeke (2014:1) states that parents may also feel inferior and unwelcomed to approach some educators relating to their children's school issues, due to unwelcoming gestures, such as teachers not greeting parents, and not attending parents when they seek assistance. Ikechukwu (2017:39) asserts that, for parental involvement to be effective, the school ought to provide information about school programmes and the learners' academic progress. Additionally, the school should develop means of improving communication between the school and the parent. From my observation, some schools in rural areas do not allow for parental involvement as expected by the Department of Education. Parental involvement ought to be an essential element in a child's

education so it is important for the school and the parent to develop communication channels in order to support the child academically.

2.4.4 Working parents

It is very important for parents to engage with the school, however, there are challenges that working parents face that conflicts with the appointment times arranged by the school. Some parents work far from their homes, to the extent that they hardly have time to visit the school or assist their children with schoolwork. Some parents find it challenging to attend meetings due to time restrictions. In the rural areas, workplaces are located far from homes that cause parents to wake up very early in the morning to get transport leaving their children sleeping and arriving very late from work when their children have already slept. Consequently, parents do not get the opportunity to attend to their children's schoolwork, nor to attend appointments at school. Some schools arrange meetings in the evenings, which prevents parents who work night shifts to attend (Selolo, 2018:26). Madison (2017:50) argues that in today's world, of today most parents often work late, and have multiple jobs that result in them having limited participation in the child's education. There are jobs that only allow their workers to ask for a day off once a week or once a month to attend to their personal interests like family matters and school matters. Regarding the appointments, the parents can also arrange with the principal or the teachers to meet during the weekends when they are on leave from work.

2.4.5 Education level

Parents with a low level of education find it challenging to engage themselves towards their children's education. Mbokodi and Singh (2011) and Selolo (2018:29) note that a challenge for illiterate parents is that parents cannot assist their children with school work because they lack the necessary understanding to do so. Okeke (2014:3) argues that parents disregard contributing to the school and experience the fear of academic victimisation and barriers, including the use of language and writing. Ikechukwu (2017:34) states that parents who possess low-level of education do not offer the necessary skills to provide necessary support to their children's education. Furthermore, a lack of information and lack of skills to understand the significance of their roles is minimal. Manilal (2014: 26) adds that illiterate parents feel a lack of confidence

fearing that teachers will undermine due to their lack of literacy skills. In rural schools, parents shy away from participating in school activities because they have little knowledge about what they are expected to do. Parents need to be educated and trained regarding different activities that they are expected from them to assist the school. The parents can be trained in activities such as monitoring the learners during the extra classes, when they have been nominated as SGB members, being sports coaches etc.

Despite the fact that some parents have low levels of education, they can still contribute towards the school activities. Parents can also assist their children at home by checking the exercise books in terms of whether the children have been given homework, even though they cannot read or write. They can even ask the neighbours who are perhaps literate to assist their children with their school work. Parents also have a right to ask the teachers from the beginning of the year for the homework timetable so that they become aware of the days of the homework that ought to be done by their children. Illiterate parents ultimately do not attend meetings or participate in school activities because of the fear of not being able to add any positive contribution. Mukeredzi (2013:13) and Selolo (2018:22) concur that parents with low education levels are unwilling to attend school programmes which affects parent-teacher relationships. Through the researcher's observation, parents tend to be reluctant to participate in programmes that often require them to assist the teachers in their teaching and learning. Programmes such as tutoring the learners during weekends or after school and also monitoring reading and writing programmes not only help the learners themselves, but also their parents, to improve their reading and writing.

2.4.6 Expectation barrier

The expectations between the teacher, learner and parent differ in most cases. Parents expect the teacher to play a role of a parent at school teaching and guiding the learner, whereas the teacher expects the parent to be the teacher by assisting the learner with schoolwork. Ikechukwu (2017:38) acknowledges that the teacher demands that the parent support the learner with homework to ensure that the work is completed. Thus, parents experience challenges to fulfil that expectation when there is a lack of necessary information provided to them. Parents and teachers should work as partners for the benefit of the learner, where the

most important person in the triangle is ultimately the learner. The teacher and the parent expect the learner to achieve the best academic results, so for that to transpire, the parent and the teacher need to work together and not leave either to take the sole responsibility for the learner's performance.

2.5 IMPLICATIONS OF PARENTAL INVOLVEMENT ON LEARNER PERFORMANCE

Lack of parental involvement in rural schools can have negative impact on the educational performance of a learner. Selolo (2018:1) indicates that a lack of parental involvement may lead to poor child performance, while on the other hand, it may enhance performance. Manilal (2014:12) argues that parental involvement is an important factor that may serve to enhance learner performance. In addition, Manilal (2014:12) says that parents that play no role in assisting their children with homework contribute drastically to their children's poor performance. Mathebula (2017: 25) claims that parents' involvement can produce a significant difference in the education of their children. Furthermore, Mathebula (2017:25) says that research conducted suggests that parental involvement in the child's early phase of their education can have a positive impact on their cognitive and literacy abilities. Parental involvement is an essential aspect in a child's education. Parent engagement with the teacher benefits the learner in the sense that the teacher is able to communicate with the parent about the learner's schoolwork and performance. Porumbu and Necsoi (2013:707) and Selolo (2018:26) emphasise that a parent and teacher partnership enhances good communication, which allows a parent to be able to detect the areas that require development in a child. Judging from my experience as a high school teacher in some of the schools in the rural areas, a majority of learners are impacted academically due to a lack of parental involvement.

Newman, Northcutt, Farmer, and Black (2019:88) note that a gap in communication becomes significant between the home and school when parents are absent from the child's academic process. Newman et al. (2019) further state that the collaboration between the school, community, and home promotes student success, and conveys the importance of education and this success not only within their school and home, but also within their community. According to Nobuhle (2018:19) parent and teacher partnership allows children to see the importance of

communicating well and being friendly with the teachers, where they can learn skills of relating well with others. Furthermore, when parents are positively partnered with teachers, children feel that much more valued and important. According to Mohapi and Netitshitangani (2018:3), parents play a pivotal role in their children's education because parental engagement is a strong predictor of learner success. For the parents to be motivated to engage actively, the staff need to make sure that the parents understand the importance of their children getting a basic education.

Makgopa and Mokhele (2013) and Manilal (2014:14) point out that parents who recognise the importance of their children's education by creating a justified atmosphere where a child would not feel neglected and see the need to make an effort to study. Olibie (2014:43) argues that communication between the parent and the teacher allows for the positive exchange of vital information, and must be consistently utilised for the benefit of the child's academic success. Kwatubana and Makhalemele (2015) and Ntekane (2018:2) claim that when parents are involved, by demonstrating interest in their children's school progress, children become motivated and tend to be more focused on their schoolwork. Walker (2017:25) indicates that many parents understand the significance of education and that education is the important factor in the learners' achievement. George and Mensah (2010) and Walker (2017:25) both agree that parents need to be encouraged to participate in their children's education because this increases the learners' performance and increases the attitude of the teacher in return the parent is satisfied with the child's education. This study will help in gaining an understanding of the implications that parental involvement has in the learners' educational progress.

2.6 THE HISTORICAL BACKGROUND OF PARENTAL INVOLVEMENT IN SOUTH AFRICAN EDUCATION SYSTEM

In this section, a discussion about the history of the South African education is vital, which includes parental involvement during, and after the apartheid era.

2.6.1 Parental involvement during the pre-democracy

Education is the important element in a child's life. During the apartheid regime, life was difficult when it came to black people obtaining education. A racial segregation between the white people and black people existed in South Africa. Black people did not enjoy the benefits white people had in the apartheid times. The benefits include obtaining quality education, travelling freely in towns, gaining better jobs, and earning salaries to provide for their families. In 1948, when the National Party came into existence and gained power, it was confronted with the need for black education. On the 5th of October 1953, the Bantu Education Act was promulgated. From the following year 1954 onwards, black education was managed and controlled by the government under apartheid policy (Lemmer and Van Wyk, 2010: 49). The aim of the Bantu Education Act that reified this policy was to maintain a white cultural and social way of life and to protect their national integrity. The Department of Bantu Education also aimed to make black schools a part of the community, while ensuring that black people do not lose their cultures and values by teaching them Christian doctrine, alongside reading and writing (Lemmer and Van Wyk, 2010:50). In addition to that, the Bantu Education Act separated the government departments, which were headed by a minister, which controlled and administered Black Education.

Gallo (2020:15) describes the Bantu Education Act of 1953 as infamous. The Act legalised racial segregation in schools and strictly limited curriculum during the apartheid era. Notably, the Bantu Education gave the Minister of Education the power to control the language to be used in black schools. The Bantu Education Act of 1953 gave black parents the opportunity to have direct engagement in the operation of schools. The parents participated in black parent bodies where they utilised their powers and responsibilities to control the schools that fell within their jurisdiction (Nojaja, 2009:65). Nojaja (2009:67) reports that some black parents openly asserted that the Bantu Education was an inferior education system that offered lower education for black people. With the new South African education system, black people can take opportunities offered by the government to redress the issue of previously being offered lower education.

In 1974, schools were mandated to use Afrikaans as a medium of instruction for half of the high school subjects and the remaining half in English. The black parents, the learners and the teachers were infuriated and filled with rage, which then triggered riots and marches (Nojaja, 2009:65). Manamela (2014:15) says that the children were taught how to write and were given verbal instruction. Children learned how to pray and memorise Bible passages taught by church elders. The teachings did not follow any specified curriculum as a subject and there were no education departments. Black people were given the opportunity to increase their literacy abilities (Manamela, 2014:15). According to Dladla (2013:33), the policies and instructions of apartheid were taken from political authorities in Pretoria. Only those involved in making decisions in the country could decide who might make decisions in the education system. Lethoko (2019:23) stipulates that, during the apartheid era, parental involvement was virtually non-existent, due to political turbulences, poor socio-economic conditions, educator reluctance, and parental apathy. In addition to that, parents were regarded as clients who had little influence over the management and functioning of a school. Matshe (2014:96) argues that as much as the system appeared to include parental involvement, the entire system was under the direct control of the apartheid government. Parents had limited rights and could not challenge the system. Hence, many parents withdrew, believing that the School Management Team (SMT) and the teachers were the only responsible parties to manage their children's education. In fact, in one of the school selected for this research, it is still the case that parents place responsibility on the teachers and the SMT.

2.6.2 Parental involvement after the apartheid era

In 1994, South Africa entered into a formal democracy where the new Republic of South Africa began to be legislated afresh. The Bantu Education of 1953 was phased out by the South African Schools Act of 1996 (SASA). The SASA of 1996 does not condone racial segregation (Contributors to Encyclopaedia Britannica, 2018 & Gallo, 2020:29). The Act moreover stipulates that every child has a right to education (South African Schools Act, 1996). This period of the new South Africa is characterised by the democratic governance, and a system of government in which all the people of a country can vote for the government representatives. This time of the new South Africa, parents do have a say and have been granted the liberty to make choices for their children at school (Galetuke, 2017:7). From the opportunities given to

the parents to exercise their parental right to be involved in their children's education, children can perform better at school through the collaboration between the parent and the staff members of the school.

In March 1995, the White Paper on Education and Training was established, which brought changes in the Education system. Significantly, more committees were introduced in schools, such as sports committees, learner support committees, nutrition committees, and bereavement committees. The schools involved parents in various activities, such as becoming members of the SGB, participating in school excursions, and assisting the teachers with monitoring extra classes. South Africa still faces challenges of inequality in the education sector, even though there are more black schools being built in the rural areas, a shortage of resources and quality education remains a problem. Ikechukwa (2017:22) agrees that the aim of the newly-elected government's victory of 1994 is creating an equal system between the South Africans. The system brought drastic change in the education system where parents were encouraged to participate in their children's education (White Paper Act in 1995). Regarding the parents, the Act brought about the significance of parent or community engagement in a child's education.

Many black communities are still victims of poverty and unemployment, where the apartheid system created an unequal standard of living between races. The grandfathers and grandmothers who were unfortunate in obtaining education gave birth to a generation that is still suffering from poverty and unemployment. Masipa (2016) agrees by stating that the liberated South Africa inherited the country with challenges of poverty, unemployment and inequality. Masipa (2016) further states that the majority of black South African families became or are still victims of such inheritance. Currently in South Africa, there are parents who are uneducated, because they were not able to afford school fees when they were young. In some areas there were no schools so parents were forced to sacrifice their education to put food on the table. According to Chili (2007:28) black people of South Africa have not been offered access to educational facilities as other races resulting to a high number of illiterates among black people. From the researcher's observation at the school at which she teaches, some parents are reluctant in participating in the school's activities because they are not confident enough to take the responsibilities that they are given. Gallo (2020:34) elaborates on the inequality between people from urban and rural communities, noting that, most black South

Africans have not reached the point of receiving equal opportunities in the employment sector due to the poor quality education that is received from schools in the rural areas. In agreement with the researcher Gallo (2020), schools in rural areas have since been receiving only very limited resources such as textbooks and stationery, which then limits learners in the opportunity to gain more skills in reading and writing.

2.7 PARENTAL INVOLVEMENT AND THE SCHOOL GOVERNING BODY (SGB)

Serfontein (2010, cited in Baruth, 2013:53) argues that, after the apartheid era, every school was given the power to form a school governing body (SGB). An SGB comprises of parents, teachers, non-teaching staff, learners, and the principal. Parents are elected to be SGB members, where they are given the opportunity to make decisions about certain aspects of the school. These aspects include making decisions about policy-making, as well as managing the school finances, and administration matters. Selamolela (2019:15) asserts that the responsibilities of parents in school governance include making important decisions about policy formulation, administration, ensuring school safety, and recommending the appointment of educators and other staff. The inclusion of parents in the SGB can, in some instances, create a positive partnership with the school, where the parents are given the opportunity to articulate what they expect from the school for the betterment of their children's education.

2.7.1 Participation of parents as SGB members

The SGB plays a huge role in making concrete decisions regarding the structure of the school. The parents, as elected members of the SGB, take part in making decisions about the improvements of the school to offer quality education for the learners. The involvement of the parents in the SGB plays a huge part, because they speak on behalf of the community in SGB meetings. The South African Schools Act (SASA) 84 of 1996 stipulates that the SGB is constituted by teachers, non-teaching staff, learners, and parents, who are regarded as the important members. Mavuso and Duku (2014:454) note that the school governance includes relevant stakeholders, such as educators, parents, learners, and non-teaching staff, who make vital decisions regarding the governance of the school. Parents, as the members of the SGB, play an important role as the representatives of their children at the school they attend. In this

sense, parents become more participative, because they get an idea of what their children ought to obtain from education so that they make decisions that can benefit them. In the views of Goodson, Mary and Lapointe (2012:5) and Dibete (2015:16), governance is a combination of procedures and structures that are implemented by the board that manages the organisation activities. Goodson et al. (2012:5) and Dibete (2015:16) further assert that all South African public schools are mandated by SASA (1996) to elect members who will form an SGB that will actively participate in the governance of the school. The South African Schools Act (1996) emphasises the utmost significance of the direct involvement of stakeholders in the school's governance, motivating communities to become directly involved in their children's education. Lugalo (2017:12) posits that the idea of involving the relevant stakeholders, including parents, as majority, stem from the strong belief that schools will function effectively. When the school is governed by local people, who necessarily have interest in their children's schooling, the SGB members will have the ability to identify the problems and needs of their school. The SGB members ought to understand their roles, as well as the duties given to them to perform.

2.7.2 SGB challenges with parents

Baker (2018:2) claims that parents from historically disadvantaged schools necessarily do not possess similar skills as parents from historically advantaged schools. Baker further asserts that in historically disadvantaged schools, there is a significant impact on the quality of the functioning of the SGB, thereby contributing very poor skills. Lugalo (2017:18) posits that, in many schools in rural areas, an imbalance of power exists with regards to a high level of illiteracy amongst parents in the SGB. Teachers are often viewed as the only adults in the community who possess the ability to read and write. Galetuke (2017:41) argues that the lack of effective SGB has affected the quality and standard of education of the learners. These findings are due to illiteracy, lack of training and experience in the SGB, resulting insome educators disrespecting the parental input, and mostly feeling superior towards parents. As much as the participation of parents in the SGB is mandatory, parents should be given an opportunity to feel confident in making decisions regardless of their educational status.

Selamolela (2019:31) indicates that the lack of parental participation in the SGB is likely to be accelerated by unequal power-relations, socio-economic status, different cultural expectations

of diverse communities, and lack of confidence. In some cases, parents do not participate in the SGB because they are sceptical of making decisions, as well as of voicing their views of what they see fit about the school. The parents often complain about a lack of training once they have been elected as members. In other cases, an SGB does exist in the school, but all the decisions are made by the principal. The SASA 1996 mandates all public schools to elect members of the SGB, where, however, the fact is that in some schools mostly in rural communities, some parents who cannot afford transport to attend meetings do not honour those meetings.

2.7.3 Strategies to overcome the challenges of parental involvement in the SGB

Selamolela (2019:32) recommends that adequate training programmes need to be implemented both efficiently and effectively. When the SGB has been elected, the members ought to be trained by experts who have sound knowledge about the various duties of the SGB. Baloyi (2017:29) suggests that regular workshops ought to be arranged in order to eliminate incompetency in decision-making. Mohapi and Netshitangani (2018:11) express that parents need to be trained using the language that they will understand. It becomes easier for the parents to understand the functionality of the school, and what is required from them, when they understand their responsibilities. Manamela (2014:38) recommends that the training venue of the SGB members ought to be held at a place convenient enough to encourage maximum attendance. As an experienced teacher in rural schools, I have observed that a majority of parents live far from the schools that their children attend, and they find it challenging to reach the school for meetings. It is imperative for the principal to devise strategies as to how to promote parental involvement in order to collectively achieve an effective SGB.

2.8 PARENTAL INVOLVEMENT IN RURAL SCHOOLS DURING THE COVID-19 PANDEMIC

The pandemic has caused a huge disruption in the education system of South Africa and globally. The pandemic affected the learners, teachers, and parents in various ways including learners having a face-to-face contact with the teachers' and parents' inability to meet with the teachers to discuss the learners' performances, learners engaging socially with their peers, and

participating in sports activities (Ribeiro, Cunha, e Silva, Carvalho & Vital, 2021:16). Though covid-19 impacted both urban and rural schools, rural schools have been hit hard in terms of how learners would receive information for continuous learning. The DoE implemented various strategies to assist learners to continue with the lessons during their stay at home, namely: the use of online learning, as well as learning using radio and television programmes (MoE, 2020:132). Bhamani, Makhdoom, Bharuchi, Ali, Kaleem and Ahmed (2020:10) observed that most government schools around the world during the Covid-19 pandemic temporarily closed down. Furthermore, Bhamani et al. (2020:10) point out that education is an important element to a learner's learning and development structure for their future. Regardless of the location of the schools, whether in rural or urban settings, education remains central to the future of the learners.

2.8.1 Learning from home

Covid-19 has created a huge dilemma for parents, whose children attend schools in rural areas. Subsequently, parents and learners are expected to adapt to home schooling, since the closure of schools and public gatherings has been prohibited. In rural areas we find parents who are illiterate, and who cannot assist their children with school work. Some learners at home, instead of attending to their studies get more chores than before, for example, the boys herd cattle and the girls cook, do washing and cleaning. According to the Community Agency for Social Enquiry & Joint Education Trust (2007) learners from rural areas tend to be engaged in time-consuming and agricultural chores before and after school such herding cattle, fetching wood or water. Sari and Maningtyas (2020:96) claim that parents are expected to generally play the role of being a teacher, mentor, and supervisor during the Covid-19 pandemic. The DoE (2020) has come up with guidelines to assist parents and learners during the 'learning time' at home, where parents must create the workspace, collect the necessary resources, such as stationery and books that the learners may need, and they ought to should support their children to complete the lockdown learning programmes provided by the schools. Parents should likewise assist their children with the 'learning activities' that are in line with their daily home routines, without the use of computers or access to the internet.

2.9 THEORITICAL FRAMEWORK

Epstein's theory of parental involvement places emphasis on the partnership between the home, school, and community. Schools that lack parental involvement ought to establish ways of collaborating, and coming with strategies on how the problem will be addressed. They should inform the parents regarding the activities that the parents can participate in to display involvement. Higgins and Katsipataki (2015:281) state that the partnership between the home, school, and community forms the basis for good cooperation and good relationships. The researchers Higgins and Katsipataki (2015) add that the intention of the partnership is to give direction on how to improve learner performance. From my own experience as an educator in various schools located in rural areas, I have observed that parents lack an understanding of what is expected of them. Parental involvement is not only about assisting the child with homework, but the parent can participate in a variety of activities at the school the child attends. Epstein (2001) developed six types of parental involvement strategies that in which parents can involve themselves, such as parenting, communication, volunteering, learning at home, and decision-making. The aim of using the Epstein's theory to devise the research problem assists in understanding how the challenges and implications of parental involvement in the secondary schools located in rural areas can be overcome using this theory.

2.9.1 The six types of parental involvement

2.9.1.1 Parenting

Schools can improve parenting skills by involving parents with sharing information about the child. Manilal (2014:32) suggests that the school can assist families to provide adequate support to children through conducting meetings, workshops and help create a conducive home environment. A school needs to provide information to parents about the school activities, because, with parental engagement in the child's education, schools are able to develop a better understanding of the environment and conditions at home for learning (Walker, 2017:20). Newman et al. (2019) describe parenting as the school assisting and providing support to the families by setting good home conditions that support children as students at each age and grade level, child-rearing skills, and understanding child and adolescent development. Parents

have a right to information about the school and the progress of the learner. When the parents are kept well-informed by the school, they may show greater interest as parents and instil communication in their child.

2.9.1.2 Communication

Effective forms of communication are vital between the school and home. Newman et al. (2019:87) assert that effective school-to-home and home-to-school communications about school programmes and student progress is communicated with families. According to Durisic and Bunijevac (2017:141) and Ali (2019:11), schools and families communicate in multiple ways with one another, and thus, parents provide the school with the learner's information regarding the learner's health and educational history. Hence, parents have the ability to produce a positive emotional connection and establish sound communication with their children, which further increases the learner's self-esteem and self-dependency.

Based on Erdener and Knoeppel's (2018:2) view, it is vital for the school personnel to conduct clear communications with families who speak languages other than English at home. Walker (2017:20) posits that, with communication, strong partnerships are developed between the parent, teacher, and school. Hence, parents are able to share their concerns pertaining their children's progress. Most importantly, when a strong relationship between the school, teacher and parents exists, the partners are able to develop an active plan that is aimed at increasing the learner's achievements. Communication is vital, especially when the learner is not performing as expected. The teacher must establish some communication with the parent, for example, once the teacher has identified the barrier of the learner, he or she must set up an appointment with the parent to discuss the matter. This will enable the teacher to gather more information about the family's history and home setting. Once the teacher is able to determine the core problem that the learner is experiencing, the teacher will be thereby enabled to offer the necessary help to assist the learner with the problem identified.

2.9.1.3 Volunteering

There are various ways in which parents may volunteer, for example, cleaning of the school, volunteer in the school's Nutritional Programme, and taking part in assisting the teachers with sports events. Selolo (2018:9) posits that parents volunteer their spare time by assisting their children with school work, by assisting the school for example working in the garden, or helping with extra curriculum activities. Ali (2019:17) suggests that the school ought to include parents to participate in parent-teacher meetings, chaperoning field trips, proctoring a student exam, and handing out a back-to-school day hand out schedules. Walker (2017:20) states that when parents volunteer at the school, they get a sense of understanding what is expected from them, and are able to provide support in meeting the needs of their children. When children see that the parent is assisting at school, they get a sense of not wanting to disappoint their parents academically. The children get excited when they see their parents volunteering at their school. The parents benefit from volunteering at school, because communication is established between the parent and the teachers at all times

2.9.1.4 Learning at home

Learning at home involves parents participating by assisting their children with homework, other curricular activities, and goal-setting, which improves a learner's success (Bartoleme, Mamat & Masnan, 2017:46). Learning at home begins with the teachers designing homework that allows children to discuss and share ideas with their parents (Ali, 2019:17). Walker (2017:21) notes that when the school provides information to parents about their children's education, parents are able to develop the skills needed to support their children. In addition, parents participate in assisting their children with homework and class work in order to master the skills to move to the next grade. I, as the researcher, agree with Walker (2017) above however, that in some unfortunate rural communities, some parents are uneducated, and do not have the skills or the knowledge to assist their children with homework and assignments. The children end up not submitting their school work or even attempting to undertake it alone, because nobody is able to provide the necessary assistance.

2.9.1.5 Decision-Making

Parents can be included in decision-making at school, through being active participants in communities, governance, and councils. Caño *et al.* (2016:144) agree that decision-making includes the participation of parents and family members from all sorts of backgrounds as leaders and representatives in school committees, where they are informed about the policies and plans of the schools. Parents and other community members are able to provide input regarding the improvement of the school, by attending board meetings and assisting in making decisions that are best-suited for the school (Walker, 2017:21). Parents can involve themselves in contributing in SGB associations where they are able to be given a platform of voicing their plans in the governing of the school, provided they are provided adequate training.

2.9.1.6 Collaboration with the community

The school can communicate with the community in order to learn more about the challenges that the community faces, which can impact the learners' academic performance. Lethoko (2019:102) argues that the school is part of the community, and therefore, it is imperative to involve the community in its affairs. It is essential for the community to collaborate with the school where it is situated, so that the school can benefit more from the community it serves. Epstein, Sanders, Simon, Salinas, Jansorn and Van Vorhis (2002) emphasise that collaboration between the school and the community enhances the cooperation of schools, families, and organisations. This means that the school must engage in community activities to have a good relationship.

2.10 PERSPECTIVES OF PARENTAL INVOLVEMENT FROM A DEVELOPED COUNTRY

This section presents the international perspectives of parental involvement in schools in Australia.

2.10.1 Parental involvement in Australia

The Department of Education and Training Annual Report (2015) views parental involvement as those values, behaviours and the activities that enhance children's ability to learn and that enhance their academic development. Kelso's (2013) investigation reveals that, in Queensland Australia, parent organisations are referred to as Parents and Citizens (P&C Qld) Associations. This organisation is established under the Education (General Provisions) Act of 2006. The aim of this organisation is to create a healthy cooperation between the parents, principals, teachers and learners (P&Cs, 2016). In the Australian context parental involvement is significant in the sense that achievement is linked with parents' engagement in all aspects of education (Eccles & Harold, 1996; Watkins, 1997; Hayes, 2011; Gavidia-Payne, Denny, Francis & Jackson, 2015; Kaplan Toren & Seginer, 2015). Baruth (2013:4) found that in Australian schools, the establishment of the school councils and boards is aimed at managing and co-ordinating policies, as well as in teaching and learning. This improves state participation, which emphasises the principles of equity and diversity. Similar to the rural schools in Southern Africa, many parents complained about their voices being ignored.

Decision-making is solely educator and principal dominated (Baruth, 2013:4). Young people who come from poor backgrounds are more likely not to have a conducive home learning environment (Homel & Ryan, 2014). Daniel (2016:121) reports that Australia has its own policy environment, with a high culturally diverse population. Hence, an important focus is in the development of family-school partnership policy and practice involving parental involvement in school. Daniel further identified lower parental involvement in families from a low socio-economic background. Similar to the South African context, parents from undeveloped areas often report that they do not feel confident in fulfilling their roles. Parents feel intimidated when engaging with schools (Joseph & Fahey, 2020:3). Furthermore, active parental engagement reduces the effects of educational disadvantage in Australian schools, where policy makers have paid little attention to encourage greater parental involvement as a concerted goal (Joseph & Fahey, 2020:3). In Australia, parental involvement appears to be an important activity in which parents participate. Parents value education, and understand it to be an essential element in the education of their children.

2.11 PERSPECTIVES OF PARENTAL INVOLVEMENT FROM AFRICAN COUNTRIES' CONTEXT

This section presents the discussion on parental involvement in Kenya.

2.11.1 Parental involvement in Kenya

In Kenya, education in primary schools is managed by the school management committee (SMC), while in secondary schools, it is managed by the boards of governors (BoG) (Kindiki, 2009:260). These bodies' responsibility is to manage both human and other resources to facilitate operations, infrastructure, developments and the provision of teaching and learning materials (MOEST, 2005; Kamunge, 2007 & Kindiki, 2009:260). BOGs came into existence after the recommendations by the Kenya education commission of Ominde. The aim of the education commission is to give each school its own identity and to achieve decentralisation of authority for effectiveness (Kindiki, 2009:260). The authorities of the school must be able to make their own choices and decisions that best suit the school. The management of each school manages the school differently, even when the set protocols by the Department are asserted, therefore, it lies with the SMT and the BOG to do the best they can for the school.

These challenges include the appointment of the members, where BOGs are not academically qualified. Kindiki (2009:263) agrees that parents are undermined in terms of the appointment and therefore, that their participation is limited. In Kenya, Kindiki (2009) and MOEST (2005) state that there is no clear government policy on the training of BOG members. The BOG's ought to be trained in order to be able to perform their tasks and make good decisions that will help improve the school.

Mathebula (2017:35) argues that, even though the government of Kenya has introduced free and compulsory education in 2003, the impact of parental involvement continues to be of significant concern. Kooverjee (2018:9) maintains that in Kenya, the decentralisation of management teams allowed high schools to alter their decision-making strategies to make parents more accountable in terms of what is expected by the school. The involvement of

parents in the school, as indicated by Kooverjee, is important, because parents get a chance to make influential decisions concerning their children's education.

Echaune, Ndiku and Sang (2015:47) found that in Kenya, parental involvement was very low and schools were mostly responsible for the children's education, which evidently created no partnership between the learners' academic performance and parental involvement. Kirimi and Muteti (2016:136) and The Education Act (2008) state that parents can play various roles such as being representatives in the SMC. According to Kimu (2012) and Kirimi and Muteti (2016:137), only a small number of parents are legally involved in school management activities, and their positive roles have not been recognised fully. Another factor identified by Mwenda (2017:8) is the lack of clear homework policies at school local and national levels. Mwenda further asserts that parents find it challenging to be involved in homework practices that have a negative impact on children's academic performances. Parental involvement is a crucial activity that ought to be exercised by parents in order to demonstrate support towards their children's school life. Parental involvement between the parents from South Africa and Kenya is, in some instances, similar.

2.12 CHAPTER SUMMARY

In this chapter, an in-depth literature review and theoretical framework of this study has been provided. Literature related to this study was reviewed by defining parental involvement and discussing the different categories of parental involvement that include home-based and school-based involvement. The research outlined the factors affecting parental involvement in the South African context, and reviewed the implications of parental involvement on learner performance. I then reviewed literature on the historical background of parental involvement in South African education system.

Parental involvement during and after the apartheid era was also discussed in this chapter. The researcher also explored the participation of parents as the SGB members, parental involvement in rural schools during the coronavirus pandemic in South Africa, and Epstein's theoretical framework. The researcher did not only explore parental involvement in a South African context but also included Australia and Kenya. The next chapter will focus on the research design and methodology.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In this section, the main focus has been to describe the qualitative research methodology that was undertaken for this study. This qualitative study aims to understand the parental involvement challenges in selected rural secondary schools in Umvoti Circuit, located in KwaZulu-Natal Province. This chapter explains the research paradigm, research approach, research method, sample procedure, population of the study, sampling method, sampling size, data collection, data analysis, trustworthiness, and credibility of the study, and the ethical protocol of the study. The study is guided by the main question and the four sub-questions which are clearly restated below as follows:

The main question

- What are the challenges of parental involvement in rural secondary schools of Umvoti Circuit in Kwazulu-Natal?

The four sub-questions are:

- Why is parental involvement significant in the selected rural secondary schools?
- What limitations do parents have when it comes to being involved in the secondary schools?
- How does lack of parental involvement affect the learner's school achievement?
- How can parental involvement be promoted in the selected rural secondary schools?

3.2 RESEARCH DESIGN AND METHODOLOGY

3.2.1 Research design

A research design is a procedure for collecting, analysing and reporting on the research done by the researcher (Flick, 2014). Babbie and Mouton (2001:74) define a research design as a

plan or blueprint of how a researcher intends to conduct the research. Babbie and Mouton (2001:75) continue by stating that a research design attempts to answer different types of research problems or questions by employing different methods and procedures. According to Creswell, Plano, and Louis (2007), a research design provides the researcher with an opportunity to ask participants questions and collect data from them. According to Bertram and Christiansen (2014), a research design is a strategy that a researcher intends to follow in order to collect and analyse data that will answer the research questions. Mouton (2002:107) asserts that the development of a research design follows logically from the research problem. Mouton (2002:107) adds that a research design is defined as a set of guidelines and instructions that the researcher needs to follow in addressing the research problem.

The main function of the research design is to give the researcher the ability to anticipate what the appropriate research decisions ought to be so as to maximise the validity of the results. Morgan (2013:61) describes a research design as a plan for a study that provides the overall framework for collecting data. The research design is needed by a researcher because it serves as guide during the process of the study. The researcher needed to determine the kind of study planned and the kind of results envisioned. Different research designs can be used in a qualitative study, which include a narrative inquiry, ethnography, grounded theory, phenomenology, and case study. For this current qualitative study, I decided on a case study approach. Lodico, Spaulding and Voegtle (2006:15) describe a case study as a study that focuses on small groups or individuals within a group, where the researcher documents that groups' experience in a specific setting.

In this inquiry, a multiple case study involved four schools from the Umvoti Circuit which included four principals, sixteen teachers and eight SGB members. This study aimed to shed light on and provide insight into the challenges experienced by the principals and teachers regarding parental involvement in their schools located in a rural area. The researcher decided to settle for this design, due to varied reasons, such as case studies, provide one with an opportunity to collect a lot of detail which is very difficult to collect through other designs. Secondly, data collected is richer and of greater depth.

3.2.2 Research paradigm

Saunders, Lewis and Thornhill (2016:124) describe a research paradigm as a system of assumptions and beliefs about the development of knowledge. Furthermore, Saunders *et al.* (2016:124) emphasise that a research paradigm is another dimension that can possibly assist a researcher to differentiate between research philosophies and this relates to political orientation of researchers towards the social world that they investigate. This means that the researcher develops knowledge in a new field and this can help to get answers of all the assumptions that may arise. Sekaran and Bougie (2016:28) assert that a research philosophy is based on what is happening in the world and what can be discovered about it.

Johnson and Christensen (2016) agree with Saunders *et al.* (2016) that a research paradigm is a perspective or worldview about research that is held by a community of researchers and is based on a set of concepts, values, assumptions, and practices. Lincoln, Lynham and Guba (2011) and Leavy (2017:11) argue that a paradigm is a foundational perspective carrying out a set of assumptions, or a worldview or framework through which knowledge is filtered. In this study, the researcher made use of an interpretive paradigm. The aim of using the interpretive paradigm in this study was to assist in gathering primary data from the participants. This is because I wanted to avoid generalising but instead explore and experience firsthand information of the participants. The data gathered from the participants was based on their beliefs, experiences and the fact that they were familiar with the environment. I believe that the interpretive paradigm allowed for close interactions with the participants by means of which to gain insight and true understanding of the phenomena. This study used a small sample of 16 participants, which made an interpretive research paradigm more suitable for this study.

3.2.3 Research approach

Creswell (2014) defines research approaches as the plans and procedures for research that utilise detailed methods of data collection, analysis, and interpretation. The selected research approach was based on the issue being addressed, the audiences of the study, and the research problem. There are three research approaches, namely qualitative research, quantitative research, and mixed research. In order to examine how the principals, teachers and SGB

members in the selected secondary schools perceived and managed parental involvement, a qualitative research approach was used. Lodico *et al.* (2006:15) posit that qualitative research approaches gather data through interviews, observations and document analysis and summarises findings through narrative, or verbally. Johnson and Christensen (2014) assert that qualitative research relies primarily on the collection of qualitative data that is non-numerical, such as words and pictures. Blanche, Durrheim and Painter (2006:47) state that the qualitative researcher gathers data in the form of spoken or written language, or through observations that are recorded in language, and analyse the data by identifying and categorising relevant themes.

I believe that a qualitative approach was suitable for this study, simply because the research aimed to gain an understanding of parental involvement challenges at rural secondary schools. The current study reported on four chosen schools. The study investigated real-life situations observed by the participants concerning parental involvement in their respective schools. Using face-to-face interaction with the participants assisted in gaining an in-depth understanding of the phenomenon. This approach was significant for this study where it was possible to capture the exact words from the participants and to draw conclusions concerning the inquiry. In order for me to gain an understanding of challenges to parental involvement from the selected rural secondary schools in Umvoti Circuit, I needed to directly and physically make contact with participants in their schools. For me to be granted permission to engage with the participants, a consent form was issued to them to read and sign should they accept to be interviewed.

3.3 SAMPLING PROCEDURE

A sampling strategy is utilised to reduce the amount of data to be gathered by considering data from a sub-group, rather than all possible elements (Saunders, Lewis & Thornhill, 2009:150). Data needs to be collected in order to gather answers pertaining to the research objectives and questions. Johnson and Christensen (2014) state that sampling refers to the process of drawing a sample from a population in which the researcher studies the characteristics of a subset selected from a larger group. In addition to this definition, a sample can save both time and money. Blanche *et al.* (2006: 49) describe sampling as a selection of participants who will participate in the study from within an entire population. Johnson and Christensen (2014) define a population as a large group to which a researcher wants to generalise the sample units.

The sampling process involves making decisions about which people, settings, events and behaviours to observe. There are two types of sampling, namely, probability and non-probability sampling.

3.4 NON-PROBABILITY SAMPLING

Johnson and Christensen (2014) identified four non-probability sampling techniques, namely: convenience sampling, quota sampling, purposive sampling, and snowball sampling. According to Johnson and Christensen (2014), convenience sampling refers to when researchers include in their sample people who are available and are willing to participate in the study. Regarding quota sampling, the researchers identify major groups or subgroups of interest then determine the number of people to be included in each of these groups and then select a convenience sample of people for each group (Patton, 2015). Johnson and Christensen (2014) define purposive sampling as a sampling method referred to as a judgemental sample, where the researcher selects the sample that is anticipated to lead to the necessary information. In snowball sampling, each participant who volunteers to be part of the study is asked to identify one or more additional person who meet certain characteristics and is willing to participate in the study (Adler & Clark, 2011). McMillan and Schumacher (2015:319) postulate that qualitative research is commonly based on purposeful and non-probability sampling, rather than probability and random sampling.

For the current study, probability sampling was not appropriate as the probability that any element included in the sample cannot be specified. Therefore, non-probability sampling was chosen and was deemed appropriate in order to answer the research objective and research questions. Purposive sampling was chosen for this study because I believed the participants chosen would provide primary data that would help to understand the challenges of parental involvement in rural secondary schools.

3.5 RATIONALE FOR THE SAMPLE SELECTION

The Umvoti Circuit consists of 26 secondary schools, which include schools located in urban and rural areas. The four schools chosen to participate from the Umvoti area are located in a

rural area. These schools were categorised as school A, B, C and school D. Four principals from the chosen schools were chosen to be part of the study, because I believed they had rich information about parental involvement from their schools. The principals are the managers and leaders of the school and they manage all the aspects of the school including parental involvement. The sample further included one teacher from each school giving a total of four teachers to take part in the study. The teachers included in the sample had three years or more experience. Two SGB members from each school were also included in the study giving a total of eight SGB members. The SGB members were included in the study as they represented parents that possessed rich information about the challenges that the school experiences concerning parental involvement in the schools at which they are appointed.

3.6 DATA COLLECTION

In research, there are a number of data collection methods that include observations, field notes, interviews that are subdivided into semi-structured interviews, focus group in-depth interviews, and document analysis. In this case study, data was generated through semi-structured questions and document analysis.

3.6.1 Interviews

Qualitative interviews consist of open-ended questions and are also called in-depth interviews because the researcher can obtain information about a participant's thoughts and feelings pertaining a particular topic (Johnson & Christensen, 2014). The interviewer can freely probe by asking follow-up questions. The interview can last from 30 minutes to more than an hour (Johnson & Christensen, 2014). Henning, Van Rensburg and Smit (2005) recommends in-depth interviews because these provide semi-structured questions to the participants for the purposes of data collection. McMillan and Schumacher (2010) identified the following advantages and disadvantages:

3.6.1.1 Advantages of an interview

- The interviews are flexible and adaptable

- They enable the interviewer to probe and clarify
- The interviews have a high response rate
- They enable the researcher to include non-verbal behaviour
- They can include non-writers and non-readers
- They have lower chances of incomplete responses

3.6.1.2 Disadvantages of an interview

- The respondent is not 100% anonymous
- The interview is costly and time consuming
- Interviewers may be biased
- There might be inconsistency

The study at hand used semi-structured interviews to gather data. The interview was structured according to the study's objectives.

I chose the semi-structured interview method because my aim was to understand the participants' point of view and thoughts about the challenges of parental involvement in rural secondary schools. The in-depth interview allowed me to gather insight by probing follow-up questions from the participants' responses to each question. The participants were interviewed individually, so that they would have the freedom to express themselves privately. The participants' ability to express themselves was beneficial to the research in a way that the chosen participants expressed their views and beliefs and experiences concerning the phenomena. The questions were structured in English; however, the participants were granted the liberty to request the interview to be conducted in their preferred language. An audio-tape was used in this study for replay during the transcription and validation of the data collected. The use of the audio-tape was beneficial in the collection of data for the study, because the use of the audio-tape allowed for the completion and recording of the exact words of the participants. On completion of the study, the tape records were stored for future reference when required.

3.6.2 Document analysis

A document may be described as an official statement of a process or an event (Cohen, Manion & Morrison, 2011: 249). Johnson and Christensen (2014) explain that the documents that are frequently used by qualitative researchers include annual reports, minutes of school board meetings, student records etc. For this investigation, I needed to obtain permission in order to use the documents for analysis. The documents that were used for analysis were the learner support file, parents' attendance register and minutes for AGMs, and the code of conduct. Document analysis was chosen for data collection in order to use it as reference during the interviews with the participants for further probing. Cohen *et al.* (2011:254) assert that the documents collected for analysis are helpful in making the phenomenon under examination more visible.

3.7 STRATEGIES FOR DATA ANALYSIS

Qualitative analysis, according to Crowther and Lancaster (2009:183), involves analysing data that is not amenable to numerical measurement. Data analysis has alternative ways of analysing qualitative data, namely: content analysis, grounded theory, and discourse analysis (Crowther & Lancaster, 2009:183). I opted to settle for thematic analysis, simply because I wanted to categorise data into different themes emanating from the views of the participants. The data collected using the audio-tape was transcribed into written narratives for analysis. During the process of transcribing data, the exact words uttered by the participants were used. After the interviews I commenced with the coding process, where I organised data into categories and identify patterns and relationships among the categories. Buckler and Walliman (2016:252) posit that the process of coding is analytical, and needs a researcher to review, select, interpret and summarise the information. Below I detail two types of coding.

3.7.1 Open coding

Open coding, according to Buckler and Walliman (2016:252), is where “one or more words are noted next to a sentence or paragraph of text. If there are two or three interviews asking the same questions, there may be a pattern emerging where the open codes are similar for different

responses to specific questions.” Springer (2010:384) notes that open coding is used by researchers to write notes during the interview process from the comments of participants on the transcripts. According to Springer (2010:384), the aim of open coding is to open up theoretical possibilities, and break them up for coding purposes.

3.7.2 Axial coding

In the view of Punch (2009:186), axial coding refers to the second process of analysis, where the categories emerging from the open coding are interconnected. Buckler and Walliman (2016:254) explain that axial coding refers to the next stage of analysis, where the researcher looks for patterns and themes between the open codes ascribed from the beginning of the process.

Blanche *et al.* (2006:322) argue that data analysis involves reading through data collected repeatedly, then breaking it down and building it up again in a novel way. Mouton (2002:161) suggests two steps in analysing data, where the first involves reducing data to manageable proportions that one has collected. The second involves identifying the patterns and themes in the data. The following codes were used for the data analysis and interpretation process: school (A, B, C and D), principals from schools A, B, C and D (P1, P2, P3 and P4), teachers from School A (T1), School B (T2), School C (T3), School D (T4), and School Governing Body from School A (SGB1 and SGB2), School B (SGB3 and SGB4), School C (SGB5 and SGB6) and School D (SGB7 and SGB8).

The whole process of analysing data allows me to draw conclusions from the participants’ responses to the research questions. The completion of the data analysis helped me to understand the phenomena that was being investigated.

3.8 TRUSTWORTHINESS AND CREDIBILITY OF THE STUDY

Lincoln and Guba (1985) claim that the trustworthiness of a study is one way in which a researcher can convince themselves and readers that their research findings are worthy of attention. Semi-structured interviews as well as document analysis were conducted in order to

gain an understanding from the participants' experiences and beliefs about parental involvement challenges and their implications in rural schools. Lincoln and Guba (1985) propose four criteria that they believe ought to be considered by qualitative researchers in pursuit of a trustworthy study, namely: credibility, transferability, dependability, and confirmability.

3.8.1 Credibility

Lincoln and Guba (1985:290) posit that credibility can be operationalised through the process in which the researcher can conduct checks to test the findings and interpretations with the participants. In the words of Lincoln and Guba (1985:290) "credibility refers to the ability the researcher uses to produce findings that are convincing and believable". To ensure that this study was credible, only the participants from the four chosen schools participated in the study. Interviews were conducted so as to gain an understanding of the participants' experiences on parental involvement at the schools that they serve. The interaction between participants and myself was a prolonged engagement activity in order to gather more data through open-ended questions. Babbie and Mouton (2007:277) refer to prolonged engagement as staying in the research field until data saturation occurs. Probing follow up questions from the participants' responses were beneficial for the study, hence I received more insight about the parental involvement challenges in rural secondary schools. To enhance the credibility of the study I employed multiple strategies for data gathering, such as interviews and document analysis.

3.8.2 Transferability

Major and Savin-Badin (2010:1281) establish that transferability refers "to the findings being applicable to other similar situations or that have some similarity in another comparable context". Providing background data to establish the context and a detailed description of data will enhance transferability (Gay, Mills & Airasain, 2009). In order to maintain transferability, the researcher fully described the participants, settings and processes that were used in the study, and included enough information so the reader could access the appropriateness for their setting (Miles, Huberman & Saldaña, 2014:314). Since the sample is not adequate for

generalisation, the results of the study can be transferred to other similar schools in the district in which this research was undertaken.

3.8.3 Dependability

In the view of Suter (2012:363), dependability refers to when a qualitative researcher collects evidence to support the claim that similar findings would be obtained if the study is repeated. Dependability, according to Babbie and Mouton (2001), refers to a process whereby the researcher provides the outsiders the opportunities to examine the interview transcripts so that the end product is accepted. For this study to be dependable, the researcher ensured that verbatim accounts for the participants as reported without tempering with them.

3.8.4 Confirmability

Lincoln and Guba (1985:290) refer to confirmability, as the findings from participants' responses and not the researcher's biases, interests, motivations, or perspectives. Babbie and Mouton (2007:278) agree with Lincoln and Guba (1985:290) that confirmability refers to "the degree to which the findings are the product of the focus of the inquiry and not of the biases of the researcher". Major and Savin-Baden (2010:1283) state that confirmability refers to the researcher being neutral when conducting data analysis and interpretation. As the researcher, I had to be neutral in data analysis and interpretation of data in order to avoid any bias handling of data.

To ensure confirmability, the participants who participated in the interview were asked to look at the transcripts and/or notes for accuracy of the information presented. This simply means that the participants in the research were objective.

3.9 ETHICAL CONSIDERATIONS

Creswell (2009:87) argues that it is vital that researchers adhere to ethical practices such as respecting the rights of participants, honouring the study sites, and giving an honest account of the findings. Saunders *et al.* (2009:193) postulate that it is important to inform the participants of the nature of the research study. Cohen *et al.* (2011:77) posit that research ethics refer to

actions that ought to be considered right and wrong as well as acceptable and non-acceptable behaviours. Cohen *et al.* (2011:77) note that guidelines involve providing each participant with the research information.

- A brief and clear description of the purpose, procedure, and the benefits of the study.
- The rights entitled to the participants such as withdrawing from the study at any stage of the data collection.
- Offering the participants, the right to ask questions about any aspects of the research.
- Assurance of maintaining privacy of each participant.
- Request for signing the informed consent from participants.

3.9.1 Benefits of the study

The participants were informed that there were no monetary benefits offered to them and the participants were not required to pay for anything on the day of the interview. The participants were assured that the study was only for research purposes, and myself as the researcher would in no way benefit monetarily from this study.

3.9.2 Privacy

Denzin and Lincoln (2013:136) posit that the codes of ethics insist on protecting people's identities and those of the research locations. The identity of the participants must not be revealed in anyway (Lichtman, 2010). To maintain privacy, the participants were interviewed individually, as this approach allowed the participants freedom during the interview. To ensure privacy the participants were made aware of how the data would be utilised and stored, even after the study. To ensure that privacy was established, I discussed with the potential participants before data was collected that their privacy was protected throughout the duration of data collection, and thereafter.

3.9.3 Informed consent

Cohen *et al.* (2011:77) assert that informed consent in research includes the researcher obtaining consent and co-operation from the participants, whether in writing or verbally. I issued a letter to the participants with the consent form to sign, requesting permission to conduct research at their school. The letter explained the purpose of the study and what was expected from them. The participants needed to be assured that, should anything go wrong with the research, they would have a right to withdraw from the study (McMillan & Schumacher, 2010). The participants were assured of anonymity and confidentiality, and their voluntary agreement to participate in the face-to-face interviews. Participants that felt uncomfortable to participate were given the liberty to remove themselves from the study at any given time.

3.9.4 Confidentiality and anonymity

Saunders *et al.* (2009:194) state that the researcher needs to protect the identity, place, and the location of the participants selected for the study. To protect the identity of the participants and of the schools, I did not use real names. For this study, it was important to inform the participants of how the data collected was stored and used.

3.10 CHAPTER SUMMARY

This chapter outlines the research design and the methodology that was employed in this study. The justification for the selection of a qualitative case study approach is provided. The choice of opting for this approach determined the data collection processes that included the semi-structured interviews as well as the document analysis. For this inquiry, purposive sampling was also discussed, which included the principals, teachers, and the SGB members of each school. Qualitative data analysis was also explained in order to provide insight as to how the gathered data was organised, coded, interpreted, and analysed. The issues pertaining the trustworthiness and the credibility of the study was discussed, and the ethical considerations of the inquiry were also highlighted. The next chapter presents the data analysis and the findings.

CHAPTER 4: DATA PRESENTATION AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents the findings from the interviews conducted with principals, teachers and SGB members. In addition, the following official school documents were reviewed: the learner support files, parents' attendance registers, and minutes for AGM and code of conduct. The purpose of the research was to investigate the challenges of parental involvement in rural secondary schools of Umvoti Circuit, KwaZulu-Natal. I conducted face-to-face interviews to collect rich data from the participants. The interviews were initially aimed at four different schools under Umvoti Circuit. The limitation I encountered was that the fourth school rejected the request of participating in the study, where eventually three schools provided me with necessary and useful data. Another limitation is that the staff members from these selected schools, who were informed about the interviews, however they still entered the principals' offices, which caused a disruption during the interview process.

The data from the interviews involved three principals, three teachers, and six SGB members. For this study, I opted to use codes in order to maintain anonymity and confidentiality of the participants. The three schools were categorised as School A, School B and School C. Codes P1 and P2 were used to represent the two principals. Codes T1, T2 and T3 were used to represent the teachers. Codes SGB1, SGB2, SGB3, SGB4, SGB5 and SGB6 were used to represent the SGB members.

4.2 THE PROFILE OF THE PARTICIPANTS

The schools that participated in the investigation were school A, B and C. The respective secondary schools presented in Table 4.1 are located in the rural areas. Each school consisted of four participants that were represented by the principal, the teacher and two SGB members. The table below displays four categories, namely: participants, gender, designation, and experience.

Table 4.1: The profile of the participants of School, A, B and C

PARTICIPANTS	GENDER	DESIGNATION	EXPERIENCE
School A			
P1	Female	Principal	15
T1	Male	Teacher	4
SGB1	Female	Elected official	4
SGB2	Male	Elected official	4
School B			
P2	Female	Principal	4
T2	Female	Teacher	12
SGB3	Female	Elected official	4
SGB4	Male	Elected official	2
School C			
P3	Male	Principal	26
T3	Female	Teacher	9
SGB5	Male	Elected official	9
SGB6	Female	Elected official	9

In School A, P1 is a female principal who has been serving for fifteen years in the field. T1 is a male teacher who has been on the field for four years, and the SGB members are elected officials, where SGB1 is a female who has been serving for four years and SGB2 is a male who has been serving for four years as the SGB member. In school B, P2 is a female principal with four years in the position, T2 is a female teacher with twelve years of experience, and the SGB members are elected officials, where SGB3 is a female having four years of experience and SGB4 is a male with two years of experience. In School C, P3 is a male principal with 26 years of experience, T3 is a female teacher with nine years of experience and the SGB members are

elected officials, where SGB5 is a male with nine years of experience and SGB6 is a female with nine years of experience.

4.3 THE INTERVIEW PROCESS

Initially, the appointment dates for conducting interviews were arranged with participants. All the interviews were conducted in the morning. The interviews that were conducted with the three selected secondary schools located in rural areas lasted two weeks, because the appointments were scheduled according to the availability of the school and the participants. During the interviews, I started by introducing myself and thanking the participants for making time to participate in the interview. The participants displayed enthusiasm and interest for the interviews, due to the topic, which made it easier for me to collect rich data.

The interviews were arranged to be conducted in English, however, to some participants, English was a barrier and requested to be interviewed in their preferred language of isiZulu. SGB3 and SGB4 requested that the entire interview be conducted in isiZulu and P3 preferred to be asked in English, but to respond in isiZulu. I explained to the participants that they were free to withdraw from the interview should they wish to do so. I also indicated that a cell phone would be used to record the entire interview with the aim of helping the interviewer not to forget important information during data transcription. Before the interviews, I spent adequate time analysing the documents I had requested from the principals to assist me with follow-up questions regarding the information from the documents. The documents I had requested are the learner support files, parents' attendance registers, and minutes for AGM and code of conduct. This study was aimed at investigating the following main research and sub-questions.

Main research question:

- What are the challenges of parental involvement in rural secondary schools of Umvoti Circuit in Kwazulu-Natal?

Sub-questions

- Why is parental involvement important in the rural secondary schools?
- What limitations do parents have when it comes to being involved in secondary schools?
- How does lack of parental involvement affect the learner's school achievement?
- How can parental involvement be promoted in the selected rural secondary schools?

The research objectives of the study were:

- To investigate the significance of parental involvement in the rural secondary schools.
- To investigate the limitations that prevents parents from being involved in the rural schools.
- To understand how the of lack of parental involvement affects learner school achievement.
- To explore the various ways in which parental involvement can be promoted in the selected rural secondary schools.

4.4 PRESENTATION, ANALYSIS AND DISCUSSION OF RESEARCH FINDINGS

The data that was collected from the qualitative study was collected from the use of face-to-face interviews as well as the documents for analysis. Participants were asked open-ended questions where they expressed their thought and feelings about the investigation, and they are cited here verbatim. A qualitative method was used for the current study, and according to Johnson and Christensen (2014), qualitative interviews consist of open-ended questions, where a researcher can obtain information from a participant's feelings and thoughts about a particular topic. The interview data was transcribed from listening to the recordings. Data collected from the interviews was analysed using the process of open, axial and categorising the data (Buckler

and Walliman, 2016: 252). Data was grouped into themes and sub-themes; five themes were identified as well as the sub-themes. Themes and sub-themes are presented below in Table 4.2.

Table 4.2 Tabular presentation of themes and sub-themes

<p>Theme 1: Importance and advantages of parental involvement</p>	<p>Sub-themes</p> <ul style="list-style-type: none"> • Better comprehension of school activities • The impact of community challenges • Co-operation resulting in trust and protection
<p>Theme 2: Lack of parental involvement</p>	<p>Sub-themes</p> <ul style="list-style-type: none"> • Non-participation due to commitments • Parents failing to check schoolwork • Parent and learner teaming up against the teachers • No report pertaining the absence of learners from school
<p>Theme 3: Implications of lack of parental involvement on learner performance</p>	<p>Sub-themes</p> <ul style="list-style-type: none"> • Learners displaying poor performance • Develops bad behaviour • High absenteeism

<p>Theme 4: Strategies to promote parental involvement</p>	<p>Sub-themes</p> <ul style="list-style-type: none"> • Inviting parents for meetings and celebrations • Luring parents by issuing report cards to them (parents) not learners • School asks for extra assistance • Giving parents the opportunity to check their children's schoolbooks • Send learners' portfolios to parents with the term's activities • Offering piece jobs for unemployed parents
<p>Theme 5: Dominant communication methods with parents</p>	<p>Sub-themes</p> <ul style="list-style-type: none"> • Writing letters, WhatsApp, Facebook, Calls and sms's • Notices and loudspeakers

4.4.1 THEME 1: IMPORTANCE AND ADVANTAGES OF PARENTAL INVOLVEMENT

The participants in the study indicated various advantages of parental involvement. The values of parental involvement reported included parents becoming aware of what is happening at school. In addition, the participants demonstrated that involving parents makes it easy for the parents to know what their children are doing at school since they behave differently when they are at home. Consequently, the parent can come to school to get more information from the teachers. Parents play a role in enhancing the academic performance of a learner by being involved in the learners' education. They further stated that the learners' behaviour changes when they find out that their parents are involved at school. The involvement of parents results

in parents understanding how the school functions and the needs of the school. Participants believe that the parents own the school as well, and that they play a vital role in its governance. The problems encountered by the school are also the concerns of the parents. When parents are involved, this makes it easy for decision-making concerning the governance of the school. The following sub-themes are now unpacked with verbatim citations from the participants.

4.4.1.1 Better comprehension of school activities

It is paramount for schools to make parents familiar with what transpires at the school. The parents can be informed about the behaviour of their children, the governance of the school where parents can have a say, and be involved in decision-making. Regarding the views of different participants on the subject of the value of parental involvement, several viewpoints were identified. Hereunder follows the views of different interviewees P1 and SGB2:

In responding to the advantage above P1 had this to say:

“Ok, involving parents, in schools helps a lot 'cause parents become aware of what is happening at school, what is it that their learners are doing at school. Why do I say this? I say this ...according to my experience, I've seen some parents are not aware of the things that learners do at schools, especially if a learner is at school he does carry himself differently and when he is in school he becomes a different person. So that is why we felt the need to make sure that parents are always invited to be appraised about what is happening in the school. So immediately when they come, sometimes they become shocked of the behaviour of learners cause sometimes they are not aware of the things that learners do when they are away from homes from their homes. Especially, we know that others are easily influenced by their friends so at school sometimes they become so different from what they are at home... their home. So we feel that involving parents even in disciplinary hearings is very much important. It is of paramount important why? Cause even if the learners or if the learner has a just made wrong at school when we invite parents at school, other learners don't like it when we say that we are going to invite their parents they are afraid of their parents and others don't even care about their parents.

P1 continued on her views about the advantages of parental involvement that:

“We make sure that they are aware of what is happening especially regarding the progress of their learners at school so that is how we usually invite parents in our school thank you.”

Regarding the views of the SGB representation, SGB2 further noted that:

“But, what I can allude about the advantages of parents’ involvement is that it makes things easier for the school, because when parents are involved decisions that are taken are not challenged by the community because we agreed and we take minutes on those decisions and then they are implemented because we believe that parents this is their school and their children so we must do and agree on everything that we do their children so as the Governing Body that is the one of the advantage that we see. Secondly, having parents... having governing body in schools, learners’ discipline becomes effective because learners now if they can see that their parents are coming to school they see their parents in school even their behaviours they change because they know that teachers have relationships with their parents so even the learner behaviour changes so I can say those are the advantages that I have been observing as the School Governing Body member.”

Participant P1 touched on informing parents about the behaviour of their children at school. The advantage of engaging parents can assist the parent to maintain discipline in his/her child, as P1 stated some parents are unaware of how their children behave at school. SGB2 also indicated that involving parents in decision-making is a way of making them aware of what is happening at school. In support of the participants’ views, Ali (2019:16) declared that the process of involving parents in what happens in the school assists in connecting them with their children’s education. The participant mentioned that the school is able to discuss the progress of the learner at the school. It is apparent from the participants that it is advantageous to involve parents at school as they become aware of the school matters.

4.4.1.2 The impact of community challenges

The participant commented on the dynamics and background of the area where the school is located. The involvement of parents grants the school the opportunity to engage with them finding out the different issues that the area might have. The issues that the community might have can affect the learners either negatively or positively. Furthermore, the participant added that the parents contribute their expertise to the school. The expertise that the parents possess are the creative ideas that they can share to improve the school. Participant P2 expressed the advantage of the school getting to know the dynamics and background of the area as follows:

“Ok right, uuuhh... the advantages of parental involvement as we know that, uhmm... when we talk about education and teaching of the learners doesn't only involve the teacher and the learners only it also involves the parents so we have that like a triangle of the parent, the learner and the teacher, so it helps a lot when parents are involved, because you get to know the dynamics of the area that you are working in where the school is situated, you get to know the background, you get to know the challenges that the community is facing. You also... you also get to know the problems the learners are facing, the social-ills of that particular community, so if you have that knowledge then it helps us as teachers to be able to focus our strategies and learning in accordance with the challenges of the society. So ja, it helps, it helps a lot for parents to be involved.”

It is crucial for the school to engage with the parents in a sense that the school can get information about the area where the school is located. This can have a positive impact on learners, because the school can learn what really affects their performances and they come up with solutions to deal with those issues. The challenges that the learner encounters from his or her own personal background may affect their performance drastically. In the previous secondary school located in a rural area where I served at as a teacher, I learnt that some households were run by grandparents, who acted as guardians. I discovered that the learners' biological parents were either working far away, or have passed on. I also discovered that some grandparents were not interested in the learners' education, which affected their academic life. Therefore, cases such as these, where the school is aware of the dynamics and background of their learners, should prompt them to action in assisting the learners in a tailored manner.

4.4.1.3 Co-operation resulting in trust and protection

P3, T1 and SGB3 indicated that cooperation between the teachers and the parents create a sense of trust and protection. The teachers must avail themselves and be visible in the community, participating in the activities organised by the community that on its own allows the parents to trust the principal or the teacher, because they are familiar with them. They further mentioned that with co-operation, discipline towards the learners can be positively implemented. SGB3 states that collaboration between the parent and the teachers is essential, because some of the learners are disobedient and delinquent, such that when collaboration takes place this phenomenon can be easily tackled to benefit the learner.

P3 narrated on co-operation as an advantage as follows:

“Alright. What is really important in involving the parents is that the parents end up owning the school meaning it also belongs to them. If problems arise at school, these problems also involve parents. That is very... very important. When you are involved in the community, by involving the parents, allowing them to be by your side, that is, by including them in all the activities of the school they develop trust, they get fond of you, they protect you as a principal, because they can see that you work together with them. This is really important especially for new teachers, that they don’t feel isolated at the new school preventing them from moving freely in the community. You also need to reach out to the community let the community see you and get to know you. Even when there are activities in the community, you go out let the community get to know. When the community comes to school it is much easier because they now know you and are able to engage with you because they trust you. They put their trust in you as the principal who has come to work at their school. So there are really... really many ways of involving parents at school but it is really, really, really important. It is really important that you involve parents at the school, because they own the school. The problems of the school are also the problems of the community so it is important that the parents be involved.”

[“Oright, Into ebalulekile khakhulu ukuinvolva amaparents eskoleni. Amaparents agcina esi owner iskole kuba esabo nabo. If kuneynkinga eykhona eskoleni nawo kuba inking

zomphakathi. Kubaluleke kabi loko kuthi ma ukhona emphakathini ukwazi ukuba involva abantu base mphakathini basondele kuwo wonke amaactivities akho noma imaphi owenzayo eskoleni. Badevelopha itrust, kuba netrusted kuwe bakwethembe, bakuthande, bakuprothekthe as uprincipal ngoba bayabone ukuthi uyasebenisana nabo. Ibaluleke kabi leyonto ukuthi othisha abaningi bebethi mabefika eykoleni bagcina sebe isolated sibe isiqhingi iskole bangakwazi nokuthi baphumele ngaphandle. Kufuneka ubuye uphumele nangaphandle emphakathini, umphakathi ukubone ukwazi, noma kunama activities asemphakathini backbone bakwazi. Ngisho ubabiza eskoleni bayakwazi labo bazali ukusondela eskoleni ngoba bayakwazi bayekwethemba bayabona uprincipal lo ozosebenza eskoleni sabo. So nje ziningi nje ngempela izindlela ukythi abazali ukwazi ukuba involva eskoleni kodwa nje kubalulekile kakhulu. Kubaluleke kakhulu khakhulu ngempela ukuthi abazali uba involve eskoleni ngoba iskole bayasowner kube esabo noma usuneynkinga eskoleni kuba inkinga zenu nonke basonele bonke babekhona abazali yes.”]

Teachers are also very critical stakeholders and their views also provided insights on the subject under investigation. Teaming up with parents and understanding the socio-economic issues they experience is an advantage for teachers. This is what T1 had to say:

“You get to learn about the socio-economic issue, you get to learn about the family problems so that maybe you know how to... to approach a certain learner so that maybe they can learn better. There are some examples you can use in class only to find out that uhhm... the teacher or the learner won't sit well with her or him due to... what you call it... due to... situations or experiences at home, so involving the parents you get to learn all those things, then it becomes easier, and also whenever preparing for a certain lesson you know what to do how to do it, you know the types of learners you are dealing with then I think with that it can then be easy as a teacher to teach...”

It is striking to note that the teacher above raised critical values of parental involvement, which were not indicated by other participants. These perceptions are imperative in the classroom to teachers, as they spent more time with learners than any other person at school. These issues include socio-economic factors, which have significant implications on the success of both teaching and learning.

SGB3 commented on collaboration between the parent and the school in order to maintain discipline in learners as follows:

“What I observe at school is that, when parents are present, they collaborate with the teachers to instil discipline. When the learners become disobedient, or when they take drugs, so parents work hand-in-hand with the teachers.”

[“Engkubonayo ngike ngbone ekthenini eskoleni mabekhona bayakwazi ukulekelelana nothisha mayelana nokulawula izingane uma zingesezwa noma zidla izidakamizwa balekelelana nothisha.”]

Parental involvement creates an opportunity for the parent, the school and the learner to work co-operatively to ensure teaching and learning takes place. Epstein’s theory developed in 1995 recognised the relationship of the three spheres, which include the home, the school and the community. The theory discusses the responsibilities that the three spheres ought to actively exercise for the learning and development of the child. The school, the parent and the community should be able to work together to enhance the learners’ academic life at school. Newman, Northcutt, Farmer and Black (2019:88) agree that collaboration between the home, school, and community promote the success of learners and the importance of education.

The participants elaborated on the importance of collaboration between school and parent. As it has been indicated by the participants, the teachers need to engage with the community, which includes parents. This engagement as pointed out by P3 creates a bond, trust and protection. When the new teacher as explained by the participant, becomes active in the community activities the teacher then becomes familiar to the parents. It is then possible for the parents to approach the teachers on matters concerning their children, or matters pertaining the school. I can be argued that when there is good relationship between the teacher and the community, the teacher can be protected by the community and not feel isolated.

Collaboration with the parents allows the teachers to learn more about the socio-economic issues that the families experience, which can have a negative impact in the education of a learner. The teacher from School C elaborated on an example of the socio-economic issue that

the school has identified and on which it took action. One of the socio-economic issues identified is financial problems. This was identified from seeing learners coming to school hungry and not wearing the full uniform. Smith (2006) and Cooper and Crosnoe (2007:375) support these views, noting that social economic challenges such as low-income and poverty constitute the barriers to parental involvement. It is evident from the perspectives of T1 and SGB3 that when collaboration exists, the learners' themselves are able to open up to their teachers about their issues. This is emphasised by Nobuhle (2018:19), who points out that a teacher-parent partnership allows children to see the importance of communicating with the teachers.

The partnership between the three spheres of school, home, and community can also assist in dealing with the behaviour of a learner. There are learners who become ill-disciplined at school due to family concerns and peer pressure at school, which can have a negative impact on learner academic performance. Sometimes, parents are not aware of their children's behaviour at school, which is why the schools involve parents to discuss such matters. T1 and SGB3 mention that they collaborate with the parents to instil discipline when their children become disobedient. Ji and Koblinsky (2009:287) and Ramadikeli (2012:3) note similarly that when parents are involved, academic performance improves and minimises problems related to discipline.

4.4.2 THEME 2: LACK OF PARENTAL INVOLVEMENT

The performance and behaviour of learners is enhanced by the parental participation and support towards education. Furthermore, their involvement and support motivates teachers. The challenges include the following: non-participation of parents due to commitments, failure by parents to check schoolwork, parent and learner teaming up against the teachers, and no report pertaining the absence of a learner from school.

4.4.2.1 Non-participation due to commitments

Most of the participants spoke about the non-participation of parents due to commitments. These commitments included, amongst other aspects, work commitments when meetings are

called, failure by parents to come to school when requested, learners staying with grandparents. On the question about the challenges of non-participation due to commitments this is what P1 said:

“Okay, we experience challenges especially when parents fail to cooperate when we invite them to school. especially for disciplinary measures to be taken, sometimes we get replies parents saying that they won’t be able to come because they are busy at work. They can’t absent themselves from work, ehh... the reason being their masters will deduct some money from them if they do not avail themselves from work. So that is the first challenge we meet...”

SGB2 addresses the challenges they encounter at their school:

“Yes, I can say they do encounter challenges. Because when you get a chance to interact with them most of them they will tell you about they can’t leave their work, because of the kind of work that they are working. So most of them they cannot leave work, so if you call them to school they are forced to choose between coming to school and going to work so most of them they choose to go to work. So that is one of the factors that we as the SGB that we see that underpins this thing of parents not coming to and not being involved in school activities it’s the nature and the environment that they are in. Because most of them they are working in the similar job here, as this place it’s more of an agricultural based so most of them are working in the forestry industry. So you find out that they work five days a week, so but most of them if we check, ‘why are you not coming to school?’ they tell you about work they can’t leave work. Because for them it’s no work no pay. If they don’t pitch, then their salaries are affected. So they end up sending their children’s brothers, neighbours and all those relatives.”

SGB 5 is also concerned about parents not availing themselves for meetings and this is his view in that regard:

“I would say, they did encounter challenges, because most of the meetings we call upon maybe it is during the school hours, many parents are at work. Since we are in the rural areas maybe some of those parents they don’t know their rights, that they have leave and stuff, so they

decided... many decided not to come to the meetings or to participate in school involvement because they are not around the area during the meetings and the stuff.”

In relation to the challenges that were mentioned by the participants P1, SGB2 and SGB5, Selolo (2018:23) argues that it is not that parents are not interested in being involved, but that it is a matter of lacking the understanding of what parental involvement entails. Bhekimpilo (2015:20) asserts that it is important for the school to provide support so that parents can gain knowledge of their responsibilities. Participants P1, SGB2, SGB5, SGB6 and SGB4 shared the same sentiments by stating that parents are unable to attend meetings due to work commitments. In addition to that, the parents do not attend because their salaries will be deducted should they miss work. In the rural areas, where the schools are located, most parents work in the forest industry. Madison (2017:50) agrees by asserting that most parents in the world of today work late and have multiple jobs, which results in limited participation at school. Singh, Mbokodi and Msila (2004:303) agree with Madison (2017:50) that some parents work very far from home, while others leave home very early in the mornings while their children are still in bed to go to work, and inevitably come back late.

The times that are allocated for the meetings conflict with the times the parents have to be at work, which prevents them from attending school meetings. Some parents end up frustrated to leave their daily activities to constantly attend disciplinary meetings concerning their children misbehaving at school. I as the researcher believe that this challenge of work commitments creates challenges for teachers because the aim of meetings is to update parents about their children's school performances.

4.4.2.2 Parents failing to check schoolwork

The academic performance of a learner at school is tremendously important. T3 is concerned that the parents do not make an effort to check whether their children are indeed doing their homework. The learners end up coming to school without any homework written and when it is time for corrections they copy them as they are.

This is what T3 had to say in this regard:

“Yes, there are challenges; as teachers we use to give learners homeworks or classworks, so some of the learners they came to school without writing those homeworks. It is very challenging when we now in the class, when we are making or doing corrections some of the learners doesn't have work so it is important for learners'... I mean for parents to check the learners' work at home.”

It is important for learners to do their homework and under the supervision of the parent. T3 indicated that, when learners are given homework, they do not attempt it, but rather copy from others in the morning, which places them at a disadvantage. The learner ends up not understanding what was taught because he or she could not work independently at home. This is supported by Mbokodi and Singh (2011) and Selolo (2018:29), both of whom observe that the challenge for illiterate parents is that parents cannot assist their children with schoolwork.

4.4.2.3 Parent and learner teaming up against the teachers

It should be advantageous for a parent to collaborate with the teachers to assist the learner improve his or her academic performance, however, T1 feels differently. He briefly expressed his concern regarding that when parents are invited for disciplinary hearings, instead of coming with a solution to discipline the parent sides with the learner.

In this regard, this is what T1 had to say:

“What happened here is the parent and the learner they are the team to fight the teacher. Whereas it's supposed to be the parent and the teacher they are the team to fight the learner but here it's otherwise, whenever maybe let's say you are calling a parent maybe the learner has done something wrong at school then it needs to be sorted out. You will find that the learner and the parent they are the team towards the teacher so when they come here they are here to fight you not you and the parent to fight the learner so that the learner can... can... can be reprimanded in any way. So parental involvement is very bad.”

Participant T1 showed concern regarding the parent not contributing or co-operating effectively with the school to discipline the learner. T1 continued to express his feelings towards co-operation, noting that the parent should be able to work together with the teachers instead of simply siding with his or her child, which can impact the learner's performance negatively.

4.4.2.4 No report pertaining the absence of learners from school

T2 expressed her concern about parents not playing their role in reporting the learner when he or she is absent from school. This is a challenge because the learners lose part of the work that was taught on that specific day(s) the learner was absent. In highlighting this issue of not reporting, T2 noted:

“We also experiencing the challenges... okay. The first challenge you find that the learner is absent at school, there's no report from the parent.”

Some parents do not take the initiative of playing their part as responsible guardians in cases where they do not report absenteeism. A learner would be absent from school for days with no word from the parent. Participant T2 made evident that parents are not making an effort in alerting the teacher about the learner's absenteeism.

4.4.3 THEME 3: IMPLICATIONS OF THE LACK OF PARENTAL INVOLVEMENT ON LEARNER PERFORMANCE

All the participants showed great concern regarding the learners' school performance being affected by the lack of parental involvement. The learner's attitude towards performing well at school can be influenced by the parent's attitude towards education. The participants indicated a few implications that can hinder the learner's academic outcome, with learners displaying poor performance, developing bad behaviour, and showing high rates of absenteeism.

4.4.3.1 Learners displaying poor performance

Participants P1, P2, T2, SGB2 and SGB1 were concerned about the poor performance that the learners displayed. These participants expressed that, even when the learner has failed, the parent does not come to school to discuss with the teacher when invited. Some of the parents are less interested in the education of their children. P1 was concerned regarding parents not contributing towards their children's education, which has negative consequences. She empathically noted:

“Right, if the parent doesn't come to school it becomes a problem... it becomes a problem because we simple don't have anything that will assist us moving forward to make sure that learners' performance improve, so if parents are just running away from school, it's difficult to improve learners' results.”

P1 continued by adding that:

“I think that if the parents are not involved, it may have a negative impact on learners' performance it has a negative impact yes...”

T2 agrees that the lack of parental involvement is the cause of the learners' poor performance which creates a lack of communication between learners. The participant stated that:

“Okay, the lack of parental involvement affects the learner he or she the performance is poor ... performance... and a lack of communication between other the learners, because their performance is poor.”

SGB2 also narrated on learners' poor performance, he expressed that:

“Yes, I can definitely say parental involvement do affect learner achievement a lot in rural schools, because as parents seem to have no interests in their learners' performance, also learners don't have... they don't work hard in order to make their parents proud, because they can see that their parents doesn't care about their education.”

SGB1 responded briefly on the question at hand about the impacts of the lack of parental involvement. These are her words on this issue:

“Of course parental involvement does affect the performance of learners, as I’ve already said you find a child is not doing very well, so I think that as parents, we also need to play our role in the education of our children. So when parents are not involved in their learners’ activities school activities they will end up not performing very well....”

From the views of the participants interviewed, it is evident that poor performance from learners is a result of the lack of parental involvement, where parents display no interest in their children’s education. The participants were of the view that the learners do not work hard to make their parents proud, because they can see that their parents do not care about their education. Many parents from rural areas are not educated themselves and the level of support may not be what is expected, which can have huge consequences. The above statement is supported by Ikechukwu (2017:34), who noted that parents who possess a low-level of education do not have necessary skills to support their children’s education. Parents need to have information and skills to understand their role in their children’s education (Ikechukwu, 2017:34). The participants indicated that the parents do not come to school to discuss the progress of their children, they just run away to make it difficult to improve the learner’s results, as P1 puts it. Watson, Sanders-Lawson and McNeal (2012:44) and Selolo (2018:10) declare that the lack of parental involvement in rural communities affects the academic performance of a learner.

According to Selelo (2018:1), the participant’s view on poor performance, the lack of parental involvement may lead to the performance of a learner being poor. From the responses of the participants, it was evident that the participants all agree that the lack of parental involvement plays a huge role in the poor performance of a learner.

4.4.3.2 Learners develop bad behaviour

The lack of parental involvement, as discussed by T2, does affect the learners’ behaviour in class. Bad behaviour can lead to the learner disrupting the class, as well as not focusing in class,

which can lead to the learner failing an entire term. T2 alludes on this critical issue by stating that:

“Misbehaving in the classroom while teaching and learning. Disturbing teachers.”

The lack of parental involvement as stipulated by the participant extends to the learner misbehaving in class, which causes a learner to disrupt the class as well as the teacher. With the participant’s perception of behavioural issues, Lumadi (2019) agrees that behavioural issues caused by learners stem from parents who disengage from offering adequate support towards their children’s education.

4.4.3.3 High absenteeism

Absenteeism proves a challenge, especially in rural schools. P3 addresses this issue in greater detail by stating that absenteeism immensely affects the learner’s performance. P3 further alludes that the school does call the parent to come discuss the reasons why the learner does not come to school. However, some parents only come to school at the end of the year when the learner has failed to convince the principal to progress the learner to the next grade.

P3 showed his concern on high absenteeism by explaining that:

“If the parent is not involved, there is high absenteeism by the learners that greatly affects the learners’ school performance. By the time the parent does not get involved the learner to report at school we as the school don’t know what is wrong with the learner.”

[“If amaparents engakwazi ukuzi involva wona eskoleni ingane iyalova okokuqala. Kuya affecta umsebenzi wengane loko iyalova ingane ngoba umzali akakwazi ukuqhamuka eskoleni. Ngeskhathi engakwazi ukuqhamuka eskoleni ingane ilova nathi asazi isizathu sikuphi.”]

Some learners get an opportunity not to attend school when they know that their parents are not involved. They do not understand their responsibilities as learners towards their education as well as to consider the consequences of missing school. Some parents do not take the

initiative to communicate with the teachers when they know that they are working far from home, most likely without a guardian to monitor the learner at home. Some parents leave the responsibility with the school, which proves a challenge for both.

4.4.4 THEME 4: STRATEGIES TO PROMOTE PARENTAL INVOLVEMENT

As much as there are challenges faced by the schools in rural areas when it comes to parental involvement, strategies must be put in place to attract parents to become involved at school. Epstein (2001) developed six parental involvement strategies that the parent can involve themselves in, such as parenting, communication, volunteering, learning at home, decision-making and collaboration with the community. There are various strategies that schools can implement, however, the school must consider other uncontrollable barriers when implementing them. The following are the strategies that school A, B and C have implemented: inviting parents for meetings and celebrations, luring parents by issuing report cards to them (parents) not learners, school asks for extra assistance, giving parents the opportunity to check their children's schoolbooks, send learners' portfolios to parents with the term's activities, school offering piece jobs for unemployed parents, and invitations to campaigns organised by the school.

4.4.4.1 Inviting parents for meetings and celebrations

Despite all the challenges that schools face, a solution is required as to how parents can be involved. The participants viewed various strategies that they utilise at their respective schools. These strategies may vary, depending on the nature, the environment and the available resources. The participants mentioned the following strategies that work for their schools: inviting parents for meetings and celebrations, luring parents by issuing report cards to them (parents) not learners, the school asks parents for extra assistance, allowing parents to check learners' exercise books, send learners' portfolios to parents with the term's activities, the school offering piece jobs for unemployed parents and parents invited for campaigns organised by the school. P1, P3 and SGB5 articulated that they invite parents for meetings and celebrations. P1 explains that even though she invites parents for meetings and celebrations where they organise awards for the best achievers and parents are free to come to school

whenever they have new ideas of improving the school. SGB3 was of the view that their strategy to involve parents involved making a call to the parent to come and attend the issue of a learner.

P1 stated few strategies that assist the school to promote parental involvement. The participant provided the following strategies:

“We invite parents for meetings, we invite them for celebrations especially for results as our school usually we are a better... The best performing matric results so we make sure that we invite them for such celebrations. We also invite our parents... learners’ parents for awards giving where we award best performing... best performing learners. That is what we do each and every term... each and every term whereby when learners have performed well we make sure that we announce the top achievers. We announce them in assemble each and every term. Then at the end of the year we consolidate the results and make sure there is a function whereby we invite parents to see their learners at the end of the year the best achievers. So we are trying our best... we are trying our best.”

Participant P3 mentions various ways of promoting parental involvement, such as issuing letters to parents, placing notices at the shops, and make use of loudspeakers to spread the word. He eloquently stated that:

“We write letters and give learners to give to their parents stating ‘parents on this specific date we will be conducting a meeting please come’.”

[“Sibhala incwadi sinikeze ingane ‘bazali ngosuku olukuthi sino mhlangothi phuthumani nifike esikoleni nibekhona’.”]

P3 further posited that:

“Other strategies are we ask parents to enter the gates of our school holding the child’s hand to the meeting in the morning.”

[“Amanyamastrategies esigcina siwasebenzisa aokuthi sigcina sithi akufike umzali nengane agatini.”]

The school also uses another strategy where they put notices at shops as a reminder:

“We end up putting notices at the shops asking parents to come to the meeting.”

[“Sigcina sesenza nama notices siwabhale siwanamathisele eytolo sicela abazali kuthi beze emhlanganweni.”]

On the other hand, SGB5 pointed to a few strategies that they believe work for the school such as inviting parents for meetings, which include special meetings, Annual General Meetings, and inviting local pastors and foremen to the school. This is what the participant pointed out as the strategies:

“We call... err... special meeting, annual meeting or annual general meeting whereby we inform parents about the strategies or the plans for the year. Every quarter or every term we call parents to come and check their learner progress.”

The participant further added that:

“We even call upon abafundisi (pastors) and Induna (foremen) and call upon meetings.....”

Manilal (2014:32) suggests that the school can assist families to provide adequate support to children through conducting meetings, workshops and help create a conducive home environment. The participants added that they invite parents for award ceremonies where their children are awarded for their academic achievements. School C goes to the extent of inviting local pastors and foremen to their meetings.

4.4.4.2 Luring parents by issuing report cards to them (parents) not learners

Participant P2 discussed a strategy that lures parents strategically to come to school. She explained that by the time the parents are invited to collect the report cards, they hold their meetings with the parents, because on that day, they come in numbers. Participant P2 describes her strategy as follows:

“We do not issue report cards to learners, but we issue report cards to parents, so we don’t give learners their reports, but we give it to parents, thereby forcing the parents to come to school.”

Each term the schools are expected to issue report cards, which indicate the performance of a learner. P2 uses a strategy where she issues report cards to parents and not to learners, so that when the parents arrive, the teachers are able to engage with them. From my point of view this is an advantageous strategy, where teachers can use the opportunity to meet the parents and be able to analyse the performance of a learner.

4.4.4.3 School asks for extra assistance

The school asks for donations from the community, which includes parents that can afford to help out. Sometimes. The school requires extra furniture, so the parents then contribute towards the school. On the question of strategies employed by the school, SGB6 and P2 acknowledged by stating the following:

SGB6 acknowledged by stating that:

“The principal normally goes out to find some sponsors that are willing to help us. As I can just quote here at school, we have computers that was donated, we do have some furniture, for the chairs that was donated by the parents some of the parents and then there are very supportive if we do... if we are running short of something the principal just goes out and ask for donation to the parents and then the parents help us a lot.”

P2 expressed her strategy of promoting parental involvement as follows:

“And, also they contribute to many activities in the school, like when you have to involve them for an example, if they have a particular expertise then they can share that expertise with us as teachers. Makes our work to be much easier, ja...”

According to the participants, their schools promote parental involvement by involving parents through contributing resources to school and contributing their expertise towards the school. SGB6 mentioned that the school might have a shortage of certain resources, where the school approaches the community, which includes parents, to make donations or sponsor those resources. As much as some parents are illiterate, they can also contribute their expertise at school, such as for example, if they are talented at sport, being called upon to assist as coaches.

4.4.4.4 Giving parents the opportunity to check their children’s schoolbooks

By giving learners homework, the school expects the parents to check whether the learner has completed the activity. However, some parents can neither read nor write, so the teachers request the parents to get involved by signing the homework and putting a cross if they cannot sign. T1 sees this as a strategy that works, which proves that the parent did get involved by monitoring the learner while doing homework.

On the strategy of checking homework T1 commented that:

“I allowed the parent to check the learner’s exercise book everyday at home then after checking it or even if the parent cannot read or cannot write. I told them that each and every page that is written after the last work of the day, they should put a signature there. In that way the parents they will check the learners’ work after checking it even the parent cannot read but can put the signature or a cross so that maybe in two weeks’ time whenever the parent is checking again the learner’s work ...”

The participant elaborates on the strategy of allowing parents to get involved by checking their children’s exercise books. He posited that it does not matter whether the parent can read or

write. The parent can simply sign or put a cross to show that the homework was done by the learner and monitored by the parent. The parent can constantly monitor the homework by tracking after two weeks whether the homework activities given to the learner were attempted for that period.

4.4.4.5 Send learners' portfolios to parents with the term's activities

T2 had a different strategy from other participants she uses to involve parents. At the beginning of every term she prepares portfolios for learners, which include the number of homework activities that learners are expected to do. These portfolios are then sent to parents so that they can be aware of the tasks that learners should complete on specific days illustrated in the portfolios. This strategy makes it easy for the parent to check a given day whether there is homework that learner is required to do. T2 mentioned the strategy below by stating:

“Okay, the strategies we used during term one we just writing a number of tasks the learners are supposed to do... on his or her portfolio...”

This strategy explained by the participant T2 to promote parental involvement allows parents to become actively involved by monitoring the homework activities, using the learner's portfolio, which has a number of activities that the learner is expected to do each week. When the number of activities in the portfolio do not match with the number of activities in the homework exercise book, the parent can enquire with the learner and the teacher.

4.4.4.6 School offering piece jobs for unemployed parents

School B attempts to get parents involved in school in various ways, where SGB4 mentions that they offer odd jobs to parents from the community who are unemployed. SGB4 was convinced that the strategy of employing unemployed parents does work to get parents involved at school. This is what he said:

“I am convinced... eerr... let me say that firstly, maybe the school... the school tries to assist unemployed parents by creating piece jobs at school.”

[“Kodwa nginesqiniseko sokuthi... Akengithi nje okokuqala mhlambe iskole... iskole mhlambe sizama ukuthi silekelele ngaso, iskole siyakhona ukuthi sikiphe amathutshana amancane emsebenzi azoba khona ngaphakathi...”

This strategy allows parents to be free and able to engage with the principal and the teachers about any issues regarding the school or personal. As per Epstein’s (2001) six parental involvement strategies on volunteering, parents can volunteer at school, which may allow them to establish communication between the themselves and the teacher.

4.4.4.7 Invitations to campaigns organised by the school

There are campaigns like the Education Indaba that School A organises for the school. The participant explained that with this campaign, they invite parents, the government departments such as the Police Services, and the Health Department, for an example. These departments aim to warn the learners and the community about the dangers of drugs, alcohol and teenage pregnancy and other issues.

On the strategy employed by School A to get parents involved SGB1 asserted that:

“Every year there is what is called ‘Education Indaba’, whereby all stakeholders are involved, the parents, the community leaders in the community they are involved into making decisions in terms of how are they... are we going to maintain the discipline among the learners so that the teaching and learning will be effective. So this Education Indaba is that is where everyone is participating in decision making...”

The participant added another strategy that the school utilises:

“Another thing there are certain campaigns that the school is having or hosting whereby there will be officials coming from different departments, for an example Police Department, nurses Health Department, all these departments they are involved, they are invited to school to address learners on different problems that they are encountering....”

Suggestions from the participants on promoting parental involvement included inviting parents to school functions, such as award ceremonies and campaigns. Jaiswal (2017:98) agrees with this strategy by stating that parents can participate by being included in school functions, responding to parent-teacher meetings and monitoring the learners' schoolwork. According to Brake and Cort (2012) and Walker (2017:17), parental involvement is an activity where parents serve the school by assisting their children with homework and appearing at school events and attending parent-teacher conferences. By analysing the participants' views on promoting parental involvement, it shows that the schools are seeing the relevance of including parents in its activities.

These strategies concur with the views of Kurtulus (2016) and Lethoko (2019:18), who note that the strategies of promoting parental involvement includes parents communicating with teachers and principals, engaging in school meetings and conferences and doing volunteer work at school. Participant SGB4 mentioned that at their school they offer piece jobs to unemployed parents. Selelo (2018:11) argues that planned involvement refers to where parents make conscious decisions to become involved in their children's school lives. Furthermore, the school must strategise from the beginning of the year regarding how to enhance parental involvement. Selelo (2018:9) added that the parent can assist the school with volunteer activities such as garden work. Ntekane (2018:3) concludes that there are various strategies to get parents involved in their children's education. In conclusion to the question of strategies it is apparent that the schools in rural areas are trying their utmost best to promote parental involvement.

4.4.5 THEME 5: DOMINANT COMMUNICATION METHODS WITH PARENTS

It is important for parents to be contacted by the school using relevant communication methods. The school must be aware of the constraints that might limit the message that ought to be relayed. The participants illustrated different communication methods relevant to conveying the message to the parents. The data was collected from P1, P2, P3, T1, T2 and T3. The various communication methods mentioned by the participants include: writing letters, using WhatsApp, Facebook, calls, and sending smses and e-mails.

4.4.5.1 Writing letters, WhatsApp, Facebook, calls, sms's and e-mails

The schools utilise a variety of methods to communicate with the parents and have also introduced the use of Facebook, WhatsApp, and e-mail. The participants' concern is that, even though these platforms were introduced, some cannot access them. The participant states that some parents do not understand how these communication methods function. Though the schools have introduced social media platforms, some of them are deemed to be ineffective as many parents may not have access to them or do not check them on a regular basis such as e-mails.

P1 discusses the communication methods that the school uses in order to communicate with parents. This is what he said:

“Okay, we write. Usually we write letters... we write letters and give to learners so that they give to parents that's the method we are using to communicate with parents.”

P1 further added another communication method that they use:

“Another method we also inform parents whenever it's required, we make such calls whenever it's required...”

Participant P2 mentions that they write letters as well to communicate with parents and send smses. They normally send smses to SGB members to remind them of the meeting. The following was discussed by the participant:

“We write letters. We write letters when we want to invite them to the school. With the SGB we also use smses for an example when we wrote the letters to the SGB and then just to remind them about the meeting just sms them 'you are reminded of a meeting'; so, but mostly it's the letters.”

T1 agrees with P1 with using letters and further mentioned that they make use of WhatsApp, Facebook and e-mails. T1 mentioned the following strategies:

“We are using the old school method where we are using letters to communicate with parents understanding that not all parents because we can use a WhatsApp, we do have a Facebook page here at school. We do have the e-mails...”

T3 from school C added that:

“Nowadays we are using WhatsApp so it’s very easy to communicate with someone through WhatsApp and phone calls.”

T2 is using a similar method to other schools of communicating with the parents, they write letters to communicate with parents. She similarly said that:

“We organise a meeting and communicate with the parent ... (silence)... so writing letter to the parent...”

The responses from the participants show that the schools are keeping up with the times. T1 and T3 mentioned that nowadays they have been using WhatsApp, Facebook and email to update parents about the events happening at school. Though there are still limitations such as other parents not having access to e-mails or WhatsApp, they still continue communicate with the parents using other methods.

4.4.5.2 Notices and loudspeakers

P3 added that at their school (school C) they make use of notices and loudspeakers to communicate with parents in the community. They drive around the community shouting the message reminding the parents about the meetings scheduled. Placing notices and using loudspeakers is a strategy utilised by school C, P3 expressed:

“We also use our cars using loudspeakers driving around the community inviting parents for a meeting....”

[“Nawo ama loudspeaker sigcina siwasebenzisa makuphuma izimoto zomphakathi, zimemezele umhlangano wabazali.....”]

Park and Holloway (2017:3) agree that the platforms and new approaches have been established to ensure communication between the parent and the school is effective. The participant stated that the notices are written in the language spoken by the learners and their parents which is isiZulu. Lemmer, Meier and Van Wyk (2012) supported this statement by commenting that parents have different backgrounds that include language, style of communication, cultures, tradition and values, and objectives. It is evident from the responses of the participants that, for the schools to communicate effectively with the parents, it is wise to use the language that is convenient to getting the message across. Erdener and Knoeppel (2018:2) believe that it is imperative for school personnel to conduct clear communications with families that speak languages other than English in the home.

4.5 DOCUMENT ANALYSIS

Apart from collecting data from the face-to-face interviews, data was also collected from the documents requested from the principals for review. Cohen, Manion, and Morrison (2011: 249) emphasise that the documents that are collected for analysis are helpful in the phenomenon under examination. The documents were helpful enough because they paved way for me to develop and probe more questions to the participants. The documents requested and reviewed are listed in Table 4.3 below:

Table 4.3: Documents that were reviewed and the findings

SCHOOL	DOCUMENTS	FINDINGS
	Learner support files	Indicated that there is a huge crisis with the learners who experience issues be it at home or personal. The school-based support team (SBST) of the school makes regular visits to the homes of the learners who have challenges. The review of the

School A		document revealed that the SBST refers the family to the relevant government departments to intervene and help out with the family challenges. The findings reveal that the SBST approaches the non-government organisations for donations such as food parcels and uniforms. The data indicated that there is a lower pregnancy rate in the school in the year of 2022. If there are learners who are pregnant, the SBST refers the learners to the nearest clinics.
	Parents' attendance registers	The researcher requested attendance registers for all the parents' meetings for 2022 that the school had arranged. The registers showed evidence of non-participation of parents from the signatures.
	Minutes for Annual General Meetings	The minutes from the AGM revealed that, the parents are informed about the challenges that the school faces with regards to the activities that parents should be involved in. The challenges that the school speaks about are: parents not communicating with the teachers on a continuous basis regarding the performance of the learner, parents not checking the learners' schoolbooks. The minutes also showed that the principal is concerned about the fact that parents do not enquire with the principal when they are uncertain about something at school or regarding the learner. The parents are encouraged to collect the report cards every term and discuss with the teachers about the learner's performance. Regarding absenteeism, the minutes indicated that the principal encourages parents to report whenever the learner(s) is absent from school. The parent is expected to submit the medical certificate if the child was absent due to illness.
	Code of conduct	Absenteeism:

		<p>The code of conduct included that learners must be only be absent from school only in exceptional cases, and that any learner who is absent from school without an acceptable excuse is considered to be truant, which is strictly prohibited. It also indicated that any learner who is absent from school for one to three consecutive days must, on his/her return, submit a written explanation from the parent or guardian. On failure to comply, a parent will be given a phone call to investigate and continuation of the same offence the learner will be issued with a written warning.</p> <p>Homework:</p> <p>The analysis revealed that the learners are expected to do their homework on a daily basis. The learners are expected not to copy the homework from their classmates. Failure to comply will result in being given a verbal warning, or a written warning, should the same issue persist.</p> <p>Classroom behaviour:</p> <p>The code of conduct indicated that the learners may not disrupt the class nor the teacher and may not bunk classes during teaching and learning time. Otherwise, the learner will face disciplinary action such as a verbal warning, informing parents of the behaviour, and a written warning.</p>
	Learner support files	<p>The details revealed that the school arranges visits from various government departments regarding the awareness of teenage pregnancy, the importance of education, and issues around rape and bullying. The document further showed that the learners who have barriers in learning are referred to the Special Need</p>

School B		<p>Assistance. The families identified by the SBST that are faced with poverty are offered assistance with donations such as food parcels and uniform for the learners. The school is affected by a high pregnancy rate. The SBST refers the learners to clinics. They also support learners by giving them opportunities to write their examinations at school or at home, while being monitored.</p>
	Parents' attendance registers	<p>The school experiences a challenge, where parents are not coming in sufficient numbers. The attendance register indicates only a few signatures, which proved that there is little participation from the parents.</p>
	Minutes for Annual General Meetings	<p>The minutes reflected that the parents are encouraged to attend all the meetings arranged by the school. The minutes indicate that the parents are informed about the strategies that parents can use to get involved. The strategies include: parents making phone calls to report the learner when absent from school and if the learner will be absent for days, the parent is expected to report in advance. Other strategies include parents availing themselves to collect the reports each term of the year and to make sure that they check homework on a regular basis.</p>
	Code of conduct	<p>Absenteeism:</p> <p>The code of conduct indicated that all absenteeism must be acknowledged by making a phone call to the school by the parent or sending a letter to school reporting the absence of a learner. A medical certificate must be presented to the school should a learner be absent for days due to illness.</p> <p>Homework:</p> <p>Each learner is required to complete the homework assigned to them by the deadline and the homework must be done with</p>

		<p>diligence and with commitment to develop an ongoing work ethic. In the case of failure to comply, the learner will face corrective action.</p> <p>Classroom behaviour:</p> <p>On classroom behaviour the code of conduct stated that, the learners are expected to present a positive work ethic in the classroom. Courteous and sensible behaviour is expected at all times. It was further stated that the learners may not disrupt lessons or cause any disruptions in the classroom. The consequences that the learners would face are a verbal warning, a phone call made to the parent, and/or a written warning.</p>
School C	Learner support files	<p>The school identified a number of learners who do not have uniform. The SBST approaches the non-government organisations, the local municipality and businessmen for donations and sponsors. The analysis showed that the SBST is very active, making home visits to the learners' homes. When the team discovers the welfare of the family, they refer the family to the relevant government departments for assistance. The school refers the learners with barriers to the Special Needs Assistance. Concerning learners who are pregnant, the offer support by allowing them to write examinations. They refer them to the local clinics for further monitoring.</p>
	Parents' attendance registers	<p>It appeared that there was less parental participation in the school when parents were called for parents' meetings. Evidence was visible from attendance registers.</p>
	Minutes for Annual General Meetings	<p>The analysis of the minutes showed that the principal mentioned that the learners are given homework on a regular basis so parents are required to check everyday and sign the exercise</p>

		<p>books. When a parent is concerned that the child does not do homework for a week they have the liberty to enquire with the teacher. It is also mentioned that the parents have to show interest by collecting report cards on behalf of their children. It further states that the parents have to engage with the teachers about their children's academic performance at school. The researcher found that the parents are advised about the importance of checking their children's uniform before they go to school. The minutes also indicated that the parents have to make the school aware if the learner is absent before 08:00am that morning. The parents can make a phone call or send a letter indicating the absence of a learner.</p>
	<p>Code of conduct</p>	<p>Absenteeism:</p> <p>The code of conduct analysed stated that, should the learner be absent from school as a result of illness the school must be notified before 08:00 that morning and guardians are requested to notify the school if their son or daughter has an infectious illness. Failure to do so, the learner will get a verbal warning, written punishment, and a warning letter, should the learner continues being absent without notification.</p> <p>Homework:</p> <p>Regarding the homework and other written activities, the code of conduct reflects that the learner will be given a verbal reprimand and/or written punishment should the homework not be done, or copied from others. Failure to do what is expected would result in a learner facing corrective action.</p>

		Classroom behaviour:
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		The researcher found that disruptive/uncooperative learners in class and who bunk a day or part of a day will result to the school making a phone call to parents and issuing a warning letter.
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The researcher requested and obtained all the documents from the principals for analyses. The documents requested were the learner support file, the parents' attendance registers, the minutes of the AGM. The participants mentioned that it is advantageous to know the community challenges that can have an impact on learners. This statement is supported by the data analysed from the learner support files from the three schools. The schools face common challenges, such as learners who have home or personal issues. The schools have an SBST which communicates with the learners and their families with such issues.

The SBST from the three schools make regular visits to the families and offer support such as donating food parcels, uniforms, and referring families to the relevant government departments. The team approaches the non-government organisations, municipalities and businessmen for donations in order to assist affected learners. In cases where there are pregnant learners, the SBST supports the learners by referring them to the nearest clinics and allowing them to write examinations at school or at their homes while being monitored.

The analysis from School B and School C indicated that there are learners who have learning barriers. The SBST refers such learners to the Special Needs Assistance, who then come to the school to begin the process of assessing such learners. Should the learners be assessed and diagnosed, the Special Needs Assistance places such learners in special needs schools for extra support. The results suggest that the three schools make an effort in involving the parents by learning about the community challenges that can impact the learners. The attendance registers from the three participating schools indicated that there is a higher percentage of non-participation from the parents when they are called for parents' meetings. This finding was confirmed by the principals of all the three participating schools.

The results that emerged from the analysis regarding the minutes from the AGMs indicated that the three schools are concerned about parents not checking their children's homework, and not collecting report cards every term of the year. The analysis further indicated that parents do not enquire with the teachers or the principal about their concerns regarding the performance of their children at school and do not report their children for absenteeism. Therefore, the principals during the AGMs encourage parents regarding the importance of involving themselves to resolve such issues.

The principals asserted that they do issue a code of conduct to the parents during the AGMs as well as during the registration period. The analysis results showed that the codes of conduct from the three schools are strict, especially with regards to absenteeism, homework, and classroom behaviour. During the data analysis from the interviews, it was mentioned that the parents do not check their children's homework or schoolbooks. The participants indicated that this issue affects the academic performance of a learner.

The findings from the interviews indicated that classroom behaviour was a concern as this action disrupts both the teacher and the class. Therefore, the corrective action is included in the code of conduct, stating that the teacher will make a phone call to the parents, give the learner a verbal warning, and a written warning. The code of conduct exists in schools to serve a purpose but it appears that from the three schools it is not complied with in cases where there remain issues of concern.

4.6 CHAPTER SUMMARY

In this chapter, the findings from the interviews with principals, teachers and school governing body members show that parental involvement in the three sampled schools is limited. The documents requested were also reviewed, which provided relevant data to complete the study. The research questions were answered and the research aims and objectives addressed under the following headings: importance and advantages of parental involvement, problems, lack of parental involvement, implications of lack of parental involvement learner performance, strategies to promote parental involvement, and dominant communication methods with parents. The themes that were discussed in this chapter and the data that emerged from the

interviews indicated that parental involvement in rural secondary schools is still a battle to overcome. The perceptions of the participants on promoting parental involvement is that there is still room for improvement. The schools introduced innovative methods to communicate with parents other than using the old school of writing letters such as using WhatsApp, Facebook and e-mails.

The findings from the documents reviewed revealed that there are learners who experience challenges from the communities that they live in which have an impact on their academic performance. The SBST takes the initiative to support the learners. The document analysis further indicated that the parents are made aware of the challenges that the school faces, such as homework not completed by the learners, high absenteeism, and classroom behaviour. The next and final chapter will discuss the conclusions drawn from the findings of the study and make recommendations.

CHAPTER 5: CHAPTER SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The aim of the previous chapter was focused on the presentation, interpretation, and discussion of data collected. The overarching aim of this study was to examine the challenges of parental involvement in rural secondary schools of Umvoti in KwaZulu-Natal. The critical data was collected through the semi-structured interviews from three schools, which included three principals, three teachers, and six school governing body members. Data was also collected through the document analysis, which included learner support files, parents' attendance registers, minutes for AGMs, and the code of conduct.

The research findings revealed that there is a huge challenge in getting parents involved in rural schools. The schools have implemented various communication channels to communicate with parents, seeing that parents have challenges in terms of attending school activities and matters. Some of the schools still use letters as the communication channel but the challenge is that some of these letters do not reach the parents and end up not honouring the invitations. This chapter presents the overview of the study, the summary of the study, recommendations based on the findings, implications for future research and contributions of the study. In Chapter Four the following research questions guided the investigation:

Research questions

- Why is parental involvement significant in the rural secondary schools?
- What limitations do parents have when it comes to being involved in the secondary schools?
- How does lack of parental involvement affect the learner's school achievement?
- How can parental involvement be promoted in the selected rural secondary schools?

5.2 SYNOPTIC OVERVIEW OF THE STUDY

Chapter 1 provided the introduction of the study, brief overview regarding study background, preliminary literature review, theoretical framework, problem statement, research questions, aims of the study, research objectives, research methodology, data collection, data analysis, and ethical considerations.

In Chapter 2, the literature review assisted me in understanding the concept parental involvement and the categories of parental involvement, which entail home-based and school-based involvement. The factors affecting parental involvement in the South African context were elaborated on in order to get an understanding of what affects parental involvement in South African rural schools. The literature review, further explored the implications of parental involvement on learner performance especially in rural secondary schools. The historical background of parental involvement in the South African education system was discussed in order to give a comprehensive understanding on the history of the South African education, which includes parental involvement during the apartheid era. Parental involvement in rural schools during the covid-19 pandemic in South Africa was discussed. Parental involvement from developed and African countries was also elaborated on to obtain a different perspective.

Chapter 3 dealt with the research methodology used in the study. The research design, research paradigm and research approach was discussed. The research methods of the study and the advantages and disadvantages of the research methods were indicated. The sampling procedure, non-probability sampling and rationale for the sample selection were discussed. A description for strategies on data analysis was explained. The trustworthiness and credibility of the study and the ethical considerations were briefly indicated.

Chapter 4 dealt with data presentation, interpretation and discussion. Data from the interviews were transcribed and analysed as well as the documents were analysed.

5.3 THE SUMMARY OF THE FINDINGS AND CONCLUSION

The analysis of the data on parental involvement in rural secondary schools produced five critical themes. The following key findings from the open-ended interviews and documents analysis conducted are discussed.

5.3.1 The importance and advantages of parental involvement

The findings revealed that parental involvement is imperative in the sense that parents get a better comprehension of the school's activities (4.4.1.1). The schools make sure they inform parents with important information about the school and that in its own opens opportunities for parents to make informed decisions. The responses from the interviews indicated that the school learns more about the community challenges that can impact the learners' performances (4.4.1.2). For the schools to be informed, the participant suggested that the parent, learner and teachers ought to work together in collaboration. The findings of the study further revealed that the teachers should avail themselves in community activities (4.4.1.3), which can result in the development of trust and protection between the teacher and the parents. The parents find it easy to communicate with the teachers when they are comfortable with one another.

5.3.2 Lack of parental involvement

The study demonstrated that, when parents are invited to school, they sometimes do not avail themselves due to other commitments. As illustrated by the participants, the commitments include work commitments, where the informal nature of their labour protection or lack thereof leaves them vulnerable to penalisation and rigidity of scheduling (4.4.2.1). The other challenges were that the parents would become unaware of the meetings because the learners tend to lose the letters before they get home. Furthermore, the parents tend not to attend disciplinary hearings because they are fatigued by their children's behaviour at school and leave the responsibility with the teachers. The issue of time is a challenge for parents, where the meetings are arranged at the time the parents are at work (2.4.4).

The results indicated that the parents fail to check their children's schoolwork (4.4.2.2). The aim of the homework and assignments is to check whether the child is able to work independently. As illustrated in Chapter Four, learners tend to not do their homework and end up copying other learners' work. In such cases they may fail to understand what was being taught, which may have impact during examination period.

The teachers experience bias from the parents when it comes to being involved in disciplining the learner at school. The parent would show up at school for disciplinary hearings, which is acceptable, but would somehow side with the child, instead of trying to co-operate with the teacher in order to implement corrective action against the child (4.4.2.3). Some parents do not take the initiative in trying to report their children for absenteeism, which constitutes a great concern for the school (4.4.2.4). The participants stated that a learner would be absent for days without any report from the parent, yet they had the code of conduct around the matter but parents disengage from following it.

5.3.3 Implications of the lack of parental involvement on learner performance

The views of the participants revealed that a lack of parental involvement impacts learner performance (4.4.3.1). The study revealed that, when parents are not involved, learners tend not to do their school work (4.4.3.2). This results in learners failing during their examination (4.4.3.2). It is evident that the lack of parental involvement has a negative impact on the learners' school performance and behaviour (1.2.2). The findings revealed that the lack of parental involvement causes a high rate of absenteeism (4.4.3.4), where the participants were concerned about lack of intervention from parent (4.4.3.4).

5.3.4 Strategies to promote parental involvement

Various strategies have been established and implemented by the schools to improve parental involvement. The strategies include: inviting parents for meetings and celebrations, luring parents by issuing report cards to them (parents) not learners, requesting extra assistance from parents, sending learners' portfolios to parents with the term's activities, school offering piece jobs for unemployed parents, and invitations to campaigns organised by the school (4.4.4). The

study revealed that, even though these strategies have been put in place, parental involvement remains at its lowest. The study further indicated that parents opt to collect the report cards during the last term of the year, instead of collecting them every term. This indicates that the parents are only interested in the fourth term results that determine the learner progress.

5.3.5 Dominant communication methods with parents

The schools utilise various methods of communicating with the parents. The three schools have since introduced other platforms other than sending letters, using WhatsApp, Facebook, and e-mail. The participants' perspective regarding these platforms is that, not all the intended recipients have access to them platforms (4.4.5). The schools manage to place notices at stores, and make use of loudspeakers to convey the invitation to the community whenever the school has a meeting scheduled.

5.4 RECOMMENDATIONS BASED ON THE FINDINGS

Based on the evidence from the research conducted and the findings presented, the following recommendations will help improve parental involvement in rural secondary schools.

5.4.1 Recommendation 1

The principal and the teachers should engage more with the parents regarding the school's activities. Activities recommended include, inviting parents for meetings regularly and include them (parents) in decision making regarding the school matters. The school should establish ways in which to draw parents to actively participate at school. It is recommended that the school can offer piece jobs for unemployed parents, invite parents to campaigns organised by the school and invite parents to collect report cards on behalf of their children. Parents should be made aware of their responsibility to participate in and contribute to school matters. The school should take the initiative of sharing important information with the parents to establish their interest.

5.4.2 Recommendation 2

Since the schools have the code of conduct including reference to absenteeism, it is recommended that the schools ensure that the rules are enforced and adhered to. Parents must be made aware of the consequences of not reporting their children for absenteeism.

5.4.3 Recommendation 3

It is recommended that effective workshops on parental involvement need to be conducted with parents and the community. For workshops to be effective the school can organise transport for parents who are unable to travel to school and also notify parents about the workshops in advance especially for working parents in order to make arrangement at their workplaces. This recommendation would result in having a large number of parents attending. These workshops should place emphasis on the importance of parental involvement and how this impacts the learners' school performance. The parent can be in a better position to understand what parental involvement entails and they can easily comply with the expectations of the school. During regular meetings and AGMs, the principal must emphasise to parents the importance of education, the undertaking of homework, the implications of bad behaviour and absenteeism. In these workshops, parents together with the teachers ought to derive strategies regarding how learners can complete their homework and assignments.

The DBE should appoint a committee that will focus on constantly visiting schools to monitor the progress of parental involvement initiative. These visits should include all rural and urban schools. The schools must be accountable should the department discover that the schools do not adhere to the responsibility of engaging with parents. When parents have been elected as school governing body members, they should be given sufficient training so that they will be well informed about their duties. This would result in parents making wise decisions about school matters instead of relying on the principal to make decisions on their behalf.

5.4.4 Recommendation 4

It is recommended that the schools ought to establish a social media committee to ensure that communication with parents takes place. The committee must ensure that the communication channels they utilise are effective and serve the purpose. The committee can encourage parents to be active in the use of the social media that the school proposes to use, such as WhatsApp, e-mails and Facebook. This implies that parents can be informed about the activities or news about what is happening at their school. The parents, who are familiar with these social media platforms, can relay messages to other parents who have no access to such. In the process of engaging with parents using these social media platforms, the committee should consider the language of communication in order to accommodate all the parents.

5.5 SUGGESTIONS FOR FUTURE RESEARCH

Based on the findings of this study, the following recommendations for future research are made:

- The study was only confined in the rural secondary schools of Umvoti Circuit in KwaZulu-Natal using the qualitative research design involving face-to-face interviews and document analysis. The study has only explored principals, teachers, and SGB members' experiences of parental involvement in the three schools. Therefore, it is recommended that the future study include additional participants including parents, Department of Basic Education officials and learners in order to gain a better and clear perspective of the challenges of parental involvement in rural secondary schools.
- The study only focused on rural secondary schools, therefore, it is necessary to carry out a similar study in primary schools to determine if the challenges of parental involvement are similar to the ones in secondary schools.

5.6 CONTRIBUTIONS OF THE STUDY

- The findings of the study would assist the Department of Basic Education to recognise the need of coming up with strategies that will assist schools from rural areas to gain maximum parental involvement. The Department would have to ensure that the schools

adhere to The South African Schools Act, 1996 (Act No.84,1996), where it deeply reflects the responsibilities of parents towards the school.

- The findings would provide the DBE with information concerning parents' lack of willingness to participate in the elections of the SGB as well as inadequate training of SGB members, which is provided by the Department.

5.7 CONCLUDING REMARKS

The purpose of this study was to investigate the challenges of parental involvement in rural secondary schools of Umvoti Circuit in KwaZulu-Natal. This was to be determined through the research objectives stipulated in Chapter One and Chapter Four. The study revealed that the three participating schools in the rural areas were experiencing challenges of parental involvement. This objective was achieved through the face-to-face interviews with the participants, who provided rich information, as well as the document analysis, in order to present and interpret the findings. The study has illustrated that the schools indeed want to promote parental involvement by collaborating with the parents. However, there are challenges that hinder the objective, such as parents not honouring invitations due to work commitments and parents not assisting their children with homework because of illiteracy. The study recommended that the school involves parents by sharing relevant information and coming up with strategic ways of promoting parental involvement. Furthermore, parents must be workshopped and advised about the importance of parental involvement and its implications. The school ought to establish a social media committee that would keep communication between the school and the parents. It is likewise recommended that the Department of Basic Education constantly monitor schools regarding parental involvement initiatives. I suggest that the DBE, the schools, parents and the community collaborate in order to combat the phenomena of the lack of parental involvement in rural secondary schools.

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UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2022/08/10

Ref: **2022/08/10/44886926/03/AM**

Name: Ms PZ Mkhize

Student No.:44886926

Dear Ms PZ Mkhize

Decision: Ethics Approval from
2022/08/10 to 2025/08/10**Researcher(s):** Name: Ms PZ Mkhize
E-mail address: 44886926@mylife.unisa.ac.za
Telephone: 0767489912**Supervisor(s):** Name: Prof S.S Khumalo
E-mail address: ekhumass@unisa.ac.za
Telephone: 012 429 6839**Title of research:****The challenges of parental involvement in rural secondary schools of Umvoti
Circuit in KwaZulu-Natal****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 2022/08/10 to 2025/08/10.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2022/08/10 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.



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 **2025/08/10**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2022/08/10/44886926/03/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

APPENDIX B: PERMISSION TO CONDUCT RESEARCH IN THE KZN DOE INSTITUTIONS



KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel: 033 392 1051

Email: Phindile.duma@kzndoe.gov.za

Enquiries: Mrs B.T. Ntuli

Ref.:24/8/7330

Ms Patience Zamakhize Mkhize
P.O. Box 607
ULUNDI
3838

Dear Ms Mkhize

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "THE CHALLENGES OF PARENTAL INVOLVEMENT IN RURAL SECONDARY SCHOOLS OF UMVOTI CIRCUIT IN KWAZULU-NATAL:", in the KwaZulu-Natal Department of Education institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from **30 August 2022 to 31 March 2025**.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Mr GN Ngcobo
Head of Department: Education
Date: 30 August 2022

GROWING KWAZULU-NATAL TOGETHER

APPENDIX C: PERMISSION LETTER TO THE PRINCIPALS



150 Sawubona Flats

Voortrekker street

GREYTOWN

3250

01 September 2022

Sir/Madam

REQUEST PERMISSION TO CONDUCT A RESEARCH STUDY AT YOUR SCHOOL

I, Patience Zamakhize Mkhize (student number: 44886926) am doing research under supervision of Professor S.S Khumalo, a Professor in the Department of Educational Leadership and Management towards a Master's degree in Education Management at the University of South Africa. The aim of the study is to investigate the challenges of parental involvement in rural secondary schools of Umvoti circuit in KwaZulu-Natal and how those challenges could affect the learner's academic performance.

The research study is entitled: **The challenges of parental involvement in rural secondary schools in Umvoti Circuit, KwaZulu-Natal.**

The research will be conducted from four schools; which will include one principal, one teacher and two School Governing Body members. The teachers who will participate in the study must have three years or more of working experience. The interviews will take thirty minutes to an hour depending on the participants' responses and probing of follow up questions. The audio-tape will be used during the interviews for verifying the information collected from the participants.

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The participation in this study is voluntary and there is no penalty or loss of benefit for non-participation. The participants are free to withdraw at any time without giving a reason. If the participants decide to take part, they will be given an information sheet to keep and be asked to sign a written consent form.

The data will be collected using semi-structured interviews and it will be a face-to-face interaction with the participant. The interview questions are structured in English however; the participants may request to be interviewed using their preferred language. The data will also be collected by requesting the documents from the principals such as learner support files, parents' attendance register and minutes for Annual General Meetings, code of conduct, policy documents and any other documents relevant for the study. The document analysis will be used as reference during the interviews with the participants for further probing.

There are no monetary benefits offered to the participants and will not be required to pay for anything on the day of the interviews. There is no potential risk of harm or injury during the interviews. The interview will be conducted in an office based environment where privacy will be provided. The identity of the participants will be kept confidential and no participant will be contacted regarding the answers they provided during the interviews.

The answers from the participants will be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee.

Hard copies of your answers will be stored by the researcher for a period of five years in a locked in a personal password protected safe for future research or academic purposes; electronic information will be stored on a password protected computer where after it will be permanently destroyed. Hard copies will be shredded and electronic information will be permanently deleted from the researcher's hard drive of the password protected computer.



I would like to request the following from the principal:

- The eligible participants who meet the criteria mentioned above
- Permission to request the documents mentioned above for analysis
- Permission to utilize the space where the interviews can be privately conducted
- To offer the researcher suitable dates and times to conduct the interviews

I am looking forward to your positive response. Thank you for your time.

Yours Sincerely



Researcher

Miss Patience Z. Mkhize

0767489912

e-mail: 44886926@mylife.unisa.ac.za

Supervisor

Prof. SS Khumalo

012 429 6839

e-mail: ekhumass@unisa.ac.za



APPENDIX D: PERMISSION LETTER TO THE PARTICIPANTS



REQUESTING PERMISSION FOR PARTICIPATION IN THE RESEARCH STUDY

Dear Prospective Participant

My name is Patience Zamakhize Mkhize. I am currently conducting research together with Professor SS Khumalo, a professor in the Department of Educational Leadership and Management. We would like to invite you to participate in the following study, titled:

The challenges of parental involvement in rural secondary schools of Umvoti Circuit in KwaZulu-Natal

The aim of the study is to investigate the challenges of parental involvement in rural secondary schools of Umvoti circuit in KwaZulu-Natal and how those challenges could affect the learner's academic performance.

You are invited because I believe you have the necessary information that can assist me in understanding the challenges of parental involvement in rural secondary schools of Umvoti Circuit in KwaZulu-Natal. The number of the participants is sixteen which includes the principals, teachers and School Governing Bodies.

Your role in the study as the participant is to be part of a semi-structured interview. The interview will be a face-to-face interview which can be conducted in the language that you prefer. I would like to record our conversation and on completion of the study, the tape recorder will be stored for future references when required. Any information you provide during this interview will be treated as confidential and anonymous without any negative consequences for you. This interview can take from thirty minutes to an hour.



Please note that your participation in this study is voluntary and that there is no penalty or loss of benefit for non-participation.

You are free to withdraw at any time without giving a reason. If you decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. There are no monetary benefits offered to you and will not be required to pay for anything on the day of the interview.

There is no potential risk of harm or injury during the interview. The interview will be conducted in an office based environment where privacy will be provided. Your identity will be kept confidential and no one will be able to contact you to the answers you give.

Your answers will be given a code number and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Hard copies of your answers will be stored by the researcher for a period of five years in a locked in a personal password protected safe for future research or academic purposes; electronic information will be stored on a password protected computer where after it will be permanently destroyed. Hard copies will be shredded and electronic information will be permanently deleted from the researcher's hard drive of the password protected computer.

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

If you would like to be informed of the final research findings, please contact:

Patience Z. Mkhize

0767489912

e-mail: 44886926@mylife.unisa.ac.za.



Should you have concerns about the way in which the research has been conducted, you may contact:

Prof. SS Khumalo

012 429 6839

e-mail: ekhumass@unisa.ac.za

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



Signature

01 September 2022

Miss P Z Mkhize



APPENDIX F: DOCUMENT ANALYSIS SCHEDULE

Name of the document	Author	Details of the documents
Learner support file	School based support team	It shows that the School based support team engages with the affected families and learners by offering support through regular visits and donating food parcels and uniforms.
Parents' attendance registers	School secretary	The records of the attendance registers reflect evidence of non-participation of parents from the signatures
Minutes for annual general meetings	School secretary	Reflect discussions about the importance of parental involvement and the code of conduct
Code of conduct	The school management team	Reflects what is expected from parents and learners in terms of absenteeism, homework and classroom behaviour

APPENDIX G: INTERVIEW TRANSCRIPTIONS FOR PRINCIPALS

1. From your expertise as the principal, what are the advantages of parental involvement especially in rural schools?
2. Does your school experience problems regarding parental involvement? Share with me the challenges of getting them involved.
3. Do you think as a principal you have done enough to get parents involved in the school? If so which strategies, do you employ to get maximum parental involvement?
4. Does the School Governing Body assist in ensuring that parents are involved in the school and if so which strategies do you employ?
5. Do parents assist their children with schoolwork such as homework given to learners?
6. Do parents help the school during sporting activities (Co-curricular activities)?
7. What is the role of the Department of Basic Education in assisting schools to get parents involved and do they fulfil this responsibility?
8. As a principal, how does the lack of parental involvement affect the learner's school achievement?
9. A majority of parents from the rural areas are considered to be illiterate and technologically disadvantaged. Share with me what communication methods does your school employ to communicate with them?



APPENDIX H: INTERVIEW TRANSCRIPTIONS FOR TEACHERS.

1. From your expertise as a teacher, why is parental involvement important in rural schools?
2. Do you as a teacher experience challenges regarding parental involvement? Please share with me those challenges.
3. As the teacher, how does the lack of parental involvement affect the learner's school achievement?
4. A majority of parents from the rural areas are considered to be illiterate and technologically disadvantaged. As a teacher, what communication methods do you employ to communicate with the parents?
5. Do you as a teacher have strategies to promote parental involvement in your subject? If so, which strategies do you employ to ensure full participation from parents?
6. From your expertise as a teacher, what is the role of the Department of Basic Education in assisting schools to get parents involved and do they fulfil this responsibility?



APPENDIX I: INTERVIEW TRANSCRIPTIONS FOR SCHOOL GOVERNING BODY MEMBERS.

1. As the School Governing Body, what are the advantages of parental involvement especially in the rural schools?
2. Do you think parental involvement is effective especially in rural schools?
3. From your experience as the School Governing body, what is the role of parents at the school?
4. Do parents encounter challenges in participating in the school? If so, what are those challenges?
5. Do parents help the school during sporting activities (Co-curricular activities)?
6. Do you think the lack of parental involvement affect the learner's achievement especially in rural schools? If so, what strategies can be put in place to deal with this challenge?
7. Do you think the school is effectively doing enough to support parental involvement? Please share with me what strategies are in place to show that support.
8. A majority of parents from the rural areas are considered to be illiterate. Would you say parents do assist their children with homework? Share with me how parents overcome this challenge.
9. From your point of view, what is the role of the Department of Basic education in promoting parental involvement especially in rural schools?



**APPENDIX J: SCHOOL GOVERNING BODY INTERVIEW TRANSCRIPTIONS
TRANSLATED IN ISIZULU**

1. Njengelunga le SGB, yibuphi ubuhle obubonayo ekutheni abazali babe neqhaza ekulawulweni kwesikole, ikakhulu ezikoleni zasemakhaya?
2. Ngokubona kwakho, ngabe iqhaza elibanjwe ngabazali ekulawulweni kwezikole zasemakhaya lanele yini?
3. Njengoba uvele uyilunga leSGB, ungalichaza uthini iqhaza elibanjwa abazali ekulawulweni kwesikole?
4. Ngabe zikhona izingqinamba abazali abahlangabezana nazo ekubeni ingqenye yesikole? Uma zikhona, ngabe iziphi lezongqinamba?
5. Ngabe abazali bayalekelela ezikoleni zasemakhaya kwezemidlalo yesikole nokunye ukusiza isikole?
6. Ngokucabanga kwakho, ukungabambi iqhaza elanele kwabazali ezikoleni zasemakhaya kubanaboni umthelela ongemuhle ekuphumeleleni komfundi ezifundweni zakhe? Ngabe iziphi izindlela ezingasetshenziswa ukulekelela ukulwa nalenkinga?
7. Ngokubona kwakho, isikole senza okwanele ekulekeleleni abazali ukuthi babe ingxenye yesikole noma badlale iqhaza esikoleni? Ngicela ungiphe izindlela ezehlulekene isikole esilekelela ngaso abazali badlale leli qhaza.
8. Kunenkolelo yokuthi, iningi labazali basemakhaya abakwazi ukubhala nokufunda. Ngokubona kwakho, ngabe abazali bayazilekelela izingane zabo ngomsebenzi ezisuke zinikwe wona esikoleni ukuthu bawenze ekhaya phecelezi iHomework. Ngicela ungiphe izindlela abazali zokuthi abazali bayilwa kanjani lenkinga.
9. Ngokubona kwakho, iliphi iqhaza elibanjwe uMnyango wezemfundo ekuthuthukiseni abazali ukuba babe ingxenye yezikole emakhaya?



APPENDIX K1: INTERVIEW TRANSCRIPTIONS FROM PRINCIPAL (P1) AT SCHOOL A

1. From your expertise as the principal, what are the advantages of parental involvement especially in rural schools?

“Ok, involving parents in schools helps a lot cause parents become aware of what is happening at school, what is it that their learners are doing at school. Why do I say this? I say this ...according to my experience, I’ve seen some parents are not aware of the things that learners do at schools, especially if a learner is at school he does carry himself differently and when he is in school he becomes a different person. So that is why we felt the need to make sure that parents are always invited to be appraised about what is happening in the school. So immediately when they come, sometimes they become shocked of the behaviour of learners cause sometimes they are not aware of the things that learners do when they are away from homes from their homes. Especially, we know that others are easily influenced by their friends so at school sometimes they become so different from what they are at home...their home. So we feel that involving parents even in disciplinary hearings is very much important. It is of paramount important why? Cause even if the learners or if the learner has a just made wrong at school when we invite parents at school, other learners don’t like it when we say that we are going to invite their parents they are afraid of their parents and others don’t even care about their parents. They even become so aggressive in front of their parents they just respect us rather than their parents so we feel that during the times when we issue learners’ reports we involve parents there; we make sure that they are aware of what is happening especially regarding the progress of their learners at school so that is how we usually invite parents in our school thank you. “

2. Does your school experience problems regarding parental involvement? Share with me the challenges of getting them involved.

“Okay, we experience challenges especially when parents fail to cooperate when we invite them to school especially for disciplinary measures to be taken sometimes we get replies parents saying that they won’t be able to come because they are busy at work. They can’t



absent themselves from work ehh ... the reason being their masters will deduct some money from them if they do not avail themselves from work. So that is the first challenge we meet. Sometimes another challenge, if we have just invited the parent to school maybe for a disciplinary measure the parent simple takes the side of the learner rather than listening and helping us to mould the learner he just switch his side and make sure that his siding with the learner which is totally wrong. We even try after we have just disciplined the learner we excuse the learner and we sit down with the parent just trying to help him or her that no it is wrong if we are trying to discipline the learner you must try by all means to be with us because we are trying to mould this learner for the betterment of his or her future so he must make sure that we are working together. He mustn't be against us so some that is where we discover that some learners are even insolent towards their parents they say whatever they like. They talk anyhow, they do anyhow so it helps us a lot but I've seen that some parents do not care that is one of the challenges. They do not care about what is happening at school and what the learner is doing at school and what is it that he is not doing. They do not care they simple handover the child to the school to take any measures or to do whatever which is wrong cause it is very important for us to work together as a team. So I've said that we are experiencing the challenges of none participant of the parents where they fail to cooperate. We also face the challenge where the parent simply side with their learners. We face a challenge where the parents are so ... taken as people who are not important to learners they have no say in learners' affairs...I don't know how to put it but it's just like that where learners simple disregard their parents as if they are not there while they are there."

3. Do you think as a principal you have done enough to get parents involved in the school? If so which strategies, do you employ to get maximum parental involvement?

"Uhhhhhmm...Okay, I invite parents to the meetings I think I have done enough but there is room for improvement. I'm free and open our school is still open for new ideas to involve to help us involve parents but we invite them. We invite parents for meetings, we invite them for celebrations especially for results as our school usually we are a better The best performing matric results so we make sure that we invite them for such celebrations. We also invite our pare ... learners' parents for awards giving where we award best performing best performing learners. That is what we do each and every term each and every term whereby

when learners have performed well we make sure that we announce the top achievers. We announce them in assemble each and every term. Then at the end of the year we consolidate the results and make sure there is a function whereby we invite parents to see their learners at the end of the year the best achievers. So we are trying our best ... we are trying our best. We even ask for help if we need something from parents we ask for help for instance we are struggling as we are struggling with finances we usually need some help from the side of parents for instance each and every learner is expected to come with a batch of ty ty ... photocopying papers photocopying papers. So parents do help us they cooperate because learners do come with those papers. Sometimes we ask for donations we give donation papers or donation papers to learners we issue them for learners to collect some funds especially in the with regard to the matric dance. We conduct matric dance whereby we invite parents to come to our school before that we ask for donations and parents willingly donate they really donate for instance this year they donated a lot and our function was a success. We've already conducted that matric dance and everything was a success. So we ask for money and parents do give money to parents. Today we are having a spring day we've asked parents for money to give learners money and they have given learners money so we are going to collect some money that helps us for fundraising we fund raise through parents and they cooperate. What is it that is left? as I have said that we Are having just an open door policy here in If there is any other idea or ideas that can help us to make sure that parents do attend in their numbers whatever we are having anything Anything that requires them to be present at school we are free for that. Thank you."

4. Does the School Governing Body assist in ensuring that parents are involved in the school and if so which strategies do you employ?

"Okay the Governing Body assist a lot in making sure that parents are involved in schools for instance if there are things that need to be done at school like we are busy trying to renovate our school the Governing Body helps us by communicating with parents so that err From the side of parents some people will come as volunteers to clean the school. That is what they do they make sure that they motivate parents to come and clean the school and help in cleaning the school. they come in to point the school as we have just donated the paint we are having buckets of paint Roof paint and wall paint. Parents have already started painting roof

especially this die the first block already started painting the roof, also started painting the walls and they are doing that just to assist they are not expecting anything so Governing Body is trying to make sure that they understand They understand that this is their property even in making sure that the school is safe, there is a a greater improvement in the safety of the school because learners I'm sorry not learners parents are aware that whatever the buildings that are there are not for teachers but it's theirs and their future Their future children so they have taken responsibility as the parent as the parents they make sure that the school is safe they make sure the school is safe. During if there are some events in the community the parents are just free they simply approach the school for help especially we do not have the hall within the school we normally use the hall outside the school so that is the community hall they do not have any problem whenever we ask for permission to make use of the hall. They give us that permission without any doubts. They ask for any help, if they need any help for instance there's no electricity there, they make use of electricity we only discuss and agree how are we going to do it so even if they need chairs for instance if there is err.... There is anything that has happened in the community it might be death especially they come to school they approach the school and ask for furniture, ask for the things they will need we simply give them because we know that we are working together. What is it that we normally do? We count the chairs we are giving them, the chairs and tables so that when they return they will be the exact number that we gave them so the Governing Body is trying to make sure that there is that bond between the school and the community. And that also if we give them the things that they need for to assist them. It helps a lot because they realise that the school is really ours it is just not a school in isolation. It is ours as the community. So they feel that the school belongs to them. Thank you."

5. Do parents assist their children with schoolwork such as homework given to learners?

"Uhh This is a tricky one (giggles) This is very tricky 'cause I can't say they help or they don't why do I say that it's because most of the parents here are not educated at all. That's the major problem we are facing. They are not educated at all most of them so it's the major challenge so Uhh ... this is difficult really I can't say much about this it's difficult err Considering the work, we usually give to learners sometimes they come with a With a Hhheee Sometimes they come just indicating that have never done their homework which

is a fact. Learners simple go home and come ... and come back without doing their homework. And in class before doing everything we start afresh do the work that was supposed to be done at home so that is the major challenge we are facing and other leaners simple come to school and simple copy from one another ... err ... they just copy not even understanding what they are copying so that's the challenge we are facing. And Who are doing well. Who simple write their homework as expected and come back to school with homework written just perfect. So I think that it's where parents There are some parents who are educated who can help but there's very few ... very few parents so high number of our community is uneducated. There are very few who are able to help learners. Thank you"

6. Do parents help the school during sporting activities (Co-curricular activities)?

"Yes they do help the school for instance during fundraisings when we do fundraising for sporting activities parents co-operate, parents co-operate a lot, co-operate in terms of donations yaand even during the times where we are having trips with learners they co-operate a lot by giving our ... giving our leaners some funds to help them because that is where they always come in. we ask for help financially they give them so they really help really help. So there's no problem with that they participate lot. There's no extra-curricular activity that we fail to attend because of funds. Parents do their best they give learners whatever money we agreed on so they simple help a lot that's not a problem."

7. What is the role of the Department of Basic Education in assisting schools to get parents involved and do they fulfil this responsibility?

"The role of the Department of Basic Education Oh ... God! Maybe just clarifying please help me by clarifying this."

After the clarification:

She responded:

“Oh they care a lot they make sure that the SGB is elected according to the rules and regulations of the department. They check whether the SGB has been elected what are is it functioning yes they check the functioning of the SGB. They visit the school regularly to check those things. They check even the, even parental involvement whether we do involve parents in the activities that we do. They come to school just to monitor and check they fill in their tools, they do have tools which they come to school and check all those things. They even check parental involvement whether we do involve parents in the activities that we do. They come to school just to monitor and check they fill in their tools. They do have such tools which they come to school to check whether we do involve parents so it's not a problem. They do play their role as the Department of Basic Education they monitor everything. They send people for SGB elections. They send people for SGB elections. They make sure that they deploy relevant people who will really assist the schools so I think that one is just perfect they are doing their best.”

8. As a principal, how does the lack of parental involvement affect the learner's school achievement?

“Okay, if there is no cooperation between parent and learner it shows that learner achievement becomes affected. They...learners are affected because for instance if we see that for instance, in term one if we see that the learner hasn't performed well, we invite parents for those learners who haven't performed well. Right, if the parent doesn't come to school it becomes a problem...it becomes a problem because we simple don't have anything that will assist us moving forward to make sure that learners' performance improve so if parents are just running away from school it's difficult to improve learners' results. I have some cases where learners were poorly performing but through the involvement of parents, learners' performances have just changed. They have improved and they are performing very well right now because they are now aware that their parents do communicate with the school unlike before whereby they...whereby learners were doing what is right for them knowing that parents do not know anything. Now that they know that we communicate with parents regularly so they even changed the behaviour has changed. I think that if the parents are not involved it may have a negative impact on learners' performance it has a negative impact yes...”

9. A majority of parents from the rural areas are considered to be illiterate and technologically disadvantaged. Share with me what communication methods does your school employ to communicate with them?

“Okay, we write. Usually we write letters ... we write letters and give to learners so that they give to parents that’s the method we are using to communicate with parents. We also discuss the issues ... the issues in the letters that are written in, the letters we discuss them with parents ... I’m sorry ... with learners so that they will inform parents at home so by doing that so we do that with the hope that learners will read letters to their parents and also explain because we have already explained to them that’s the method we use. Another method we also inform parents whenever it’s required we make such calls whenever it’s required for instance if there are cases that are so urgent sometimes there are urgent cases that need parents’ attendance in such cases we phone for parents to come immediately to the school for further discussions of the cases maybe committed by the learners that’s what we do. Thank you.”

10. By studying the documents given to me for analysis I noticed that the attendance is very poor. How does the school make sure that the parents who did not attend the Annual General Meeting when important issues are discussed like feedback of the year’s school activities and also the code of conduct are informed?

“Uhhh Oh God! That one is tough ma’am it’s tough It’s tough really there’s nothing more we do as the school. There’s nothing more because we cannot take the financials of the school and give it to learners for their parents to see so it’s not easy, it’s a challenge. We cannot do any other things to help no it’s no easy, it’s not easy at all.”

This is the end of the interview, thank you.

APPENDIX K2: INTERVIEW TRANSCRIPTIONS FROM PRINCIPAL (P2) AT SCHOOL B

1. From your expertise as the principal, what are the advantages of parental involvement especially in rural schools?

“Ok right uuuhh the advantages of parental involvement as we know that uhohm ... when we talk about education and teaching of the learners doesn't only involve the teacher and the learners only it also involves the parents so we have that like a triangle of the parent, the learner and the teacher so it helps a lot when parents are involved because you get to know the dynamics of the area that you are working in where the school is situated, you get to know the background, you get to know the challenges that the community is facing. You also...you also get to know the problems the learners are facing, the social-ills of that particular community so if you have that knowledge then it helps us as teachers to be able to focus our strategies and learning in accordance with the challenges of the society so ya it helps, it helps a lot for parents to be involved. And, also they contribute to many activities in the school like when you have to involve the for an example, if they have a particular expertise then they can share that expertise with us as teachers. Makes our work to be much easier ya”

2. Does your school experience problems regarding parental involvement? Share with me the challenges of getting them involved.

“Ya it is a challenge but uhh..in this school what we have done is every term we issue amareports, report cards to... we do not issue report cards to learners but we issue report cards to parents so we don't give learners their reports but we give it to parents thereby forcing the parents to come to school. So thereby we are having a four parents' meetings so when the parents come to school they know that there are going to get information in terms of uhohm what are the pass requirements of their learners, what is expected of them as parents, what do we expect from learners so in that way that is how we get them to come and to come to come to our meetings. but if you just call them like in like to come on a particular day for a meeting there are very few parents that come. But we have used the strategy ensuring that we do not

give the report cards to learners we give to parents so thereby forcing them to come to school and in that particular day then we have a meeting.”

3. Do you think as a principal you have done enough to get parents involved in the school? If so which strategies, do you employ to get maximum parental involvement?

“I think that question has been answered (giggles) In the second question cause I involved all our strategies in question two.”

4. Does the School Governing Body assist in ensuring that parents are involved in the school and if so which strategies do you employ?

“The SGG they don’t they don’t give me problems like for an example if there is a requirement for the Government Body meeting. We have scheduled the Governing Body meetings Ah ya They come in numbers especially the parents ... err ... when there is a special meeting also they avail themselves. They contribute ... err ... they do contribute a lot in In In the Maintaining the school Err ... they don’t give me problems when it comes to Availing themselves in any activities that requires them to e at school. So they are very involved.”

5. Do parents assist their children with schoolwork such as homework given to learners?

“Uhhh If ... there is little involvement The problem is that this community is uhm Is populated by the grannies ... err the parents they work in urban in Durban, Johannesburg and other cities so the learners are left with their grandparents and most of the grandparents they are unable to read and write. If they do they so have little information they have especially as we are in high schools the content get ... uhhh Gets more challenging so there’s little involvement when it comes to ensuring that learners they do their homework ... err ... but what we have done especially with Grade 12’s Err We have the afternoon studies which starts from five o’ clock until eight o’ clock which is supervised by the teachers so in that way we help them to be able to have time to do their homework. For learners who are living far ... err ... from the school we have asked the parents to get them some some places

to stay in the relatives so that they can be near the school so uhhmm ... by that we can't be ... we are unable to accommodate all the classes during that extra time because of the distance the learner is travelling to and from the school so we only do that for For Grade 12's only err ... that is the way in which as the school we are trying to bridge that gap of not being able to do their homework because we have We have realised ukuthi learners they don't study at all so we have done that with the Grade 12's but with other grades what we do the educators give them the activities in the classroom and ensure that they do those activities in the classroom mother than giving them homework because they They go home they just take their books and they forget about the school. They come back to school they did not do their homework. So we try by all means that they do as much work as possible at school and do their home activities, classroom activities more than giving them homework ya.....”

6. Do parents help the school during sporting activities (Co-curricular activities)?

“Yes Yes they do We also the when we are When we are like training netball and soccer there are some parents that assist us with training as well as when we are travelling let us say we are going to another school let us say we are going for sporting activities there are parents especially the Governing Body that accompanies us also when we have games in our schools they we also involved our parents especially the Governing Body members in terms of err Ensuring that the school is protected for security reasons so they do but I think in that aspect we also can improve on that ya ... they do but ya They can be more that can be done.”

7. What is the role of the Department of Basic Education in assisting schools to get parents involved and do they fulfil this responsibility?

“I don't think that the Department of Basic Education assists in getting parents involvement err Let me make an example because like when we talk about the AGM, err The department specify that the AGM should conducted on such time by this time the AGM should be conducted by the schools then they forget that the schools have got their dynamics they don't look at that the schools are not the same so they like I have pointed I can't remember which question when we said uhhmm ... the Govern ... the parents we force them to come to the

meetings by making sure that They come to collect their reports but the Department of Education it doesn't they do not for an example when you come to the Governing Body, the elections of the Governing Body they specify the date of when the Governing Body must be elected and find that in such communities we don't we are unable to have elections of the Governing Body completed like in one day because when they come for the because the departmental policy states that the Governing Body should be There are certain rules and regulations on how to do ama elections of the Governing Body. So uhmm usually the Governing Body is elected on the second meeting not on the first one because the first one they don't come even if you say like the department stipulate that you have to invite them there are procedures on how to do the elections. So if you write the communicate to the parent and you say there is an elections of the Governing Body they don't pitch up. So and and the department says you need to inform them that there will be Governing Body elections nut they don't come. So even if you tell the representative of the department who is conducting the workshops they tell them. Parents don't come even if you there is this They say it's the policy stipulates so that is not helping us and in I think in that way you find that the member that are elected in the Governing Body there are people who ... who can contribute more to the school even if they allow us as schools to use our discretion as to when can we hold these elective meetings of the SGB.”

8. As a principal, how does the lack of parental involvement affect the learner's school achievement?

“I believe that when you are a learner, if your parents are involved in your schoolwork the learner will take his or her schoolwork seriously because they know that my parents when I come home back from school they will ask me what have you done at school, show me your books, show me that. Then they will ask questions in that way such learners they show improvement in their schoolwork. But the learners whereby parents don't have interest in their children's study those chose children they don't perform well in school. And It's very important that parents get involved because it gets the learners to be interested in the school and to appreciate the school and to improve in their performance.”

9. A majority of parents from the rural areas are considered to be illiterate and technologically disadvantaged. Share with me what communication methods does your school employ to communicate with them?

“We write letters. We write letters when we want to invite them to the school. With the SGB we also use sms’s for an example when we wrote the letters to the SGB and then just to remind them about the meeting just sms them ‘you are reminded of a meeting so but mostly it’s the letters.

10. By studying the documents given to me for analysis I noticed that the attendance is very poor. How does the school make sure that the parents who did not attend the Annual General Meeting when important issues are discussed like feedback of the year’s school activities and also the code of conduct are informed?

“Uhhmm What we do is like before AGM we Governing Body, finance committee they draft the budget right Then we write the letters to the parents to say ‘the draft of the budget is available to school’ from such a date to this date before the AGM and we inform the learners by we give the letters then we remind the learners during the assemble to say ‘remind your parents that there is’ this period for them to come to school and view the budget but after that then we have the AGM and then after the AGM After the During the AGM that is when we do we inform the parents about how the money, the school monies have been used also We also do the We show them how the budget has been drafted and then they accept the budget. After that there is nothing that we do because I think we’ve had enough time to give them a chance (giggles) yes Yes what we do is like because the AGM has to be done on we do is before we close we have a parents meeting right during this meeting we first we start with the AGM err We view all the information about the AGM then we close that meeting At the same meeting (giggles) We continue with With other issues of the school, so that is how we do this because in that meeting they have to collect their final report then they come in numbers because it’s the end of the year. At the end of the year they come in numbers when their learners have been promoted to the next grade or not so they come in numbers during that meeting so we divide it like that. Thank you.”

APPENDIX K3: INTERVIEW TRANSCRIPTIONS FROM PRINCIPAL (P3) AT SCHOOL C

1. From your expertise as the principal, what are the advantages of parental involvement especially in rural schools?

“Ok. What is really important in involving the parents is that the parents end up owning the school meaning it also belongs to them. If problems arise at school, these problems also involve parents. That is very very important. When you are involved in the community by involving the parents allowing them to be by your side that is by including them in all the activities of the school they develop trust, they get fond of you, they protect you as a principal because they can see that you work together with them. This is really important especially for new teachers that they don’t feel isolated at the new school preventing them from moving freely in the community. You also need to reach out to the community let the community see you and get to know you. Even when there are activities in the community you go out let the community get to know. When the community comes to school it is much easier because they now know you and able to engage with you because they trust you. They put their trust in you as the principal who has come to work at their school. So there are really really many ways of involving parents at school but it is really, really, really important. It is really important that you involve parents at the school because they own the school. the problems of the school are also the problems of the community so it is important that the parents be involved.”

[“Ok, Into ebalulekile khakhulu ukuinvolva amaparents eskoleni. Amaparents agcina esi owner iskole kuba esabo nabo. If kuneynkinga eykhona eskoleni nawo kuba inking zomphakathi. Kubaluleke kabi loko kuthi ma ukhona emphakathini ukwazi ukuba involva abantu base mphakathini basondele kuwo wonke amaactivities akho noma imaphi owenzayo eskoleni. Badevelopha itrust, kuba netrusted kuwe bakwethembe, bakuthande, bakuprothekthe as uprincipal ngoba bayabone ukuthi uyasebenisana nabo. Ibaluleke kabi leyonto ukuthi othisha abaningi bebethi mabefika eykoleni bagcina sebe isolated sibe isiqhingi iskole bangakwazi nokuthi baphumele ngaphandle. Kufuneke ubuye uphumele nangaphandle emphakathini, umphakathi ukubone ukwazi, noma kunama activities asemphakathini backbone bakwazi. Ngisho ubabiza eskoleni bayakwazi labo bazali ukusondela eskoleni ngoba bayakwazi

bayekwethemba bayabona uprincipal lo ozosebenza eskoleni sabo. So nje ziningi nje ngempela izindlela ukythi abazali ukwazi ukuba involva eskoleni kodwa nje kubalulekile kakhulu. Kubaluleke kahkhulu khakhulu ngempela ukuthi abazali uba involve eskoleni ngoba iskole bayasowner kube esabo noma usuneynkinga eskoleni kuba inkinga zenu nonke basonele bonke babekhona abazali yes.”]

2. Does your school experience problems regarding parental involvement? Share with me the challenges of getting them involved.

“O right, no. There is...there are problems that we experience here at school regarding parental involvement. There are challenges. The challenges firstly we cannot go out and shout “parents come to school” but we use the learners at school. You find that the same learners do not convey the information to the parents. We write letters and give learners to give to their parents stating ‘parents on this specific date we will be conducting a meeting please come’. You then find that the learners do not give the letters to their parents, others they throw the letters on the school yard. The learners do not take this very seriously. They don’t see the importance of having their parents coming to school. you end up not understanding whether the learners are afraid of seeing them at school or maybe they are afraid that their parents can tell about them (learners) to teachers or the principal you just never know. At time we end up doing the wrong thing like we go to the nearby primary schools hand over letters stating ‘primary schools please inform parents that athigh school there will be a meeting’ of which is totally wrong. We cannot really send learners from other schools to convey a messages for our school. other strategies are we ask parents to enter the gates of our school holding the child’s hand to the meeting in the morning. Because by the time the learners come for school they are accompanied by their parents. There too there are a lot of challenges that we experience like you find that one parent brings a whole community of children some of them are not even his or hers. You find that some of those children that she doesn’t even know asked him or her to pretend to be the parent by asking ‘can you pretend to be our parent?’. Other parents they pretend to be coming to the meeting only to find that they will enter the gates then say that they have a commitment somewhere then they don’t attend the meeting. We really do have a big challenge; we end up putting notices at the shops asking parents to come to the meeting. But, not all parents are literate. Those are all the strategies that we try to use to beg

parents. Parents have a problem of coming to school for meetings even when we go to an extent of arranging meetings to be on weekends in other times. I remember this other time we ended up attending a community where we had an opportunity to address the community what needs of the school. So we do encounter challenges of involving parents.”

[“Oryt, no ikhona ... akhona amaproblems esiwaexperiensayo iskole ukuinvolva amaparents eskoleni. Akhona amachallenges akhona. Amachallenges akhona okokuqala asikwazi ukuphuma simemezele sithi ‘bazali wozani’ koda sisebenzisa zona ingane ekhona ngaphakathi eskoleni. Uthole ukuthi izingane aziyidlulisi i-information kubazali. Sibhala incwadi sinikeze ingane ‘bazali ngosuku olukuthi sino mhlangothi phuthumani nifike esikoleni nibekhona’. Besuthola ukuthi ingane aziidlulisi izincwadi kubazali, ezinye zalozingane kuthi kuphuma iskole incwadi sezilahle ngaphakathi esikoleni. Ingane azikuthathi serious zona qobolwazo. Azikuthathi serious ukufika kwabazali eskoleni. Ugcina ungasazi khahle noma ingane zinokwesaba ukuthi abazalibazo babesezikoleni. Hlampe khona okuthize abazali abangagcina sebekukhuluma. Okuyi information ethize ngazo kothisha noma uprincipal awazi. Size sigcine ngesiny isikhathi senza into ewrong engafanele ngabe syayenz. Uthole ukuthi sesihamba sotshela amaprimary schools sibhale incwadi ‘maprimary sidluliseleleni kubazali’ which is very wrong. Asikwazi ukothumela ezinye ingane zakwesiny iskole ukuthi zibize abazali bakulesisikole sethu. Amanye amastrategies esigcina siwasebenzisa aokuthi sigcina sithi akufike umzali nengane egatini. Umzali uzongena ehamba nengane yakhe la imeeting bese sischedula ibasekseni imeeting ngalesoskhathi ukuze ngeskhathi zingena izingane nabo bayangena. Nakhona lapho kunama challenges amaningi futhi esiwa experiensayo khona kunjalo sesikwenzile loko uthola ukuthi sekunomzali osenoxhaxha lweyngane zakhe asehambisana nazo. Uthole ukuthi akuzona ezakhe akazazi loyo okwazile ukuthi uzophumelela ukuza emhlanganweni sekunezingane ezazana naye ‘sicela ukuba ngaphansi kwakho?’ usengene egatini usehamba noxhaxha nje lweyngane angazazikwayena. Abanye babo bazothi mabengena kanjalo benzela ukuzoshiya lezingane ngaphakathi useyaphuthuma usene commitment khona into emphuthumayo. Uyazi kuthi ingane usevel useyafakile ngaphakathi. Sinayo ichallenge enkulu sigcina sesenza nama notices siwabhale siwanamathisele eytolo sicela abazali kuthi beze emhlanganweni nakhona akubonak bonke abazali abafundile. Yiwowonke lamastrategies esiwenzayo ukzama ukunxenxa abazali. Abazali banenkinga yokuphuma eykoleni emhlanganweni. Kwehlula noma ngisho ...eer... sesihlele ngendlela

yokuthi akube amawekend kwesinye isikhathi. Nangawo amawekend abaqhamuki. Ngikhumbula kwesinye isikhathi saze sagcina sihamba siye emhlanganweni obizwe umphakathi. Akusekho right ngoba masifika kulowo mhlango owabobonke abantu. Sekufaneke sikwazi ukukhuluma ukuze nalabo baunderstende bezwe ukuthi isikole sidingani. Sinawo amachallenges amaning kubazali ukuba involva.”]

3. Do you think as a principal you have done enough to get parents involved in the school? If so which strategies, do you employ to get maximum parental involvement?

“This one has been covered in question two.”

[“Lena besengike ngayiphendula ku question two”]

4. Does the School Governing Body assist in ensuring that parents are involved in the school and if so which strategies do you employ?

“Yes, because when we are going to have a meeting obvious the Governing Body will be present. There are two types of meetings, there is a meeting for parents organised by teachers so that the parents can come check their children’s schoolwork. There are meetings that only require the Governing Body. So both these meetings do involve the Governing Body. When these meetings are arranged the letters are authorised by the Chairperson of the Governing Body inviting parents. Even the Governing Body uses the same strategies of placing notices at the Governing Body and the secretary. Sometimes they use loud speakers relating the message ‘at High school we are going to have a meeting on this specific day, we urge parents to come and attend’ then you find that the attendance is poor. We end up not knowing why parents don’t attend.”

[“Ya ngoba masizobiza umhlangano wabazali, obvious sisuke sinoGoverning Body phakathi. Imhlangano ihlukana kabili, khona imhlangano esihlela siwothisha ngaphakathi esuke idinga ukubonwa kwemsebenzi weyngane. Koda ikhona imhlangano edinga iGoverning Body phakathi so yonke lemhlangano sisuke siyisebenzisa sinoGoverning Body. Kusuke kuyimihlangano lapho uGoverning Body qobo lwakhe okfaneke incwadi ebhaliwe iphuma

ngoshlalo kaGoverning Body ukumema labo bazali. Nakhona amalunga kaGoverning Body asebenzisa the same strategies lawa esengike ngawa mentiona before ukuthi abazali bakwazi ukufika sibhala amanotices siwanamathisele eytolo kusuke kuyincwadi ebhalwe Governing Body no Secretary sibhala amanotices. Kwesinye isikhathi kuze kusetshenziswe iloudspeaker kuhanjwa kumenyezela e high school sinomhlangano ngosuku olukuthi 'siyocela bazali ukuthi baqhamuke beze eskoleni' kukhulunywa kukhulunywa kukhulunywa utholukuth nakhona la iattendance yabazali ezikoleni ipoor ngendleleni eyinqaba asisazikahle why abazali bengal attendi eykoleni.'"]

5. Do parents assist their children with schoolwork such as homework given to learners?

"No parents cannot assist their children with homework. It is a huge problem facing parents from the rural areas. Parents are uneducated. The work that the learners are given require a parent who is educated in order to assist the child. So parents can just monitor that the child is doing homework because they are unable to read or write. It's unlike urban schools where people do reside in towns, well educated, they are professionals such as nurses, teachers and so on. Parents who understand English and know how to write in isiZulu then can assist while parents from rural areas are illiterate."

["No amaparents awakwazi ukusiza ingane ngama homework. Inkinga enkulu yamaparents njoba sisendaweni zase makhaya kumarural areas. Amaparents awafundile. Umsebenzi osuke ukhishwa othisha umsebenzi othinta izinga lokuthi kufaneke ngabe umuntu ozokwazi ukusiza ingane umtofundile. Manje amaparents angabheka ekhaya ukuthi ingane iyawubhalani umsebenzi ukuthi iwubhalekahle umsebenzi, uright imlekelele ingane ngenxa yokuthi abazali emakhaya abafundile akafani nasezikoleni zasemadolobheni lapho utholukuthi abantu vele abahlala emadolobheni abafundile bamaprofessionals athize onurse, othisha and so on. Abakwaziyo uku-understenda even iEnglish nokubhala nesiZulu bayakwazi. Kodwa emakhaya most of the parents they are illiterate."]

6. Do parents help the school during sporting activities (Co-curricular activities)?

“You see in our area I I Children in this area are full of talents, in sports and co-curricular eh They enjoy it in this area. these talents have invaded inside the school; these kids enjoy it. There are also parents that assist these learners. It is not only the parents but the members of the community as well. The school involves them too for an example you see last Saturday the learners went to Busana to participate in the culture competition. They were led by a community member. They won the competition and proceeded to the next level at Keates Drift where they won again. The members of the community know how to assist these learners. There is a member who assisted them with ‘ingoma’ another member with ‘iscathamiya.’ The learners were practicing at the homes of these community members. Another member assisted with a Gospel Choir, prepared the Zion attires. So honestly the community if not parents do assist with co-curricular.” activities.”

[“Yabona ke la kulendawo yakithi ngi Ngizakuthanda kakhulu kulendawo yala lokho kuze kukappakele ngaphakathi eskoleni sethu ingane zethu zithanda kakhulu leyonto. Besekba namaparents futhi azlekelele kakhulu. Not even singathi mhlambe amaparents koda amamembers of the community siyakwazi ukuwa involva ngenze nje iexample yabo nje lomgqibelo ziye eBusana ziyoparticipator lapho kuma culture. Umuntu obekade ehola lezingane umuntu womphakathi. Zafika zawina zaphinda zadlula zaya eKeates Drift nakhona zafika khona zaphinda zawina khona. Amalunga omphakathi ayakwazi ukubalekelela kakhulu. Khona okade ebalekelela kwingoma, ukhona okade ebalekelela kwiscathamiya bepractizela emzini wakhe ebsuku laphaya kuyena obaholayo obalekelelayo nabanye bayafikangaphandle bamasonto eZayoni bazolekelela ngaphandle, balekelele masekwiGospel eyiZayona balekelele babagqokise kahle ihambe iyekuma culture so nje umphakathi walana kungebona abazali kphela koda nomphakathi uyalekelela kakhulu kuma co-curricular activities.”]

7. What is the role of the Department of Basic Education in assisting schools to get parents involved and do they fulfil this responsibility?

“No the Department of Education, you don’t see anywhere they are assisting in involving parent I don’t see their role really. I have never seen their engagement here at school. So I really don’t see their role really and too there is no role as far as I ‘m concerned they have not engaged with me no.”

[“No iDepartment of Education awuyiboni ukuthi ikona kuphi efika islekelele ngakho ukuthi ikwazi ukuinvolva amaparents a angilboni iqhaza layo ngempela. Angkaze futhi ngilbone mina ngaphakathi la ukuthi amaparents bawenza kanjani ukuthi agcine ekwazile ukufika azolekelela ngaphakathi. So angilboni iqhaza ngempela futhi alikho kumina eseke balibamba iqhaza ilinjalo no.”]

8. As a principal, how does the lack of parental involvement affect the learner’s school achievement?

“Yes, you see when parental involvement at school is not clear, parents not coming to school is a challenge. There must be collaboration between the learner, parent and the teacher. This triangle must be able to work hand in hand so that the learner can be able to study at school. If the parent is not involved there is high absenteeism by the learners that greatly affects the learners’ school performance. By the time the parent does not get involved the learner to report at school we as the school don’t know what is wrong with the learner. We do send a message to the parent to come to the school to discuss why the learner is always absent at school hence you find that the parent does not come. So the lack of parental involvement really does course a problem for us. Other parents only come when the learner has failed at the end of the year to beg the principal to progress him or her to the next grade. The parent starts to beg and create sobbing stories about the background of the learner that the learner does not have anyone at home to take care of him or her. The whole year the parent does not approach the school to fetch reports, they don’t come to check the work. They don’t come at all.”

[“Ya yabona amaparental involvement if ingekho kahle abazali bengaqhamuki ngoba ngiyakholelwa kakhulu futhi kunjalo ekutheni faneke kubanjiswane ingane, umzali nothisha. Le minxa yomthathu kufanele ikwazi ukubambisana ukuze ingane ikwazi ukuthi ifunde. If amaparents engakwazi ukuzi involva wona eskoleni ingane iyalova okokuqala. Kuya affecta

umsebenzi wengane loko iyalova ingane ngoba umzali akakwazi ukuqhamuka eskoleni. Ngeskhathi engakwazi ukuqhamuka eskoleni ingane ilova nathi asazi isizathu sikuphi. Kahle khahle ngoba siyamthumelela umzali 'qhamuka uze eskoleni sizobona why ingane yakho ilova kanje utholukuthi umzali akaqhamuki ingane igcina ibamba nomubani emtholayo endleleni. Lokho kuyayi affecta kakhulu umsebenzi wengane khakhulu khakhulu kahlhulu. So nje ukungaqhamuki kwabazali kugcina kuslimaza. Abanye babo baze baqhamuke ingane sezifeylile kade bengafuni ukuqhamuka unyaka wonke sikhapha amareports. Abazali kufaneke baqhamuke bazobona amareports eyngane abaqhamuki abazali bazobona. Baze baqhamuke ngoba sekuphelunyaka ngobesebona ukuthi ingane yakhe ifeylile esezoqala ezongcengela ingane yakhe 'hhawu nkosi yami kodwa ningemsize esalesedlula' usebika lokhuya nalokhuya. Usebika izinkinga eziningi umzali esezibika ngalesoskhathi 'ningemlekelela koda akwazi ukuthi adlule ngoba nasekhaya akanabani kwasha kwacima. Wonke unyaka engakwazi ukuqhamuka masithi sikhapha amareports sbabize abazali kufaneke bezobona umsebenzi wengane abaqhamuki nhlobo abazali.'"]

9. A majority of parents from the rural areas are considered to be illiterate and technologically disadvantaged. Share with me what communication methods does your school employ to communicate with them?

"Yes, it is true that most parents are illiterate in the rural areas but there are various ways we use to communicate with the parents to invite them at school. We write letters with the hope that they will reach the parents at home where the learner will inform the parent about the letter whereby the parent instructs the learner to read the letter since we are expecting that the learner can read because they are already in high school. These letters are written in isiZulu not in English because the letters are directed to the parents inviting them for meetings. We also put notices at the shops, these notices are written in isiZulu and not in English. We also use our cars using loudspeakers driving around the community inviting parents for a meeting we use isiZulu to convey the message so that the parents can understand. Most parents in our community are indeed illiterate so we trying by all means to get them to come to school."

["Ya, kuliqiniso loko ukuthi abazali abanengi abafundile ngempela emakhaya kodwa indlela esenzangayo yokucommunicator nokuba inviter eskoleni kubayizo izindlela zokuthi sibhale

izincwadi ngethemba lokuthi izohamba imfundeke ekhaya ‘mzali nansi incwadi eqhamuka eskoleni’ ‘ithini mtanami?’ ‘ngifundele’ veleke sekwihigh school lanake ziyakwazi ukuunderstander ziyakwazi ukuthi zizwe ukuthi kuthini. Ziyalwazi ulimi olusuke lubhalwe futhi ke asibhali ngesingisi ngoba sisuke sibhalela bona abazali vele basekhaya abangafundile sibhalangesiZulu nje. Sibamemela emhlanganweni so izingane ziyakwazi ukufika zibachazele ukutho ‘mama la umenyiwe esikoleni kumayelana nokuth nokuthi. Nawo amanotices sisuke siwabhale ngesiZulu sike singawabhali nge English even nawo ama loudspeaker sigcina siwasebenzisa makuphuma izimoto zomphakathi. Zimemezele umhlangano wabazali kukhulunywa ngesiZulu ukuze abazali bezwe kahle. Siyakuqonda kahle kakhulu ukuthi abazali bethu basendaweni abafundile kodwa senza ngayoyonke indlela ezokwenza ukuthi bagcine beqhamukile.”]

10. By studying the documents given to me for analysis I noticed that parents do come in numbers but not in full capacity. How does the school make sure that the parents who did not attend the Annual General Meeting when important issues are discussed like feedback of the year’s school activities and also the code of conduct are informed?

“Oright, ehh It is really really not easy to accommodate parents who never pitched up for the meeting in terms of updates. So whatever we agreed on with the parents who were available stands. With the code of conduct, we make sure that the copies of the code of conduct ore photocopied and given to learners to give to their parents. Really we do have a challenge since this school has eight hundred and sixty something, eight hundred and sixty-five pupils yet when parents come they only fill one class that accommodates fifty or forty people. We end up working with those available parents at the meeting. We don’t resort in postponing meetings because that will course parents who do come to resist from coming back again. They might end saying ‘the school is playing games with us.’ So whatever decisions taken in that meeting we implement them.”

[“Oright ehh nje nje akululake kahle kahle ukuthi abazali banga attendile sigcina sikwazi ukuba updater ngoba basuke bengeke vele futhi baqhamuke basuke bengeke beze. Konke okunye esisuke sivumelane ngakho if kune Code of Conduct senza isiqiniseko sokuthi siyaaphotocoper siwanikeze ingane zihambenawo ziyemakhaya ukuze zikhombise abazali bazo

ukuthi nankake amaCode of Conduct esesivumelwane ngawo. Kodwa ukuthi ikhona enye indlela esingaphinde ngayo sibathole ngayo sibabize ukuza esikoleni isuke isingasekho enye indlela ngempela. Koda nje nje sinayo ichallenge kakhulu even nakumaAGM amaparents awafiki aphelele ngobuningi bawo. Sinechallenge, utholukuthi iskole sethu njoba sisikhulu kangaka nje siphethe ingane eziko eight hundred and sixty something, eight hundred and sixty-five kodwa mangabe sekufika amaparents angangena agcwele iclass elilodwa kuphela. Only one class, iclass uyakhumula ukuthi iclass eli accomodater abantu abalana ko fifty forty kanjalo so sigcina sinalabo bazalo abanjalo siqhubeke nomhlangano ngoba ngeke kusilekelele ukuthi siloku siwuhlehlisa. Kwabona laba bangagcina sebengaqhamkanga sebethi 'ayi asisayi kudlalwa ngathi' sgcine sesinganamuntu. Koda nje indlela esisebenzisayo izolezo zokuthi inqumo ezisuke sezithathiwe siyazi implementa njoba zinjalo.”]

This is the end of the interview, thank you.

APPENDIX L1: INTERVIEW TRANSCRIPTIONS FROM TEACHER (T1) AT SCHOOL A

1. From your expertise as a teacher, why is parental involvement important in rural schools?

“Uhhmm, being a rural teacher I think it is very important to involve parents in the learners or child’s education. Uhhmm ... first and foremost, I think I will mention that we are in the underdeveloped communities where maybe we are still trying to put in the vein this thing of education and these rural areas. We are teaching kids who have never seen someone whose successful through education so with that you need to team up with the parent because you alone you cannot do it as a teacher as much as we can teach as much as we can do our side of work but I think we still need to involve the parents. This thing that we are trying to feed the children or the learners must not be one sided it must come from both sides they must get it here at school and so they can get it at home. With that maybe if we can team up with parents we can win the battle which learner because now the battle is...it is us and parents fighting against the learner so they can be better and so they can be able to learn. And, also involving the parents’ learners at school they are all the same, learners when you look at them they are all wearing the same uniform, they look the same they look cool and sharp but when involving the parents you learn more. You get to learn about the socio-economic issue, you get to learn about the family problems so that maybe you know how to to approach a certain learner so that maybe they can learn better. There are some examples you can use in class only to find out that uhhm the teacher or the learner won’t sit well with her or him due to...what you call it.. due to...situations or experiences at home so involving the parents you get to learn all those things then it becomes easier and also whenever preparing for a certain lesson you know what to do how to do it, you know the types of learners you are dealing with then I think with that it can then be easy as a teacher to teach. Uuhmm in rural areas you’ve got learners most or the majority they are staying with their grandparents they don’t have parents, that alone can have so much influence in the learner’s school environment because not having parents alone or not having seen your parents in a while as a person and not just as a rural kid it can affect you in so many different ways so most of the learners in rural areas...that’s the situation they are always with or they are staying with their grandparents and so we need to be aware of all that so it can be easy for us to teach and we can know how to teach because

teaching alone is a very difficult thing to do but I think you also need to involve parents ya”

2. Do you as a teacher experience challenges regarding parental involvement? Please share with me those challenges.

“Yes, a lot a lot. I am happy I am the answering these questions because I am the one dealing with parents at school. I’ve got so many challenges regarding parental involvement but not all but there’s a minority that is or that actually understand this thing of parental involvement at school. Usually or how I know it from where I’m coming from I’m coming from a rural area myself. What I know is different from what I found in these rural areas, what happened here is the parent and the learner they are the team to fight the teacher. Whereas it’s supposed to be the parent and the teacher they are the team to fight the learner but here it’s otherwise, whenever maybe let’s say you are calling a parent maybe the learner has done something wrong at school then it needs to be sorted out. You will find that the learner and the parent they are the team towards the teacher so when they come here they are here to fight you not you and the parent to fight the learner so that the learner can can can be reprimanded in any way. So parental involvement is very bad. It is very bad sometimes you will call a parent to come to school on a certain day to discuss this and this issues, you will find that parents are not pitching up. You will call the parent to come and collect the report so that we can tell you that your learner is having problems somewhere and there how can we fix it, where can we help him or her. Parents are not coming to school they are not. We’ve got you will find a learner...we came up with a system to force them to come to school.”

3. As the teacher, how does the lack of parental involvement affect the learner’s school achievement?

“It does it does affect them in so many ways. Apart from being a learner let’s take them as kids, kids need to be pushed, they need to be given direction as to where to go so it’s the same thing as the learners. The learners at school they also need to be pushed but we are trying as teachers but it’s not enough we are only pushing the eight hours of the day but for the remaining hours of the day they need to be pushed at home. So parental involvement will have in learners

achieving good results in school, as I said if we are pushing them this side go and do your homework then at home there will find a parent whose not interested in the homework the learner will not do the homework not doing the homework will result into failing because homework will help us as teachers to see where is the gap then we can fill up the gaps so if the learner is not doing the homework then there will be gaps and we will not know where to fill up because the learner is not doing the homework. But with the parent whose involved then the learner will do the homework after doing the homework the learner will see okay, he or she did not get this...this and so right...then we can fill up the gaps. But that we can only be done by me as a teacher and also the parent because the majority of the time they spend at home to be honest then we only got eight hours with then so this eight hours we are trying our side but if the parent is not trying or is not putting the effort at home then the learner won't be able to to get good grades as uhhm ... I did mention that we've got ehm ... ehm ... what do we call it? what do we call it? ... ama systems or that we are trying to use as the school in order to try and involve parents in their learners like the one I did mention of reports, like the one errhm (thinking) like the one the the...the parents' meetings all those things we are trying to involve the parents and their learners so that they know the school environment and also understand the challenges that we are facing because whenever we are calling these parents' meetings and everything we are trying to share with the parents as to what are challenges we are facing so that they can also fix them at home. You'll find learners like in grade 8 the lower grades, you can see right as early as in the morning that this one did not bath today and this one did not wash his homework eish... his clothes during the weekend. So that alone coming to school with the dirty uniform tells you about the parenting at home because that alone coming to school having not bathed, having not washed your uniform will have so much effect to the learner learning because that alone will decrease the self- esteem of the learner once the self-esteem is out the self-esteem is gone you don't want to be in that environment anymore. You will find learners being in the forest rather coming to school spending weeks or months rather than coming to school. That tells you about the self-esteem that has gone with the learners but that is due to the lack of parenting from the parents."

4. A majority of parents from the rural areas are considered to be illiterate and technologically disadvantaged. As a teacher, what communication methods do you employ to communicate with the parents?

“We as the school in rural areas as much as we are as teachers we are illiterate we are Meaning we are not illiterate with this thing of technology understanding the community that we are in we are using the old school method where we are using letters to communicate with parents understanding that not all parents because we can use a WhatsApp, we do have a Facebook page here at school. We do have the e-mails but looking at the community that we are in they cannot access those things. So we are using the old school method writing letters, letters we make sure they are all written in isiZulu so that they will be able to read those letters and understand them. The main thing is understanding even if maybe the parent cannot read but the parent can also ask the neighbour to read for him or her so they can understand. So we always are using the letters and our letters are written in isiZulu so that we can ... we can be able to communicate with our parents ya I think this is the method of communication we use. We also post as I have said not all parents are illiterate but it’s the majority that are illiterate. We also use the Facebook page where we post ‘we have a parents meeting’ for parents who can access Who have access to such platforms. We do post but every learner in do received a letter to give to the parent when maybe we have a parents’ meeting or there’s anything that is happening at school. They receive letters that are written in isiZulu so that they can be able to get the information that the school is trying to communicate.”

5. Do you as a teacher have strategies to promote parental involvement in your subject? If so, which strategies do you employ to ensure full participation from parents?

“Yes, if maybe you were not having those strategies we wouldn’t get the results we are getting. Looking at the grades I’m teaching I could see that the most people that need help from parents are the lower grades the grade eights’ and the grade nines’. So what we did is Or what I did because it’s me who is doing this ... this is my strategy. I allowed the parents whenever I allowed the parent to check the learner’s exercise book everyday at home then after checking it or even if the parent cannot read or cannot write. I told them that each and every page that is written after the last work of the day, they should put a signature there. In that way the parents they will check the learners’ work after checking it even the parent cannot read but can put the signature or a cross so that maybe in two weeks’ time whenever the parent is checking again the learner’s work He or she can see that why is there still a cross here because I did put it last week and this cross is still here that means there is something wrong.

You cannot say you haven't been given work for like two weeks. Then the parent therefore can come to school and say I was checking my learner's exercise book because they are allowed to come to school at any given time. We do not have time so that like we cannot say they can come from eight to nine. they are just open to come to school to check the learners' work or else they can check it at home and even if they want to get some responses from the teachers' perspectives they can also come to school. We are open to that. I think that is the parental involvement that we have again if I see that there help that we need from the parent, the learner is not doing so well we can have a one on one meetings with the parents where we specifically call the parent of this of that particular learner to school. Some other parents they do have WhatsApp like uhhmm ... I'm talking about the grade eight parents because are the ones that I think they need the most involvement from parents. We do have some WhatsApp groups with some parents those who can or those who have access to such platforms so we do have some WhatsApp groups where I post whenever I have given them homework. I did post today I have given them homework of this and that. They can ask if there are somethings they don't understand. Then for those parents that do not have such platforms if I see there is a problem with this particular learner with the school with the school system we do have some numbers phone numbers of the parents so I do call the parents, I call them because I do not send the letter because with the letter usually the parent they think with the letter my child has done something wrong then they will beat them at home. So to avoid that I use the phone calls and to explain why am I calling him or her to school because I want to discuss this and that involving the learner. Sometimes the learners are not aware that the parent is coming to school and just see the parent just pop up at school without knowing that the parent was and we can discuss and tell him more that this learner needs so and so, so that she can pass so in that we are trying to involve these parents so that they can also be involved in their schoolworks and also help them to pass."

6. From your expertise as a teacher, what is the role of the Department of Basic Education in assisting schools to get parents involved and do they fulfil this responsibility?

"Uhhmm ... with Department of Basic Education getting involved I think there's less being done. I think there's less being done Uhhmm I haven't seen maybe any Departmental Official coming to school asking about the parents or anything about the parents maybe they do

with the principals but with us teachers I've never seen them. The Department of Education getting parents involved there's nothing being done as far as I know. There's nothing being done by the Basic of Education in assisting parents to get involved because I think I'm not sure who the principal is representing maybe she is representing the department then it's fine. The principal do somethings the department or any official from the department I haven't seen anything in my years of teaching it's only the school that is trying to get the parents involved I think to get the parents involved. I think the department is mostly interested in learners than in parents. The department just come and talk about the learners and the school will come and talk about the learners and parents but with the department there's nothing being done by the department as far as I know. Just the school that is trying to involve the parents. Maybe the department they've got ... Uhhh ... what do they do? Because even the extra classes they are not for parents they are for learners so I haven't experienced anything being done by the department so far and I don't have anything that the department is doing to get the parents involve nothing at all."

This is the end of the interview, thank you.

APPENDIX L2: INTERVIEW TRANSCRIPTIONS FROM TEACHER (T2) AT SCHOOL B

1. From your expertise as a teacher, why is parental involvement important in rural schools?

“Okay, parents are important in rural schools...for checking the performance of the learner...checking the performance of the learner at school. Also monitoring the work, the activities of the learner for an example, homework and also assignments and projects...(silence)..that is all.”

2. Do you as a teacher experience challenges regarding parental involvement? Please share with me those challenges.

“We also experiencing the challenges ... okay. The first challenge you find that the learner is absent at school, there’s no report from the parent.”

3. As the teacher, how does the lack of parental involvement affect the learner’s school achievement?

“Okay, the lack of parental involvement affects the learner he or she the performance is poor performance and a lack of communication between other the learners because their performance is poor. Also misbehaving in the classroom while teaching and learning. Disturbing teachers.”

4. A majority of parents from the rural areas are considered to be illiterate and technologically disadvantaged. As a teacher, what communication methods do you employ to communicate with the parents?

“We organise a meeting and communicate with the parent (silence)so writing letter to the parent to report his or her learner misbehaving at school and organising a meeting to communicate with him or her about their his or her learner.”

5. Do you as a teacher have strategies to promote parental involvement in your subject? If so, which strategies do you employ to ensure full participation from parents?

“..... (long silence)Okay, the strategies we used during term one we just writing a number of tasks the learners are supposed to do on his or her portfolio”

After probing she expressed that:

“Yes I send it to parents”

I had to probe for more strategies this is what she had to say:

“By giving them activities to do at home Homework....”

6. From your expertise as a teacher, what is the role of the Department of Basic Education in assisting schools to get parents involved and do they fulfil this responsibility?

“..... (silence) ... Okay the Education of Education they also organise a meeting at school and also involving the parents by discussing the progress of the learners especially Grade 12.”

When probed: *“Is there anything else you would like to add?”*

Responded:

“And also discussing with the parents the important of learners to attend camps to attend camps during holidays. Also discussing with parents the importance of learners to attend during June holidays at school (long silence) Thank you.”

This is the end of the interview, thank you.

APPENDIX L3: INTERVIEW TRANSCRIPTIONS FROM TEACHER (T3) AT SCHOOL C

1. From your expertise as a teacher, why is parental involvement important in rural schools?

“Parental involvement is very important in rural schools. So it very important for a parent to check his or her kids work so that he can see or she can see how the learner is participating at school or how is the marks of the learner in the school.”

2. Do you as a teacher experience challenges regarding parental involvement? Please share with me those challenges.

“Yes, there are challenges as teachers we use to give learners homeworks or classworks so some of the learners they came to school without writing those homeworks. It is very challenging when we now in the class, when we are making or doing corrections some of the learners doesn't have work so it is important for learners' I mean for parents to check the learners' work at home.”

3. As the teacher, how does the lack of parental involvement affect the learner's school achievement?

“It does affect the learners' performance because if the leaner is not doing his or her schoolwork accordingly so it very difficult for her or him to write examination because she doesn't know or he doesn't know what was done in class so it very difficult to respond in the exam.”

4. A majority of parents from the rural areas are considered to be illiterate and technologically disadvantaged. As a teacher, what communication methods do you employ to communicate with the parents?

“Parents can buy the phones for learners so that we can be easy to communicate with them and nowadays we are using WhatsApp so it’s very easy to communicate with someone through WhatsApp and phone calls.”

5. Do you as a teacher have strategies to promote parental involvement in your subject? If so, which strategies do you employ to ensure full participation from parents?

“.... Okay, in order for me to communicate with parents I send letters.....yes to check learners’ work Each and every term parents are called to check kids’ works”

6. From your expertise as a teacher, what is the role of the Department of Basic Education in assisting schools to get parents involved and do they fulfil this responsibility?

”..... (reading the question) Oh Oh the Department of Education they used to establish or they call something that is called ah Education Indaba that the parents will be involved (silence)....”

Follow up question: *“Is there is anything else?”*

Responded:

“No.”

This is the end of the interview, thank you.

APPENDIX M1: INTERVIEW TRANSCRIPTIONS FROM THE SCHOOL GOVERNING BODY (SGB1) AT SCHOOL A

1. As the School Governing Body, what are the advantages of parental involvement especially in the rural schools?

“Okay, advantages are there to you. When you are a parent and involved in school matters it is very easy to find out about results and performance of the school because you tend to discuss and analyse the results in each and every term you are well vest about what is happening in terms of the performance of the learners when you are at school. I think that one is an advantage and it is easy for you as a person who is in the SGB to go back and inform other parents about the ongoing of the school how far is it when it comes to the results. And, even the functionality of the school you witness how the school is functioning are they observing teaching and learning time, what is happening and what are the problems they are experiencing and then you inform the parents as you are representing the parents in the SGB.”

2. Do you think parental involvement is effective especially in rural schools?

“Err What I would say is that in this particular school it’s not so effective and the reason being, you find that parents in the community they are working in the farms so they don’t get offs at work as a result when they are supposed to attend the meetings where they will learn more about their children’s progress you find that they are not there only few a quarter when you are expecting a full attendance of parents. You find that some information is not reaching other parents as a result of that. And another thing I feel that since we are in rural areas parents don’t take serious their children’s education they think this is not important when they are called they think this is just a waste of time and they will lose their day’s money at work as a result they will ask anyone to come on behalf of the child which courses a gap because parents should work together with teachers so that we know where are the problems of our children and how are we going to address them. So when you send someone to school to listen on your behalf that person won’t report accordingly and some issues which are very important won’t be transferred correctly to the parent. As a result you find that there is no progress some

problems that the school is encountering in as far as us as parents will not be resolved accordingly just because they we are not always there as parents.”

3. From your experience as the School Governing body, what is the role of parents at the school?

“Ehh, I think parents play a very important role as I’ve already mentioned that actually parents, teachers as well as learners they are just like a three legged pot which is there to cook food so all of them three of them they need to be together for example if my child is behaving misbehaving at school and I am there everytime when there’s something I come assist the educators it will be very easy for my child to be disciplined because he or she knows that we are always there we are together. But when as a parent I’m away and not coming to school even my child would know I’m not attending any meetings there is no way where will be discussing his or her misbehaviour because we are apart. But coming together now and then as these stakeholders it avoids the problems at school you find that there are no more cases. But since parents are away we find the misbehaviour of children now and then. This is what I’ve experienced since I am in the SG you find that there are children who are misbehaving they came with the drugs at school. this like that which should be avoided if we work together as parents, teachers as well as our learners because we are all concerned for the future of the child so we need to work together closely together.”

4. Do parents encounter challenges in participating in the school? If so, what are those challenges?

“I don’t necessarily there are challenges of participating in the school because the platform is there as there are parents who are in the SGB, whatever problem that we encountering as parents there are these people who are representing us who are always looking up for us as the parents in the community. I think that really there are no challenges except for the fact that the challenges are coming more especially when it comes to school attending extra classes because as the community we are in deep rural areas here. There are forests and it is not safe for our kids to go to school during those times in which the teachers want to assist them those who are lacking behind that is where we are encountering problems but in terms of

communication I feel that it is okay, we are communicating and we are involved in issues that are concerning the school.”

5. Do parents help the school during sporting activities (Co-curricular activities)?

“Of course they are helping for example where there are sports, you find that they are supporting they even come to see what is happening even if the school is visiting there are parents who are coming to school to show their support. They are even involved financially because our school doesn't have money so teachers will be asking support financially to cater for the schools that is going to visit which is something that is good. And again, I would say that parents are involved when it comes to sporting activities because there are even matches that are organised whereby you find that learners at school they are playing versus the team in the community. So I would say that yes there is involvement in such matters even there are extra-curricular activities that are Co ..curricular whereby there are supporting the curricular whereby there are debates and all those things. You find the parents helping a lot and some of the people that are contributing you find that there are taxi owners who will help learners when they have to go for competitions in other areas so they will even give their transport free in case there are problems. And again, in the community there are business people Business owners who are supporting the school financially. You find that when there are sports they will be contributing financially or even giving some food, coming with food parcels to help. So I would say yes they are working together co-operating. We are working very well with the school when it comes to that.”

6. Do you think the lack of parental involvement affect the learner's achievement especially in rural schools? If so, what strategies can be put in place to deal with this challenge?

“Of course parental involvement do affect the performance of the learners as I've already said you find a child is not doing very well so I think that as parents we also need to play our role in the education of our children. So when parents are not involved in their learners' activities school activities they will end up not performing very well more especially another factor is that as parents the majority of parents are not educated so since they are not educated they don't care to look at their children's school books because if they were doing that it was going

to be easy for the learners to see because most of the time learners are lazy you will find that they don't do their homeworks on time. but if as a parent I'm playing a role in assisting I will be checking if my child is doing homework and prescribe the time that now it's time for you to do what?... do your homework, your schoolwork and monitor the child that he or she is doing that but when we are away from them you find that most of the time watching television in front of their parents and that one will affect the school results so much. You will find that they are not performing very well just because they don't get time practice what they are supposed to do at home. So I feel that the fact that most parents they are working in the farming and they are not educated so they play the role that they are supposed to play for example when it comes to urban area schools you find that there are even libraries close which makes it easier for them to get information while in the rural areas it's not easy to find such information they do not have access to that. Even though there are cell phones the majority of the learners in our schools in rural areas do not have cell phones because parents could not afford buying them cell phones even to do research for their schoolwork. So I feel that the fact that parents do not care so much their children's schoolwork it contributes to the level of passing even though others are passing but they are not passing to the level in which they are supposed to perform.”

7. Do you think the school is effectively doing enough to support parental involvement? Please share with me what strategies are in place to show that support.

“Okay, one I would say that yes...the school is doing so much to involve the parents because each and every year there is what is called Education Indaba whereby all stakeholders are involved, the parents, the community leaders in the community they are involved into making decisions in terms of how are they ... are we going to maintain the discipline among the learners so that the teaching and learning will be effective. So this Education Indaba is that is where everyone is participating in decision making so by that I feel that they are doing their level best to involve parents in everything that is happening in the school. Another thing there are certain campaigns that the school is having or hosting whereby there will be officials coming from different departments for an example police department, nurses health department all these departments they are involved, they are invited to school to address learners on different problems that they are encountering for an example, the issue that I feel most of the schools in rural areas they are experiencing is that of teenage pregnancy. It is very

high in high schools so when the teachers are calling us as parents to attend such campaigns I feel that they are doing their level best trying to address problems, problems like drug abuse you find that the police SAPS they are there to guide learners and to warn them of using drugs within the school premises and even outside the impact that it will have in their lives. The nurses will be there to talk about the effects of drugs are doing in their body so I feel that they are doing a lot there are so many campaigns that are happening where parents, learners and teachers are coming together and get such information.”

8. A majority of parents from the rural areas are considered to be illiterate. Would you say parents do assist their children with homework? Share with me how parents overcome this challenge.

“Okay as I’ve already alluded earlier on there’s a challenge when it come to assisting because they are illiterate. The majority of the parents are not assisting their children with their schoolwork as a result it’s like parents they are going very far in such a way we are called as parents to attend meetings. These parents do not come because they are just away from their learners’ schoolwork and being illiterate is the factor. It courses them to be away from what they are supposed to do. And I think it’s the biggest challenge but there are few parents or even though they are illiterate who are doing their level best because you find that the parent cannot read nor write but he will call the learners ... the child will bring the books and check and sign that is what motivated each and everytime when we attend these meetings. As parents even though we cannot read not write but we need to check the books for our learners and just see what they have done each and everyday. And even sign the exercise book to show that really you have seen the work that the child has done. But it is effective when you are able to read and write you will be in a position to see whether the child is struggling in that particular kind of work and come to the rescue of that particular child. But when they are unable to read or write then it is difficult for them. They feel that this is not something for then they have to engage in and they have to hold back as a result even when they are supposed to hold meeting they don’t because of that particular factor.”

9. From your point of view, what is the role of the Department of Basic education in promoting parental involvement especially in rural schools?

“I think there is a role that the department has to play more especially to try and educate us as parents. Even those who are able to read and write they need to, those who are in the SGB component they need to be educated. I think all of them the members of the SGB need to be attending some workshop that will be facilitated by the department. But this is what usually happens you find that they will call just two or three members of the SGB to go and attend such workshops which will be so developmental of which the other members will end up not getting the information they are supposed to know. So that they will know the role they have to play as the members of the SGB. I think it starts there, if they are able to know what role they have to play it will be easy to communicate information to the parents now that the department calls those few people to come and attend workshops are just highlighted things they are not going deep in what exactly is expected to parents especially those who are in the SGB’s, how are they working. I think in that case it’s still lacking in terms of the department that they have to do something to capacitate parents on what they should do in assisting their children to learn effectively in the school.”

This is the end of the interview, thank you.

APPENDIX M2: INTERVIEW TRANSCRIPTIONS FROM THE SCHOOL GOVERNING BODY (SGB2) AT SCHOOL A

1. As the School Governing Body, what are the advantages of parental involvement especially in the rural schools?

“Okay thank you. As the Governing Body I can say the problem starts within the within the elected Governing Body members itself. Because in our school we have about seven parents that are...form part of the Governing Body but even if there are meetings you find out that parents do not pitch up it’s only the chairperson that comes or some other days the other one. You find out there is no meeting where there is 100% attendance of the School Governing Body so that’s where the problem starts. But, what I can allude about the advantages of parents’ involvement is that it makes things easier for the school because when parents are involved decisions that are taken are not challenged by the community because we agreed and we take minutes on those decisions and then they are implemented because we believe that parents this is their school and their children so we must do and agree on everything that we do their children so as the Governing Body that is the one of the advantage that we see. Secondly, having parents ...having Governing Body in schools, learners’ discipline becomes effective because learners now if they can see that their parents are coming to school they see their parents in school even their behaviours they change because they know that teachers have relationships with their parents so even the learner behaviour changes so I can say those are the advantages that I have been observing as the School Governing Body member.”

2. Do you think parental involvement is effective especially in rural schools?

“Definitely I can say no. Parents in rural schools especially in the school that I’m in they seem uninterested in their children education because even if we call parents’ meeting they never meet the quorum even half of the parents for the leaners in the school maybe out of the learners that we have in the school we get about estimation about twenty percent of the parent s so even if the decisions are taken but they are taken by the few so I can say parents’ involvement is not effective in rural school. Parents seems to have no interest in their children’s education. But some some I won’t say all of them, some of the parents a very few parent that do show

interest and do show involvement err Because sometimes even if you call a parent you want to discuss the learner's performance or may be a learner has done some misconduct, a parent may send their sister, send their neighbours so it worries that this parent doesn't want to be involved in any in any of his or her child's education activities. So I can say parental involvement is not effective, we only see them when we issue reports that is where that is where you see the majority of the parents because they are forced to fetch their children's report other than that I can say err ... involvement is not active."

3. From your experience as the School Governing body, what is the role of parents at the school?

"The role of the parents because we teach and then we give learners work we want them to supervise learners at home. we want them to supervise learners. We want them to come when we have awareness days. We want them to come speak to their children as the country is facing drug abuse and everything so we want the parents to be there. We want what we say at school also to be said by parents so learners can see that the issue is very serious. So I can just say that the role of parents is to be involved in the school activities, in their children's education, in the sports even if we are having sports day, we do invite parents to come but they never show up. So they are not playing any role in the school."

4. Do parents encounter challenges in participating in the school? If so, what are those challenges?

"Yes I can say they do encounter challenges. Because when you get a chance to interact with them most of them they will tell you about they can't leave their work because of the kind of work that they are working. So most of them they cannot leave work, so if you call them to school they are forced to choose between coming to school and going to work so most of them they choose to go to work. So that is one of the factors that we as the SGB that we see that underpins this thing of parents not coming to and not being involved in school activities it's the nature and the environment that they are in. Because most of them they are working in the similar job here as this place it's more of an agricultural based so most of them are working in the forestry industry. So you find out that they work five days a week so but most of them if

we check, 'why are you not coming to school?' they tell you about work they can't leave work. Because for them it's no work no pay. If they don't pitch, then their salaries are affected. So they end up sending their children's brothers, neighbours and all those relatives.'

5. Do parents help the school during sporting activities (Co-curricular activities)?

"Err I can say no there's no help that we receive from parents apart from donations normally when we are having sport s activities or attending co-curricular activities we normally ask for donations to sponsor the trips for learners so I can say that is the only help we get from the parents other that there is nothing the school do everything for itself."

6. Do you think the lack of parental involvement affect the learner's achievement especially in rural schools? If so, what strategies can be put in place to deal with this challenge?

"Yes I can definitely say parental involvement do affect learner achievement a lot in rural schools because as parents seem to have no interests in their learners' performance also learners don't have they don't work hard in order to make their parents proud because they can see that their parents doesn't care about their education. They don't even check their books, they don't know everything and the worse part they don't fetch their reports we issue reports per term, first week of each term in the new term. They are only fetched in December because now they are forced to come and fetch them so that the learner can see if they are moving to the next grade. So even if the learner fails in term one they know that they don't know their results, their parents don't know their results so it affects their achievements because they can see that whether they pass or fail their parents seems to not care. So one of the strategies that can be used in order to improve this situation as the school we are trying to have open days whereby we call learner we call parents having the whole day there is no teaching and learning that day, the day is for parents where parents can come at any given time normally it's from seven to three pm. So we are trying to allow them as they are having a problem with at work so that the parents can ask for that one hour to come and check the learners' performance so we are trying to use that strategy. And, it seems to be a bit effective but we only introduced it last year but it has improved a bit course we can see a number of parents coming to school if we are not having a meeting at a specified time but we are saying

they can come at any given time and once they've seen what they've come for then they can go. That strategy is the one that we have implemented and so far we are seeing it as being a little bit effective."

7. Do you think the school is effectively doing enough to support parental involvement? Please share with me what strategies are in place to show that support.

"Yes, I can say the school it's trying it's level best to involve parent and we have even have a personnel that we have appointed as a public media person whereby we even have a school Facebook page, the school is also having WhatsApp now where parents can WhatsApp the school number about whatever they need to say. Also we are having function we post on Facebook so that parents can see, if we are having top ten results we take pictures of learners we also put them there so we are trying our best to keep up the parents updated with everything that happening within the school. So one of our strategies that we are using now is the Facebook page and the WhatsApp whereby we post everything that is relevant so that parents can see what is happening in the school."

8. A majority of parents from the rural areas are considered to be illiterate. Would you say parents do assist their children with homework? Share with me how parents overcome this challenge.

"Yes it is true that most of the parents are illiterate because even if we are having meetings we once tried to hold the meeting in English then parents complained most of them saying they do not understand so we must have that meeting in their vernacular language. So if you can relate to that most of the subjects they are done in English so if the parent cannot even understand the conversation it will be very difficult for a parent to assist their children with homework. So even if you ask learners they do attest that their parent are not able to help them with their homework. Maybe in a scale of ten I can say only one parent is able to assist his or her child in our school. So we are finding it very difficult, learners they they copy from each other because they not have people at home that can assist them. So one of the strategies that we are using the school is having a classes on weekends whereby we allow chance for those learners that do not understand, that come to school on Saturday then the school organises former

Former learners our former learners they do come on weekends and assist the learners with their homeworks but that is still a challenge because those learners that have challenges do not pitch up. You find out that those learners that understand still come so we can say that this one we still don't have a clear strategy on how to assist with this problem.”

9. From your point of view, what is the role of the Department of Basic education in promoting parental involvement especially in rural schools?

“I can say, the role of the DBE in promoting parental involvement is starts with where we have SGB's. We have SGB's they are elected on a multi term which is three years, we have parents for three years then there are elections after three years' new parents are elected. Then the department also wants to see, they also monitor that SGB have their meeting at least once a month to make sure that parents are still involved and when it comes to norms and standards for learners they make sure that, that is the SGB that see through that the budget of the school is for the benefit of the learners and not for individuals or for the school itself. It also assists with the learners. So I can say that parents are doing well because there is nothing that is done using the norms and standards of the school without the parents' involvement. So everything that is done using government funds is approved by the SGB so I can the department is trying it's level best to make sure that the community they approve what is being done in the school because it's for the best interest of their children. So yes the department is do trying to promote parental involvement as much as they can from my point of view.”

This is the end of the interview, thank you.

APPENDIX M3: INTERVIEW TRANSCRIPTIONS FROM THE SCHOOL GOVERNING BODY (SGB3) AT SCHOOL B

1. As the School Governing Body, what are the advantages of parental involvement especially in the rural schools?

“Okay, the advantage of parental involvement. What I observe at school is that when parents are present they collaborate with the teachers to in still discipline when the learners become disobedient or when they take drugs so parents work hand in hand with the teachers.”

[“Okay, ubuhle obubanjwa abazali. Engkubonayo ngike ngbone ekthenini eskoleni mabekhona bayakwazi ukulekelelana nothisha mayelana nokulawula izingane uma zingesezwa noma zidla izidakamizwa balekelelana nothisha.”]

2. Do you think parental involvement is effective especially in rural schools?

“It is not enough.”

Follow up question: *“Why do you say it is not enough?”*

Responded:

“I see that the learners still continue to be disobedient especially or maybe when you try to call the parent for meetings you find that he or she doesn’t come.”

[“Alikeleni”]

Follow up question: *“Yin indaba uthi alikakeneli, ubona ini?”*

Responded:

[“Ngibona ngoba abantwana basaqhubeka nokungezwa. Ikakhulukazi noma uthi uyamfonela umzali, umzali utholukuthi akezi eskoleni.”]

3. From your experience as the School Governing body, what is the role of parents at the school?

” The role a parent is supposed to play is that the parent must do a follow up with the class teacher on the behaviour of the child whether good or bad.”

[“Iqhaza okufaneke libanjwe abazali, funeke umzali njengoba efake ingane eskoleni kumele alandele ukuthi umtwana wakhe wenza kuphi eskoleni axhumane nano class teacher wengane bheke izinto ezenziwa umtwana eskoleni eziwong neziright.”]

4. Do parents encounter challenges in participating in the school? If so, what are those challenges?

“None...there are no challenges”

[“Azikho.....cha.”]

5. Do parents help the school during sporting activities (Co-curricular activities)?

“No.”

Follow up question: *“They don’t assist anywhere?”*

Responded:

“No.”

[“Cha.”]

Follow up question: *“Abalekeleli ndawo?”*

Responded:

[“Cha.”]

6. Do you think the lack of parental involvement affect the learner’s achievement especially in rural schools? If so, what strategies can be put in place to deal with this challenge?

“They get affected when the parent does not play the role in the progression of the child’s achievements in such a way that when they don’t come to check the child’s schoolwork. They leave the responsibility to the teachers.”

[“Kunawo umthelela umzali angabi neqhaza eynganeni ekuphumeleleni kwengane yakhe ngokuthi angezi eskoleni azochecker umsebenzi wengane ayekelele uthisha yena.”]

7. Do you think the school is effectively doing enough to support parental involvement? Please share with me what strategies are in place to show that support.

“There is a role that the school plays in getting the parents involved at school. The school calls the parent if there is a problem with or about the learner.”

[“Isikole siyalibamba iqhaza ekuthenini sisondeze aazali eskoleni ngokuthi bayamfonela umzali umabenenkonga nomtwana. Baphinde if umtwana enze inking baxoxisane nomzali wakhe.”]

8. A majority of parents from the rural areas are considered to be illiterate. Would you say parents do assist their children with homework? Share with me how parents overcome this challenge.

“When the parent cannot read nor write he or she must sit down with the child and give advice even if the parent is not expected to write but just check whether the work is done.”

[“Faneke umzali uma engakwazi ukubhala nokufunda ahlale phansi nomtwana amyale noma engazobhala kodwa akhulumisane nomtwana wakhe achecke ukuthi uwenzile umsebenzi.”]

9. *From your point of view, what is the role of the Department of Basic education in promoting parental involvement especially in rural schools?*

“The Department of Education has rules and regulations that state that the schools’ must have meetings every term to discuss about the issues of the school.”

[“Umnyango wezemfundo unomthetho wokuthi kumeke kube nomhlangano wabazali item neterm kuzoxoxwa ngezingu ezenzeka ngaphakathi eskoleni.”

This is the end of the interview, thank you.

APPENDIX M4: INTERVIEW TRANSCRIPTIONS FROM THE SCHOOL GOVERNING BODY (SGB4) AT SCHOOL B

1. As the School Governing Body, what are the advantages of parental involvement especially in the rural schools?

“Okay, uhhmm ... Let me say first of all we do have ways of getting parents involved when we need them as SGB members they avail themselves freely. And, when there is something that we are not sure of we call parents to engage with them by bringing their own ideas or having an input in matters and reach a consensus. So we do work peacefully with parents.”

[“Okay, uhhmm ... Akengithi okokuqala, sikesibe nayo indlela makukuthi abazali sibacela eskolweni. Mhlambe makunokuthile esifuna ukukhuluma nabo basukumela phezulu kuthi bazobambisana nathi njengo SGB. Nokuthi mayelana nezingane mamhlambe kukhona esingakuboni kahle ezinganeni siya kwazi ukuthi sibize bona abazali sibonisane nabo sikhulume leyonto sibonisane kube nokuvumelana futhi kuyona ngobuhle ayikho into embi so ngokobuhle nje ke ngingathi ilo lelo asikaphazamisani nabo.”]

2. Do you think parental involvement is effective especially in rural schools?

“..... Uhhmm even though it is not enough because some of them they are reluctant when we want to involve them but others really they are willing we co-operate with them. But talking about being satisfied no.. I am not fully satisfied. Not truly satisfied.”

[“..... Uhhmm noma lona linganele kahle hle ngoba abany babo bayaphuma esandleni esisuke sithi sifuna singenisan e nabo kusone kodwa nje babo ngeke ngize ngisho kuthi bonke abanye babo siyabambisana nabo abanye kuba nalokho angisho ukuthi kyba ngizothi impela mpela ngokweneliseka cha angnelisekile kahle hle. Angnelisekile kahle hle.”]

3. From your experience as the School Governing body, what is the role of parents at the school?

“Let me see. Oh ... this is number three (reading the question) ... What can I say e ... the way parents play their role sister. Since I had first explained they differ. There are those that fully play their role and there are those that report that and that, maybe by saying ‘I have a commitment somewhere.’ However, there are those that play their role I don’t want to lie.”

Follow up question: *“When they play their role in which ways do they play their role meaning parents at school. What role do they?”*

He responded:

“Meaning that let me say maybe there how can I explain this? Maybe let me say. Maybe there is a maybe if there is assistance maybe that we need at school maybe there is something that they need to do at school maybe that is the role. You find a parent that says ‘no I am available’ that does happen. That’s what I can say.”

[“Othi ngbone kahle. Oh Unamba three lowo..... (reading the question) Kshuthi ngingathi nje e Ngendlela abazali babaye babmbe iqhaza sisi njoba ngke ngachaza ekuqaleni bayahlukana bakhona abalibambayo ngempela iqhaza ngendlela efanele kube khona abanye utholukuthi ubika abike lokya nalokya mhlambe athi ngnendlela nginjan nginjani koda bakhona abanyeke abalbambayo iqhaza angfuni ukuqamba amanga.”]

Follow up question: *[“Okay mabelibamba iqhaza balibamba ngaziphi izinglela mhlambe ikuphi abakwenazayo nje abazali eskoleni, iliphi iqhaza abalibambayo?”]*

Responded:

[“Kshuthi akengithi mhlambe kuno Uhm Ngingachaza ngithini? Mhlambe akengithi mhlambe makunendlela yokulokhuza mhlambe Mhlambe khona usizo mhlambe okufanele balwenze eskoleni mhlambe eskoleni mhlambe edinga mhlambe kube nabazali mhlambe thize Kube nento abazoyenza mhlambe kube ilelo qhazanyana kuthi mhlambe nangumzali othile uthe cha mina ngzobamba leli qhaza ngenzokuthi nokuthi eskoleni. Cha kuyekwenzeke loko Ngizosho njalo nje.”]

4. Do parents encounter challenges in participating in the school? If so, what are those challenges?

“The challenges that I can say about parents is that of their children, the children are misbehaving greatly. I can truly say those are the challenges that parents face at school. The parents end up leaving their activities at to attend at school, learners really put strain their parents. The parent end up leaving work I can say that is the first challenge. So what I can say is that truly that is a huge challenge.”

[“Iyinqinamba engazibeka kubazali. Zinqinamba zezingane, izingane ziyahlupha. Ngingathi nje izona ingqinamba abazali abagcina abahlangana nazo eskoleni ngobani ingane zinalokhya. Kugcina umzali eshiya imsebenzi yakhe ezobamba iqhaza la eskoleni, lokho kusuke kuyingqinamba yeyngane zigqulaza abazali beyngane ngalesoskhathi. Umzali eshiya imsebenzi yakhe ezala iyona ngqinamba yokuqala leyo ayidalwelwa ingane kuthi kufanele azo attenda indaba yeskole. Ekbeni ngabe eqhubeka neyntozakhe ngendlela enza ngayo. So ngingakbeka ukuthi ke implela ingqinamba khakhulu eziba nabazali abahlangabezana nazo lezo.”]

5. Do parents help the school during sporting activities (Co-curricular activities)?

“Uhhm no ... no I would say no.”

Follow up question: *“When you say no, what are the limitations of parents not assisting?”*

Responded:

“I may not explain the way but the way I see it maybe there is a sporting activity at school ... e It does happen that there is no parent that comes to spend time watching the game. Maybe to come see the talent so maybe that player to progress further by playing the role in the game. So by doing so maybe I can help with one, two or three but no normally there is no participation. I don't want to lie.”

[“Uhhh, ayi, ayi ngzothi cha.”]

Follow up question: “Ma uthi cha ngabe ini evimbayo kuth abazali balekelele?”

Responded:

[“Noma ngingezo chaza nje ngendlela engbonangayo mhlambe kuthi kuzodlalwa mhlambe kunemdlalo ekhona eskole e Kuye kungabikho kuthi umzali uzofika athi nje ngizochitha isikhathi sami neskole mhlambe ngzobuka ingane zidlala zenzan zenzan mhlambe babuke namakhono azo makukuth lengane idlala kanjena so mhlambe faneke ilokhuzwe mhlambe kufaneke ize igcine mhlambe iqhubeka ngokubuka iqhaza layo ukuthi okay lengane makukuth mayidlala kanje so kshuth ngokwazi kuth ngisize ngo one, two no three koda nje ayi kuyabe kungabibikho mpela lokho angfun kukhuluma amanga.”]

6. Do you think the lack of parental involvement affect the learner’s achievement especially in rural schools? If so, what strategies can be put in place to deal with this challenge?

“So I the role played by parents ... the schools from the rural areas, the parents can collaborate with the Governing Body and the teachers as well as the child. The child will see that doing one, two and three will not get him or her anywhere so doing good will allow the learner to move forward with life. I think the parent must work together with the teachers and the Governing Body so that the child with reach his or her intentions in life. I think if the child does not work together with the parent and the teacher, I see no progress.”

[“So iqhaza ngokubona kwami ukubamba iqhaza elanele kwabazali ezikoleni zasemakhay, ngyacabamga mina ukuthi mhlambe ukubambisana nayo I Governing Body angaz kanjani kodwa ngyacabanga nje okubamba kwakhe iqhaza komzali ukuthi abambisane neGoverning Body, abambisane nothisha kubanjiswane neyngane ukuze neyngane ibone ukuthi uone notwo nothree ngeke ngkwazi ukuphumelela neyfuno zami mangzokwazi ukwenza loku. Ikona okuzokwenza ngcine ngfinyelele langfuna ukufika khona. Ngyacabanga kuthi umzali engabambisana nothisha neGoverning Body ukuze ingane izithole iqhubeka ifinyelela la efuna

khona. Ngoba ngyacabanga ukuthi ingane ma ingabambisene nomzali nothisha angiboni impumelelo phambili.”]

7. Do you think the school is effectively doing enough to support parental involvement? Please share with me what strategies are in place to show that support.

“Okay, let me say that The school does a lot to involve parents to be part of the school., I don't think it will help if the parents stray away and don't get involved. I am convinced eerr let me say that firstly, maybe the school the school tries to assist unemployed parents by creating piece jobs at school. The school tries to bring the parents closer to the school so that they work together.”

[“Okay akengithi ngokubona kwami, isikole siyakwenza okwanele ekulekeleleni abazali ukuze babe yingxenye nabo yesikole kodwa uma kukuthi abazali bayaziqhelelanisa nabo nesikole angiboni kungaba into engabasiza. Kodwa nginesqiniseko sokuthi Akengithi nje okokuqala mhlambe isikole ,,,, isikole mhlambe sizama ukuthi silekelele ngaso, isikole siyakhona ukuthi sikhuphe amathutshana amancane emsebenzi azoba khona ngaphakathi. So okwesibili kube nayo indlela yokuthi mhlampe nje isikole siyathanda ukuthi sibasondeze abazali ngaleyondlela noma ngalelothuba. Leli elifuna ukuthi libasondeze ngayo bathole, sithole isikole ukuthi babambisane nalo nabo abazali nje. Kodwa nginesqiniseko iqhaza elikhulu othisha bayazama ukuthi babe nabo uudlelwane nabazali yebo.”]

8. A majority of parents from the rural areas are considered to be illiterate. Would you say parents do assist their children with homework? Share with me how parents overcome this challenge.

“Okay you see regarding, I don't want to lie. Most of them since they cannot read or write but there are parents there are given in general to check the schoolwork not that he or she will help write for the learner but there is a way of motivating the child with schoolwork by telling the child to wash then when done to go do the schoolwork. Those that can write they sometimes sit with the child and check for homework then instructs the child to do it. Truly speaking for those parents that can't read or write, they do have ways to check for homework because they

know that since the child was at school there should be homework. They usually sit with the child and give an instruction 'do your schoolwork' if it is study time it's study time if there is homework it's homework time. Once the child is done with all the chores he or she can go to the room to study without being disturbed. No they do I don't want to lie."

["Okay yabonake mayelana angfunu kuqamba amanga. Abaningo babo njoba bengakhoni ukuthi be bengafundanga bengakwazi ukubhala koda bakhona abazali abaphiwe kukuthi ingane faneke iwenze umsebenzi wesikole noma yena enganako ukuthi uzoyisiza noma uzoybhalela uzoyenzenjani koda unayo indlela yokuthi aigququzeleukuthi wahs mawuqeda ukuwasha wenze umsebenzi weskolemawukhona. Abakwazi ukubhala baya kwazi ukuthi babuye bahlele nengane babheke incwadi zayo 'ok ihomework yakho ikhona faneke uyenze yabona ikhona?' So ngingesqiniseko kodwa labo abangakwazi ukubhala mangabe bazi ukuthi ingane yeskole ma iphuma iyeskoleni kunomsebenzi okufaneke ibuye nawo. Banayo leyondlela yokuthi baylokhuze bahlale nayo phansi bathi 'enza umsebenzi weskole'. Makukuthi kuyatadishwa kyatadishwa makukuthi inehomework yenze ihomework yayo. Ngeskhathi esfanele manje ingane maysiqede konke ekwenzayo isingena endlini yayo aysaphazamiseki isiyenza umsebenzi wesikole until iziwuqede. Cha bayakwenza loko mama angfunukqamba amanga bayo leyo ndlela."]

9. From your point of view, what is the role of the Department of Basic education in promoting parental involvement especially in rural schools?

"Ehh, let me firstly say ehh for the Governing Body to be present at school I see it as a big role being played because parents get all the information from the Governing Body and maybe the principal maybe wrote letters not to parents per se but to the Governing Body then there are ways on how the message will reach the members of the community informing them about the meeting. I see the Department of Education makes sure that there is a School Governing Body at schools that works hand in hand with the teachers."

Follow up question: *"Role held by the department isn't?"*

Responded:

“Yes the department makes sure that there is the School Governing Body at school.”

[“Ehh, Akengithi okokuqala ehh Ukubakhona kweGoverning Body eskoleni mina ngibona kuliqhaza elikahle okokqala ngoba abazali zonke izinto ezikhulunywayo bazithola ngeGoverning Body. Nokuthi mhlambe uthishanhloko mhlambe ubhalile lezoncwadi koda akabhaleli abazali ubhalela iGoverning Body bese kubanendlela yokuthi kuzofika kanjani umalungwini omphakathi ukuthi kuzoba nomhlangano othize. Koda nje iGoverning Body mina ngibona kuyiyona umnyango wezemfundo owenza iqhaza ukuthi kubekhona iGoverning Body ekwazi ukuthi ibambisane nothisha. Yilona qhaza engbona lingcono lelo.”]

Follow up question: *“Iqhaza elibanjwa idepartment?”*

Responded:

[“Idepartment iyenza ukuthi kukhethwe iSGB eskoleni.”]

This is the end of the interview, thank you.

APPENDIX M5: INTERVIEW TRANSCRIPTIONS FROM THE SCHOOL GOVERNING BODY (SGB5) AT SCHOOL C

1. As the School Governing Body, what are the advantages of parental involvement especially in the rural schools?

“Thank you Ma’am. I think as the SGB or as the school. Ehh SGB involvement is very important because it helps us since we are in the rural areas there are a lot of fraction fights within learners coming from outside the school ending up disturbing the school. And, parental involvement help us a lot in dissolving or resolving those matters that they must not disturb the functioning of the school so they are more important parental involvement in the school.”

2. Do you think parental involvement is effective especially in rural schools?

“Uhhm ... I can say not hundred percent effective because sometimes you have to beg parents to come to be involved in the school. They take advantage that the School Governing Body will do everything for the On their behalf so but at the end of the day we need parents we need these parents to come and check their learner progress the school functionality and all that staff but most of the time parents didn’t ... don’t do that they only involve at the year end when the come to collect the progress report for their parent complaining while during the year they don’t come and check their learners’ work. They don’t come and check the school functionality. They only rely on the School Governing Body only.”

3. From your experience as the School Governing body, what is the role of parents at the school?

“As the SGB, the role of the School Governing Body is to make sure that the school is functioning. Everything that is happening within the school they must be parental involvement. the role of the parent must come and check that the School Governing Body, the principal, the SMT and the learners they are all involved in teaching and learning so that everyone so that everyone within the school must do everything in their power to make the school progress and to achive quality results because at the end of the day we want quality pass rate so parental

involvement is also needed. The role of parnts they must make sure that their learners they are in school in class leaning no ... make sure the level of absenteeism decrease so that we receive quality results.”

4. Do parents encounter challenges in participating in the school? If so, what are those challenges?

“I would say they did encounter challenges because most of the meetings we call upon maybe it is during the school hours many parents are at work. Since we are in the rural areas maybe some of those parents they don’t know their rights that they have leaves and stuff so they decided...many decided not to come to the meetings or to participate in school involvement because they are not around the area during the meetings and the stuff.”

5. Do parents help the school during sporting activities (Co-curricular activities)?

“Yes in this In our school parents do help learners during sporting activities because they did pay money for learners to participate or to go to sporting activities. They did give a go ahead to the School Governing Body to purchase sport material or equipment. They did help us when we We go to sports activities whereby in the taxi the parent involvement to check on leaners. I think they did support us in the sporting activities.”

6. Do you think the lack of parental involvement affect the learner’s achievement especially in rural schools? If so, what strategies can be put in place to deal with this challenge?

“Yes, the lack of parental involvement affects learner achievement a lot because some of the learners do not get that support from their parents so I think the strategies that can help is to get an involvement from all participants or stakeholders think maybe we must have Education Indaba where we will talk about parental involvement in learners’ progress because it’s not that they must study in school. Parents must also help these learners at home they must give them time to study. they must come to school to check their progress; they must support educator because in rural areas most of the time even educators they are not safe or they are not given a fair chance they always get negative remarks from the community so that will also

affect learners progress so parental involvement must must be given to learners and educators that they must support them to get better results. Thanks.”

7. Do you think the school is effectively doing enough to support parental involvement? Please share with me what strategies are in place to show that support.

“In our school I think we have enough support for parental involvement because we call err ... special meeting, annual meeting or annual general meeting whereby we inform parents about the strategies or the plans for the year. Every quarter or every term we call parents to come and check their learner progress unfortunately some or ten percent or five percent came that’s the problem but the school is trying by all means to support the parental involvement. We even call upon abafundisi (pastors) and Induna (foremen) and call upon meetings so that the school must have a slot in those meetings in order to tell the parents about the importance of being involved with the school. Thanks.”

8. A majority of parents from the rural areas are considered to be illiterate. Would you say parents do assist their children with homework? Share with me how parents overcome this challenge.

“I don’t think the parents assist most parent assist their children with homeworks. Maybe the problem is that they are illiterate so my strategy to overcome that would say let us have extra classes to support parents, let us have morning classes and afternoon classes, let us have Saturday classes, let us have those learners our Our former learners in the community who are already, those former learners who have passed Grade 12 some of them has qualification from the tertiary institution to be involved in the community. Let them have those tutoring classes to support these children from our high school so the problem would be even in that parent won’t have money to to support them but the community must come along, call upon the ward councillor to support them, go to the municipality as the school, as the school we must go to the municipality and ask for assistance in terms of finances and the school must give those learners and those tutors a place to use maybe a classroom or two in order to support the parents who are not literal enough to support their learners with homeworks. That I think would help the school to get a better results at the end.”

9. From your point of view, what is the role of the Department of Basic education in promoting parental involvement especially in rural schools?

“Uhhmm, from my point of view I think there is a role that they play because in the Before Covid-19 I think before Covid-19 strike the Basic Education emphasised all high schools in rural areas to have Education Indaba I think they were trying to promote parental involvement with that. Again, I think the Department of Education made sure that every school must have a meeting at least once a term. I think that is within the Department of Education policies then the school must implement that I think they are also trying to emphasise the parental involvement. I think they are trying from my point of view. Thanks.”

This is the end of the interview, thank you.

APPENDIX M6: INTERVIEW TRANSCRIPTIONS FROM THE SCHOOL GOVERNING BODY (SGB6) AT SCHOOL C

1. As the School Governing Body, what are the advantages of parental involvement especially in the rural schools?

“Okay, to answer the first question is that parent are...it is good to involve the parents at school since the school is built in the local area and it means they do have an access to come to school whenever they need to do so in order to get clarity on how the school is functioning and if there is there is something they don’t understand or they want to ask it is easy to come to the principal so that the school as the school is built in their area and then it means that even the parents are they can come to school at any time if there is a problem with the school they may come just to solve that problem. For instance, the parents in long time ago when there was a fight amongst the learners at school the parents or the taxi drivers they interview... they intervene in that situation whereby they come and negotiate with the learners in such a way that from then the fighting at school it stops. And, when there is a problem and even the parents we want assistance from them they can come and even the taxi drivers are working hand in hand with the principal if the learners want to go to some activities we used to phone those in charge in this taxi association so that they can just arrange the transport for the learners...errr... (thinking)Even the members of the SGB are the parents they were just nominated from the parents. The principal just called the meeting whereby the parents were involved in the SGB... Can I answer the second question?”

2. Do you think parental involvement is effective especially in rural schools?

“Yes it is very effective because the parents if there is something that happens to their learners and then the parents are called to visit the school so that they can check the work for their learners and if there is something that is done by their learners they are the ones who take initiative by maybe sometimes they just punish that learner if done something wrong at school. And The parents The parents are called usually for instance even to especially the Reverends if it’s towards the exams so that they can pray for the learners. Sometimes our learners are affected emotionally sometimes there are learners who were affected due to

Satanism and then the local Reverends normally come to school and pray for .. for the learners. And, then they just came to give us services early in the morning so they can just let the learners believe that there is nothing they can do without ... with God ...”

3. From your experience as the School Governing body, what is the role of parents at the school?

“The role of parents at the school is as I’ve said earlier on ... they usually come to school to pay a visit sometimes if there is a higher rate of failures in the particular grades parents are called the parents of those learners are called so that they can just share they they negotiate with the relevant teachers to ... who teaches those learners so that they can come with solutions together and then they come to school to check the learners’ work especially when the learners didn’t perform well.

4. Do parents encounter challenges in participating in the school? If so, what are those challenges?

“Some challenges we encounter in our school it is that when the parents are called to come for the meetings if they are to come maybe there is a meeting to attend they don’t attend due to the fact that some learners they don’t stay or don’t live with their parents. Some of them or most of them they are raised with their grandmothers who are very seriously ill and they don’t come to school to attend those meetings. And then there is a method that we use to call the parents, its whereby we write the letter to the parent then you find that sometimes that learners they just forget the letters from their bags, and then it’s become not easy to reach the parents so that they can know that there is a meeting a serious meeting at school so that they can just attend. Shortly there is a poor attendance of parents if they are called to participate. Even when we use to, when they are called to...even to do the nomination for the Governing, SGB when the principal is setting for the parents who will be the members of the SGB it is very difficult due to the attendance sometimes he might he just postpones the meeting and keeps on postponing the meeting due to that circumstance or to those issues. And, the parents since the parents in this rural area are working in the farms they sometimes they won’t get paid for that day. It becomes difficult to leave their work due to the salary that they are earning from

that farm it is too small. When they absent themselves from work it means they won't get enough money to support their family members that is the reasons for that."

5. Do parents help the school during sporting activities (Co-curricular activities)?

" (silence) yes the parents they do help because sometimes the teachers invite the parents so that they can just play for instance the male teachers they just play with the local parents in the school grounds. That's it helps them to be easier for the parents to become friends with the teachers that are working within the school. And, sometimes the parents they are the ones take the initiative buying some trophies that will be woned. It means they are supporting a lot even the parents sometimes they are some doctors that started here at school they are freely to sponsor if we need some sponsors especially there is some a doctor that is Dr Thusi who helps a lot on donating. If we want some donation he's the first doctor to come because he is residing in this community then he is a he was a student even here at school. There is communication between parents as well as a teacher. (Silence) Even sometimes we use to go out with the parents to support their school when the learners are going out to play some games. They are free to accomp Accompany us when we go out for the sports Activities."

6. Do you think the lack of parental involvement affect the learner's achievement especially in rural schools? If so, what strategies can be put in place to deal with this challenge?

"Since we are working with the learner it won't help us if we don't involve parents since parents are experiencing some problems when sometimes learners they fail to cooperate in class due to the fact that there are some problems that they encounter from their parents. And then when we see or when we notice that there is a learner in class that is having a problem we usually call that parent so that we can just with him or her and we negotiate and then it won't help if we just neglect the parent. It helps us a lot since we are working in the rural areas. Sometimes there are those learners who are short of school uniforms and then we just negotiate with their parents so that we can just assist and find out how we can assist them. We usually call their parents first so that we can negotiate how the school might help. Sometimes we just take the money from the activities that is done at school that is fundraised within the

school so that they can assist by buying the school uniform for learners who are very needy And even involved as I had mentioned earlier that the parents they just...we just involve them if there is a higher rate of failures. And then even the learners ... their learners they didn't behave well we normally call their parents we can't do anything without their parents so that the parents are... they can be able to solve our problems if we just call ... just come together work to solve the problem that we encounter from our school without parents we are nothing."

7. Do you think the school is effectively doing enough to support parental involvement? Please share with me what strategies are in place to show that support.

"To respond to that question the school is not doing enough but we are trying as the school to help the learners for instance if the learner came to school hungry due to the fact that in the rural area the parents are not, sometimes are not working so the school they can just allow the learners to make sure that they do have food to eat at school. Sometimes if there is a learner who needs help who doesn't have a school uniform as the teachers we even contribute the little we have in order to buy the uniform for those learners. Even the school they just ask for some donation. The principal normally goes out to find some sponsors that are willing to help us. As I can just quote here at school we have computers that was donated, we do have some furniture, for the chairs that was donated by the parents some of the parents and then there are very supportive if we do ... if we are running short of something the principal just go out and ask for donation to the parents and then the parents help us a lot."

8. A majority of parents from the rural areas are considered to be illiterate. Would you say parents do assist their children with homework? Share with me how parents overcome this challenge.

"Since the Our parents are illiterate Sometimes as we know that in rural areas the parents the the parents are not used to to get enough education Education that it means that the parents are unable to assist the children with the homework. Sometimes as I've mentioned earlier on as the parents they are working on the farm sometimes they wakeup early in the morning maybe at four o' clock and then wait for the truck to take them to work and then the work that is done here it is whereby they work in the forest and then it is very strenuous

and it's very strainful and then they came very late, tired and then even unable to assist their learners or their children. And then sometimes the parents they usually went to to seek employment in town and then the learners they sit alone without their parents without someone who look for them and then sometimes they live with those learners who finish school Who finished school maybe who are who are unable to continue with with their studies due to financial problems that they have and then sometimes when they ... they As the reside with those learners it is very difficult even to tell those tho ... tho Even if there is something wrong in that particular family it is very difficult even to tell To tell your brother as you are a child to tell your brother that there is something that need not to be done in that area and sometimes we find that due to the fact that the teachers they Give learners some homework they came without that homework being done at home and then you find that that learners at school they do come together in class if there is and then copy others' work and then that is how it's so difficult to check how and where they the learner is lacking so that you may assist because you just you find yourself marking the work it was done by the learner who is very good maybe in that particular subject since the learners having that tendency of copying others work and then it becomes so difficult to see where the problem is in that particular.....”

9. From your point of view, what is the role of the Department of Basic education in promoting parental involvement especially in rural schools?

“The department they do assist. Those who are in charge in the department they usually come to school and call the parents' meeting so that they can negotiate with them and found out the problem in the area. sometimes if there is a problem in the area, if there is a higher rate of crime, even the department officials they usually come to the school and call that parent so that they can find the solution to Due To those problems. And then even the department they come to school with an aim of assisting in the In the school and then they usually came to school and check what is it that is needed in Basically in the school so that they can help. Sometime we experiencing the problems of the textbooks at school and then the Department of Education they usually assist the learners who are running short of the textbooks and if we do not have enough furniture they can even assist with the furniture then they Their parents are called when they come to school to deliver those furniture even to supply with the uniforms as well as the ... the the department also help the school with the sanitary pads so the

For the to the learners who are whose parents they can't afford to buy sanitary pads. And then even to the SGB members the department are the people who are involved to call even the members of the SGB to come to school so that they can negotiate with them and try to find out what are the SGB's needs so that they can just try to help them if they need some assistance. "

After probing the question: *Is there anything else to add?*

She responded:

"Even the Department of Education they usually call teachers when they arrange the awards day for the performance of the learners at school and then even the parents were there to ... to ... to ... to ... to... they were called in that meeting even the SGB members they are being called by the Department of Education in order to ... to witness them showing the appreciation to the teacher at school in the awards day."

This is the end of the interview, thank you.

APPENDIX N: DECLARATION OF PROFESSIONAL EDITING

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EDITING CERTIFICATE

LANGUAGE EDITING SERVICES

Date: 2023/2/22

This serves to confirm that the document entitled:

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UMVOTI CIRCUIT IN KWAZULU-NATAL**

by

PATIENCE ZAMAKHIZE MKHIZE

has been language edited on behalf of its authors.

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