

**The issues of parental involvement and academic performance: A case of Grade 9
learners in Potgietersrus Circuit**

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DECLARATION

DECLARATION WITH REGARD TO INDEPENDENT WORK

I, **Mautjana Makgwale David**, identity number _____, and student number _____, do hereby declare that this research project submitted to the Central University of Technology, Free State, for the Master of Education (Post Graduation Studies), is my own independent work and complies with the Code of Academic Integrity, as well as other relevant policies, procedures, rules, and regulations of the Central University of Technology, Free State, and has not been submitted before to any institution by myself or any other person in fulfilment (or partial fulfilment) of the requirements for the attainment of my qualification.

10 February 2023

SIGNATURE OF STUDENT

DATE

DEDICATION

I dedicate this study to my late mother Tryphosa Phuti Mautjana and sister Tinnah Kgadi Mautjana, who strived under all circumstances to see me succeed in my life, and not forgetting my wife Gladys Mmasela Mautjana and my sons Kabelo Victor, Phontsi Harold, and Phuti Melvin. I will forever cherish their support, love, and encouragement in believing in me so that I could pursue my studies.

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ABSTRACT

The study explores the issues of parental involvement and academic performance among Grade 9 learners at Potgietersrus Circuit. The location of the study is Mogalakwena District in Limpopo Province. Learners find the academic demands of Grade 9 more difficult and complex than what they experienced in primary school. Their academic performance plays a significant role in many of the choices and decisions they are asked to make regarding their field of study and extracurricular activities. Parental involvement in their children's education is still a challenge in closing a large gap. Issues of parental involvement offer the opportunity to develop new strategies to increase involvement at secondary schools serving a similar demographic population. The study followed a qualitative approach with a case study research design. The population of this study consists of parents, teachers, and principals, and purposive sampling was used to select 12 parents of Grade 9 learners at the selected secondary schools, 3 Grade 9 class teachers, and 3 principals. Data was collected through semi-structured interviews designed specifically for this study. The study adopted an interpretive qualitative approach to closely interact with the participants to gain more insight and understanding of parental involvement. The data was analysed and grouped into meaningful themes using a thematic approach. The findings indicate that the biggest challenge a parent faces is assisting their children with homework that requires the use of the internet when they have no funds to buy data. Most parents use public transportation, which makes it impossible for them to attend school meetings in the evenings. The study recommends that schools should establish positive parental involvement by improving the methods of updating parents with new learning areas, especially where research is needed by surfing the internet. From the conclusions drawn, it is recommended that parental workshops be organised for principals, educators, and parents. Schools should encourage parents to play an active and important role in their children's academic performance.

Keywords: Parental involvement; academic performance

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ACRONYMS

GET	General Education and Training
LOLT	Language of Learning and Teaching
NCLB	No Child Left Behind
RSA	Republic of South Africa
SASA	South African School Act
SGB	School Governing Body
NSNP	National School Nutrition Programme
USA	United States of America
RDP	Reconstruction and Development Programme

CHAPTER 1

INTRODUCTION AND ORIENTATION OF THE STUDY

1.1 INTRODUCTION

Parental involvement has many positive effects on students other than on an academic level, including increased motivation, self-esteem, and self-reliance, which may lead to academic success, regardless of economic background (Hanif & Alwi, 2019). Learners whose parents are actively involved in their academic career display better behaviours and academic outcomes (Vijaya, Vijaya & Rajeshkumar, 2016), while Wilder (2014) reported that parental involvement was found to be one of the factors affecting learners' academic performance. Okeke (2014) shows that poor parental involvement is the biggest challenge facing public schools in South Africa, especially schools in rural townships.

Gwiji (2016) found that complete parental involvement is hindered by factors such as lack of a precise school policy to ensure parental involvement, lack of regular meetings with parents, unavailability of parents or home, parents' working conditions, and distance between home and school. According to the literature evaluated about parental involvement, it is possible to say that the factors affecting the level of parental involvement are the parents' educational background, their lack of knowledge about the curriculum, and their lack of time. It has been suggested that learner engagement with parents, teachers, and peers can influence their academic performance, and Bailey (2017) indicated that even though parents have challenges, they could not solve them alone; they needed other stakeholders to be involved. Therefore, this study shows a significant positive relationship between parental involvement in education and student academic performance.

The role of parental involvement does not only refer to parents inquiring about their children's school performances, but also to parents communicating with their children in order to maintain a healthy relationship with them in order for the process of encouraging, mentoring, leading, and inspiring to be successful (Sapungan &

Sapungan, 2014). According to Hornby and Lafael (2011), the role of parental involvement is a significant element in education and can also be achieved through home-based parental involvement, like listening to the child as they read or helping them complete their homework, as well as school-based activities, which include attending parent-teacher conferences and education workshops. Munje and Mncube (2018) define it differently, stating that parental involvement is critical to the functioning of schools in order to ensure quality education. The schools within the Potgietersrus Circuit find it difficult to produce outstanding overall results due to the low performance of Grade 9 learners who lack support from their parents due to issues affecting them. The participant pool was twelve parents of Grade 9 learners, three principals, and three Grade 9 class educators from three identified secondary schools. The data collection was conducted with interview questions in one-on-one semi-structured interviews. A qualitative case study was used to interview parents of Grade 9 learners from the identified schools, guided by Epstein's model, which describes six levels of parental involvement.

1.2 BACKGROUND OF THE STUDY

Researchers around the world have acknowledged the importance of parental involvement in children's education and the desire to ensure that the children succeed in school (Munje & Mncube, 2018). Research in the United States of America (USA) indicated that "parental involvement really improves the academic achievement of students" (Sadberry, 2016:78), and the research further proposed areas for additional research on parental involvement. A study by Bailey (2017) argues that experience participation can be done to maximise learners' success and suggests that further research be done on this topic.

A study in Ghana by Mahuro and Hungi (2015) indicated that there is substantial evidence that the involvement of parents in their children's schooling has a positive effect on their learning outcomes. Mahuro and Hungi (2015) further noted that the study aimed to add more evidence to the strength of the relationship between parental participation and the learner's academic achievement and stated that when families,

schools, and communities partner together to support education to improve children's academic achievement, the society develops improved social values and good citizens.

South African researchers Mutodi and Ngirande (2014:10) posit that "it is highlighted that parents will have a distinct advantage over anyone else if they can provide a more stable and continuously positive influence that could enhance and complement what the school fosters in their children". The benefits of this type of parental involvement to the student include improved discipline, school attendance, increased learning time, and understanding the importance of schooling later in life (Epstein, 2018). According to Vukovic, Roberts and Green Wright (2013) and Mutodi and Ngirande (2014), this relationship between parental involvement and learner academic performance is well established. Learners were not performing to the best of their ability due to parental issues that hampered their progress for two to three years. Therefore, studies are being conducted to examine the extent to which the involvement of parents in the academic process has been lacking and the impact it has had on improving learners' academic performance.

1.3 STATEMENT OF THE PROBLEM

Patel and Agbenyega (2016:8) recognised parent involvement as "the participation of parents in every facet of their children's education and development from birth to adulthood". Therefore, it is important for educators to continue to find ways to encourage parents to become involved in the educational process of their children, regardless of social and socio-economic challenges. One of the problems facing Potgietersrus Circuit secondary schools is how parental involvement will enhance the academic performance of Grade 9 learners. Issues of parental involvement comprise many facets that may hinder the full attention of parents' involvement in their children's education.

This study explores issues of parental involvement, concentrating on academic performance in Grade 9. Literature review for parental involvement in education: throughout the research of journals, there has been a major concern about the lack of parental involvement in their children's education. Therefore, it is agreed that when

parents are involved in the education of their children, they could earn better scores in grades and education, and problems such as a high failure rate, behavioural problems, and teenage pregnancy could be minimised when parents and educators work together in the school and home environment. Many schools are still experiencing challenges with parental involvement in their schools, whereas it is emphasised in the South African School Act 84 of 1996 that parents should take control of the education of their children, as cited by Gwija (2016).

According to Thornton (2015), schools and teachers are still treating parents as clients rather than parents in education. Parents blame teachers for learner underperformance, and teachers blame parents for not playing their role in assisting learners to complete their homework (Gernetzky, 2012).

The above discussion leads the researcher to come up with strategies to ensure positive and education-oriented parental involvement, which is important for learners' learning, development, and success in their academic performance and their career lives.

1.4 RESEACH QUESTION

1.4.1 Main research question

What are the issues of parental involvement and academic performance of Grade 9 learners in the Potgietersrus Circuit?

1.4.2 Sub research questions

The following sub questions emanate from the main research question:

- How do parental involvement challenges affect academic performance of learners?
- What are the perceived barriers to parental involvement at schools?
- What strategies can improve parental involvement on learners' academic performance?

1.5 OBJECTIVES OF THE STUDY

De Vos, Strydom, Fouche and Delport (2011) state that objectives are something you plan to do or achieve. The main objective of this study is to bring to the fore the issues of parental involvement that influence learners' academic performance in the case of Grade 9 learners in selected secondary schools in Potgietersrus Circuit.

The study addresses the following:

- To investigate challenges of parental involvement that affect learner academic performance.
- To correct perceived barriers of parental involvement towards schools.
- To develop strategies for improving parental involvement in schools.

1.6 PURPOSE OF THE STUDY

The goal of this qualitative case study is to identify and address issues related to parental involvement on the academic performance of Grade 9 students at Potgietersrus Circuit. The participants will include three principals, three Grade 9 teachers, and 12 parents—four from each selected school. Data will be collected from semi-structured interviews, and audio-visuals will be used. Data will be collected from three selected secondary schools within the Potgietersrus Circuit. An understanding of these elements is valuable because it provides an understanding that parental involvement in public schools is simply linked to the parents' role in encouraging the academic and behavioural success of the student (Mutodi & Ngirande, 2014). The researcher also added important observation notes and interactions with the participants to contribute to the study. According to the findings of this study, parents may benefit from spending more time with their children, becoming more sensitive to their emotional and intellectual needs, and feeling more confident in their parenting abilities. Parents will also benefit because they will have a better understanding of their involvement in the academic education of their children.

1.7 THEORETICAL FRAMEWORK

Epstein's six types of parental involvement form the theoretical framework, which provides rationales and strategies for schools, families, and communities to actively engage in and participate in students' academic achievement (Epstein, 2018). The Epstein model partnership emphasise the roles of the school, family, and community working collaboratively to influence the developmental learning of children. Epstein (2009) referred to this partnership model as an overlapping influence between the school, family, and community in educating children to achieve academic success. To examine school, family, and community involvement, Epstein's theory of overlapping spheres of influence enables educators to develop effective programmes designed to bring school, family, and community together in a positive manner, using the structure as a guide. According to Epstein, it is the key to educating students and supporting families.

1.8 RESEACH PRADIGM

According to Maluleke (2014), a paradigm can be defined as a worldview that includes certain philosophical assumptions about the nature of knowledge. Within educational research, three research paradigms can be identified: the positivist, interpretivist, and critical paradigms. In the positivist stance, education is considered the object to be studied. Education is a process, and school is a lived experience, according to critical research. In the interpretivist form of research, education is a process and school is a lived experience; as such, knowledge is gained through an inductive mode of inquiry. In this study, the interpretivist stance was chosen due to the integration of human interests (Munje & Mncube, 2018). This paradigm will treat people as thoughts and feelings; in other words, when the researcher conducts the study, they allow feelings and reasons to guide actions. The truth derived from people's subjective experiences is real and should be taken seriously. This implies that there is always a different way of seeing things and a range of interpretivism about reality in the academic world. The paradigm has three dimensions, which are ontology, epistemology, and methodology.

Ontology addresses the form and nature of reality and, therefore, what it is that can be known about reality (Punch & Oancea, 2014). The nature of reality is constructed by individuals involved in the research situation. The ontological assumption of researchers who adopt an interpretive paradigm is therefore that participation by the individual will ensure the knowledge that is produced is reflective of the individual's reality.

The relationship between the researcher and what is known is examined in epistemology; this means that the researcher and reality are in constant contact (Poole, 2017). It is an essential component of the reasons within the interpretive paradigm. The epistemological assumption is that the researcher interacts with what is being researched. The interpretivist approach relies heavily on the naturalistic method of interviewing and observation to ensure adequate dialogue between the researcher and those with whom they interact to collaboratively construct a meaningful reality (Poole, 2017).

1.9 RESEARCH METHODOLOGY

Methodology refers to the methods that can be used to study reality (Poole, 2017). It is a way of explaining how researchers intend to carry out their study. It is a logical, systematic plan to resolve a research problem. A methodology details a researcher's approach to the study to ensure reliable, valid results that address their aims and objectives.

1.9.1 Research approach

The methodology to be used by the researcher for this is a qualitative research approach, since this will help the researcher interact with the participants in a real-life setting where they can express their views and perceptions (Maluleke, 2014). The qualitative research method is first concerned with understanding social phenomena from participants' perspectives by analysing the context of participants and narrating participants' understanding of their situation and event. According to Munje and Mncube (2018), qualitative research attempts to explore the phenomena that may influence a situation. The research approach used in this study was qualitative, and the choice was

based on Plano Clark et al. (2016), who assert that qualitative research always relies on the description of words rather than numerical data. Furthermore, qualitative research focuses on the natural setting. Research methodology focuses on the process and types of tools and procedures to be used by the researcher. Qualitative research methods are commonly associated with the evaluation of social dimensions, and the results are typically rich and detailed offerings, ideas, and concepts to inform the research.

1.9.2 Research design

According to Punch and Oancea (2014), "research design" means all the steps involved in planning and executing a research project, from identifying the research problem through reporting and publishing results. The same sentiment is shared by Macmillan and Schumacher (2014:28), who posit that a research design is "the process of conducting the study". For this study, a case study is chosen from the other research designs, which are narrative biography, ethnography, phenomenology, and grounded theory. The design will be exploratory, looking at the research study from the problem statement. The primary goal of this study is to look into the impact of parental involvement on academic achievement in Grade 9. The design will focus on the schools in Potgietersrus Circuit and the parents of Grade 9 learners. The investigation will be conducted in selected secondary schools where the issues of parental involvement have been identified.

1.10 POPULATION AND SAMPLING

1.10.1 Population

According to Macmillan and Schumacher (2014:6), the term population refers to individuals in the universe who possess specific characteristics. Population is a term that sets boundaries for the study units. De Vos et al. (2011) define population as a term that defines the study units. The population for this study will be Potgietersrus Circuit secondary school students in Grade 9, their parents, and educators.

1.10.2 Sampling

Macmillan and Schumacher (2014) state that a sample consists of individuals selected from a larger group of persons called the population. Leedy and Ormond (2015) define sampling as the group used to estimate or predict the prevalence of an undertaking, piece of information, or situation within a larger group.

1.10.2.1 Purposive sampling

The research will use purposive sampling. The sampling will be purposeful in order to gain insight and a thorough understanding of the specific phenomena. advantage is that it is a cost-effective sampling method where the researcher depends on their knowledge to choose the best-fit participants for systematic investigation. It is a non-probability sample that was selected based on characteristics of the population and the objective of the study. In purposive sampling, personal judgment needs to be used to choose cases that help answer research questions or achieve research objectives. The sample will be selected from three secondary schools in Potgietersrus Circuit, with three principals, three Grade 9 class teachers, and four parents—professionals, unemployed, social grand beneficiaries, and self-employed—from each school. Parents will be identified with the assistance of the school principal. The number of participants will be 18.

1.11 DATA COLLECTION

The study hinges on the data collection process and responses from the participants. The narrative response from the data process sheds light on the issues of parental involvement as they relate to learners' academic achievement. The participants will share their unique point of view during the formal, semi-structured, one-on-one interviews, lasting approximately 30 to 40 minutes each. Each interview will be audio recorded, and notes will be taken for additional information that could not be recorded during the interview. One-on-one interviews are one of the most common qualitative research methods. It is a personal interview that is carried out with one respondent at a time. This is purely a conversational method and invites opportunities to get details in depth from the respondent. One of the advantages of this method is that it provides a

great opportunity to gather precise data about what people believe and what their motivations are. Open-ended questions from the interview protocol will be used to initiate and lead into questions, with follow-up questions based on the participants' responses. The follow-up questions will be used to further assess and interpret the participant's meaning and position regarding their role as an informant. The researcher will use interview strategies to collect data from the participants and will write down their responses.

1.12 DATA ANALYSIS

Data analysis is one of the most important steps in qualitative research (Ngulube, 2015). This is because it helps researchers make sense of their qualitative data, as the centre of the research study hinges on the data collection process and responses from the participants. Collecting non-numerical data that allows us to investigate how decisions are made and provides detailed insight is critical to reaching such conclusive conclusions; the data should be holistic, rich, and nuanced, and findings should emerge through careful analysis. According to Babbie and Mouton (2015), qualitative data analysis is the non-numerical assessment made through participant observation and content analysis, in-depth interviews, and other qualitative research techniques. Data will be analysed after being obtained from in-depth interviews and observation are analysed by means of qualitative case study procedures as suggested by Leedy and Ormond (2015).

1.13 TRUST WORTHINESS OF THE STUDY

Maree (2019:123) points out that trustworthiness is important in qualitative research to assess the trustworthiness of the data. Maree (2019:114) further states that participants can be granted an opportunity to comment on whether the interpretations of data are in line with personal experiences that they tried to express during the interview. The setting and participants were not identifiable in print. The researcher will code names and places; for example, schools will not be named but referred to as schools A, B, and C. Participants likewise will be referred to as principals A and B, and parents 1A, 2A,

3A, and 4A, and teachers 1A, 2A, and 3A. The researcher coded names to ensure confidentiality and thus protect their privacy.

1.14 VALIDITY AND RELIABILITY OF THE STUDY

Sürücü and Maslakçi (2020) define validity as the quality of the data-gathering instrument or procedure that enables it to measure what it is supposed to measure. Reliability is the consistency of a measure, and there is a close relationship between the construct of reliability and the construct of validity. Reliability in qualitative studies is mostly a matter of “being thorough, careful, and honest in carrying out the research” (Robson, 2002:176) in a qualitative interview. This issue relates to several practical aspects of the process of interviewing, including the wording of interview questions, establishing rapport with the interviewees, and considering a powerful relationship between the interviewer and the participant. Sürücü and Maslakçi (2020) define reliability as the level of internal consistency or stability of the measuring device over time, whereas Creswell and Creswell (2018) define reliability as an assessment of whether scores to items on an instrument are internally consistent, whether item responses are consistent across time, and whether test administration and score were consistent.

1.15 ETHICAL CONSIDERATION

Ethics are generally considered to deal with beliefs about what is right or wrong, proper or improper, good or bad (Macmillan & Schumacher, 2014). The preliminary step of a research design is for the researcher to get permission to conduct the research at that institution. The researcher shall use language that is reasonably understandable to participants in obtaining their appropriate informed consent and inform the participants of the nature of the research, purpose, and procedure. The researcher needs to protect the participants, develop trust with them, promote the integrity of the research, and guard against misconduct and impropriety. No trust may reflect negatively on the organisation or institution, creating new and difficult problems. Creswell and Creswell (2018) maintain that the researcher should seek permission for the study through the approval process of the institution review board by developing the description of the

project, designing an informed consent letter, and having the study reviewed. Ethical considerations during research include:

1.15.1 Informed consent

Blackstone (2012) acknowledges that human beings as research subjects must give consent to their participation in research and reveal their identities, and the information they share should be protected by researchers. Informed concern means that the person participating in the research is fully informed about the research being conducted. Participants need to be made aware of the purpose of the research and who will have access to the findings. The main purpose of informed consent is so that the participant can make an informed decision about whether they will participate in the research or not. Additional information should also be provided if the participant becomes distressed in any way during their participation. Creswell and Creswell (2018) illustrate that in qualitative research, the researchers should use pseudonyms for individuals and places to protect the identities of participants. In this study, the identities of the participants will be protected by allocating alphabetical letters to each participant.

1.15.2 Voluntary participation

Creswell and Creswell (2014:97) stated that “Participation should at all times be voluntary and no one should be forced to participate in a study”. Voluntary participation means that participants participate in the research free from coercion. Participants are free to withdraw their participation at any time without negatively impacting their involvement in future services or the current study or their relationships with any of the researchers or research bodies involved. It is the right of participants to leave a study of this nature at any time; therefore, no pressure should be placed on those who choose not to continue. Explanations and reasons for refusal or withdrawal from the study are also not required.

1.15.3 Confidentiality

It is very important not to betray the trust of the participants in a study. Brooks, Riele and Maguire (2014:54) define confidentiality as referring to personal information about

the people being protected from disclosure and misuse and safeguarding data both during and after data collection. Confidentiality means that any identifying information is not made available to or accessed by anyone but the research supervisors. Confidentiality also ensures such identifying information is excluded from any reports or published documents. Given that there is often a small number in peer-based studies, it is very important to consider how reports are worded to ensure that there is no opportunity for people to be identified, even though names are not used.

1.15.4 Anonymity

Anonymity is a stricter form of privacy and confidentiality, as the identity of the participant remains unknown to the research team. This is more difficult to achieve than confidentiality, as participants in social research are known to the study coordinator. The researcher will not use the names of the participants from the collected data, preventing readers from connecting the data to the participants. MacMillan and Schumacher (2014) noted that, in the case of anonymity, no one should be able to identify who said what from the collected data. The participants should feel that they provide the information out of their own free will because they may not trust or have confidence in the researcher.

1.15.5 Only assess relevant components

Only participants that bear relevance to the research being conducted should participate. It is important to keep research as simple as possible and to remain focused on the intention of the research and what the data gathered will be used for.

1.16 LIMITATIONS

Limitations within the study are summarised by the narrow scope of the results. The study was limited to three secondary schools selected from Potgietersrus Circuit, each with a different principal, three Grade 9 class teachers, and 12 parents, for an overall total of 18 participants, yielding limited results that cannot impact a wide spectrum of people but will offer suggestions for improving issues of parental involvement as it relates to learners' academic achievement.

1.17 DEFINITIONS OF CONCEPTS

1.17.1 Academic performance or academic achievement

Academic performance or academic achievement refers to the extent to which a student, teacher, or institution attained short- or long-term educational goals or the completion of educational benchmarks, such as a secondary school diploma or a bachelor's degree, or is the measurement of student achievement across various academic subjects.

1.17.2 Parental involvement

Parental involvement is when parents participate and share communication with the school, where they gain active involvement in the educational process. This may include parents volunteering in classroom activities and school events.

1.17.3 Parent

Any adult who takes responsibility for raising a child is seen as a parent. Parents operate under labels such as caregivers and include grandparents, uncles, aunts, guardians, and other appropriate adults (Epstein, 2018). In terms of SASA (Act No. 84 of 19196), the word parent is defined as the parent or guardian of a learner, the person legally entitled to custody of a learner, or the person who undertakes to fulfil the obligation of a parent regarding the learner's education at school.

1.17.4 School

School is defined as an institution entrusted solely with education; it should pursue only social goals and activities that can be easily and naturally converted into educational goals and activities. It also refers to a place of tuition and learning and an open system established to meet the educational and training needs of the community. A school is not an independent or isolated entity; it operates in a social context, usually in a local community.

1.18 CHAPTER LAYOUT

Chapter 1: Introduction and orientation of the study

Chapter 2: Theoretical framework and literature review

Chapter 3: Research design and methodology

Chapter 4: Data presentation, analysis, and interpretation

Chapter 5: Summary, findings, and recommendations

1.19 SUMMARY

Previous research shows an inconsistent relationship between parental involvement and the academic achievement of learners, and one often wonders why such inconsistencies occur. For learners to succeed in their academic achievements, there are several different factors that need to be in place. The study investigates the issues of parental involvement in Grade 9 learners' academic achievement. It is noted that parental involvement plays a significant role in proving school results, and by doing so, learners should in turn improve their academic achievement to focus on school academic standards.

This study will employ the overlapping sphere of influence of parenting, school, and community involvement (Epstein, 2018) as a theoretical framework. Epstein's six types of identified parental involvement, including parenting, communication, volunteering, learning at home, decision-making, and collaborating in the community, framed both the research questions and analysis within the study.

CHAPTER 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

A literature review is a retrospective look at what has been written by scholars on a topic; it therefore relates to the current study by identifying a gap in the literature (Creswell & Creswell, 2018). The main objective of a literature review is to expose the researcher to the body of knowledge on the topic of the research. The purpose therefore was to locate this study in relation to existing literature (Poole, 2017); hence, in this study, the main question that the researcher aims to answer is to investigate the issues of parental involvement and academic performance in a case of Grade 9 learners.

This section reviews existing literature, which enables one to understand this study in more depth and context. This review starts with a theoretical framework based on Epstein's six types of parental involvement. It is then followed by a discussion on the role of parental involvement in learners' academic performance and factors related to parental involvement in learners' education, as well as the benefit of parental involvement in clarifying or explaining some important key concepts in the study for a deeper understanding of the study. The literature review also includes international, national, and local research.

2.2 THEORETICAL FRAMEWORK: JOYCE ESPTEIN THEORY

Parents, schools, and communities partake in a mutual awareness and commitment to instructing students (Epstein & Sheldon, 2016). Epstein focuses on school, family, and community partnership programmes that will improve policy and practice in an effort to increase student academic achievement and student success.

The theoretical framework for this paper is Epstein's six types of parental involvement in education, which provides rationales and strategies for schools, families, and communities to actively engage and participate in the academic achievement of the

student (Epstein, 2018). The overlapping sphere of influence theory depicts a shared moment of stakeholders for a student's academic success (Epstein & Sheldon, 2016).

The Epstein model partnership emphasise the roles of the school, family, and community working collaboratively to influence the developmental learning of children (Epstein, 2018), and this partnership model exhibits an overlapping influence between the school, family, and community in educating children in an effort to achieve academic success. To examine school, family, and community involvement, Epstein's theory of an overlapping sphere of influence and six types of involvement is used to investigate the multiple ways school personnel are involved in promoting school, family, and community engagement (Epstein, 2018). Epstein's theory states that students have a better chance of succeeding at school when the internal and external models have different characteristics when it comes to student achievement.

The external model hinges on the working relationship between the students' home life, school life, and life outside in the community, all working together for the common good of the student (Epstein, 2018). Epstein developed this framework to assist teachers in creating school (teachers) and family (parents) partnerships that will ensure learners succeed in their academic achievement.

Designing the study around the models by Epstein (2018) allows teachers to create a welcoming environment between schools and families and to bolster strong support for learners' academic achievement. In a relationship, teachers, parents, and community associates work together to share information, guide learners, solve problems, and celebrate achievements. McCormick, Cappella, O'Connor and McClowry (2013) further emphasises that partnerships identify the collective concerns of home, school, and community for children's learning and development.

This framework is based on findings from many studies of the factors that are more effective when it comes to learners' education (Epstein, 2018). The theories put forward have been supported and reaffirmed by numerous studies that have shown that good cooperation in school, homes, and communities can lead to academic achievement for students as well as to reforms in education. Epstein (2018) alleges that there are many

reasons for developing and establishing a partnership between school, family, and community. Students are more likely to experience academic success if their home environment is supportive (Đurišić & Bunijevac, 2017).

The following section defines the six types of Epstein's model for parental involvement.

2.2.1 Parenting

Parental involvement occurs when family practices and home environments support children as students and when schools understand their children's families (Epstein, 2018). Parental input is important in defining what parental involvement truly is and what motivates parents to become involved (Young, Austin & Grove, 2013). The school should assist families with parenting skills that could assist with supporting learners at any age and grade level. Firstly, the school should provide parents with information on how to create a favourable learning environment at home. School staff should also consider providing support and instructions for parents to help their children with homework. Post (2015) stated that for students to achieve, participation by their parents is mandatory.

This can be achieved through sharing information related to parenting approaches, which include a child's health, nutrition, discipline, and adolescence. In return, the schools should endeavour to assimilate and incorporate the student's family life orientation into what is taught in the classroom. It must also assist the school in understanding families' backgrounds, cultures, and goals for children.

This has been noted by Kimu (2012), who notes that parents are assisting with parenting skills, family support, understanding child progress, and positioning home circumstances to support different levels of learning. Students can benefit from successful parenting practices by increasing their knowledge of each developmental stage in their lives. This has been noted by Kimu (2012), who notes that parents are assisting with parenting skills, family support, understanding child progress, and positioning home circumstances to support different levels of learning. Students can

benefit from successful parenting practices by increasing their knowledge of each developmental stage in their lives.

The benefits of parental involvement to the student include improved discipline, improved school attendance, increased studying time, and understanding the importance of schooling in life (Epstein, 2018).

Schools must help families create a homely environment that supports learning by providing them with information about children's health, nutrition, discipline, adolescent needs, and parental approach at the same time. Schools must try to understand and incorporate aspects of their student's family life into what is taught in the classroom. Schools are challenged to ensure that all families who need this type of information receive it in appropriate ways.

Outcomes include improvements in student behaviour, school attendance, time management skills, and awareness of the importance of school. Parent outcomes encompass improved confidence in and understanding of parenting practices, awareness of the challenges of parenting, and a sense of support from schools and others. Teacher-related outcomes include students' families (Epstein, 2018).

2.2.2 Communication

The second type of involvement occurs when educators, students, and families design effective forms of school-to-home and home-to-school communications (Epstein, 2018). According to Kimu (2012), cited by Majozi (2014), schools should communicate with parents to actively involve them in school-based events. In addition, "schools encourage parental involvement by inviting parents to participate in activities at the school and facilitating parent-teacher communication" (Sethusha 2012:472). This involves the two-way sharing of information between the school and the parents regarding school programmes and students' progress to create two-way communication channels between schools and homes to monitor a student's success.

Schools are encouraged to devise various models of relaying information between the school (teachers) and the family (parents), and in many instances, parents are

encouraged to contact schools at each grade level. There are multiple ways to produce effective communication between the home and the school, including teacher meetings, telephone conversations, messaging, social networking, emails, and parent pick-up of report cards and notes. This creates a positive communication link, which forms the basis of discussion in case the student develops problems later in the year.

Any time communication is involved, there will likely be challenges; therefore, communication must be clear and useful, and schools need to be considerate of factors such as language barriers and the literacy of families that could affect the understanding of the information being shared (Epstein, 2009). Students who enjoy such communication benefits have improved knowledge of their academic progress, improved school attendance, and are more decisive in selecting courses; they also understand school rules, regulations, and policies (Epstein, 2009). Effective communication with the school benefits parents by increasing their knowledge of school policies, procedures, and programmes, allowing parents to provide additional support in the educational experiences that will make children more actively involved in their success.

Some schools have taken special precautions to ensure that parents attend school early in the academic year, before students develop problems, so that their first communication with parents about their children's progress can be addressed in general.

Outcomes activities include improving students' awareness of their own academic progress, making informed decisions about courses, and understanding school policies related to their conduct. Parents are likely to grow in their understanding of school programmes and policies. They will develop familiarity with interacting with teachers and a greater capacity for monitoring their children's progress and responding to their problems. Teachers are expected to develop diverse mechanisms for communication with parents and the ability to access parent networks to elicit family views on children's progress (Epstein, 2018).

2.2.3 Volunteering

According to Epstein (2018), volunteering occurs when educators, students, and families recruit and organise parent help and support and count parents as an audience for student activities. This is for any individuals who want to develop or support school goals for the benefit of the students. It is defined as recruiting and organising people to assist and support the school and students, as the demands of families have increased with working hours, overwhelming schedules, and other responsibilities. Some families have difficulty scheduling time to volunteer at the school during normal school hours (Epstein, 2009). The schools should adopt ways to encourage family involvement at events, especially for parents with special talents. Such volunteers could be assigned to serve in schools or classrooms by assisting students, teachers, or administrators as tutors, coaches, and mentors in many ways.

Volunteers serve as an audience by attending assemblies, sporting events, recognition events, award ceremonies, celebrations, and other student activities (Epstein, 2009). Many schools have volunteers, but often it is the same small number of people who continue to offer their time. The school needs to provide volunteers with appropriate training, thus enabling the volunteers to serve the school and the students successfully and effectively. Students who enjoy such voluntary participation by their parents develop enhanced communication skills with other individuals, become exposed to life outside the school as they imitate the volunteers, and carry this experience into their future development (Epstein, 2009).

Schools enhance their connection to families by encouraging them to volunteer in school activities and attend school events. Families who volunteer grow more familiar and comfortable with their children's schools and teachers through volunteer efforts that tap parental talents to enrich the school. The programme, particularly in the upper grades, facilitates individualised learning. The use of a volunteer coordinator is advised, especially at the secondary school level. Schools are challenged to define the term volunteer to accommodate a wide range of parental talent and schedules.

Parents are likely to develop a greater appreciation for teachers' work, develop their own skills, and become more involved with others at school; finally, teachers will be able to pay more attention to individual students with the assistance of volunteers. They are also likely to become more open to involving parents in various ways and develop an appreciation for the parental talent base (Epstein, 2018).

2.2.4 Learning at home

Parental involvement in a home situation occurs when information, ideas, or training are provided to educate families about how they can help students at home with homework and other curriculum-related activities, decisions, and planning. Teachers provide knowledge to parents in order to assist their children with schoolwork and what is expected from their children by providing them with classroom policies (Sethusha, 2014). In this regard, schools should help parents with interactive activities, which enhance learning activities like those taught in schools. Parents can support their children's school success by providing a home environment that fosters readiness to learn by rearing children in positive ways, providing them with healthcare and nutritional meals, and ensuring regular school attendance (Maluleke, 2014).

These may include assisting parents to understand some activities in the school curriculum that their children require during their schooling progression, devising a mechanism that informs parents on how to monitor their children's practices and behaviours, educating parents on how to train their children in achieving appropriate career goals, and choosing school programmes that best fit the students' schooling interests.

When families provide encouragement to their children, the children are more likely to be actively involved in setting goals for educational achievement and planning postsecondary educational experiences. Learning activities at home include information about how to help children with homework and improve skills in various subjects. Yull, Blitz, Thomson and Murray (2014) revealed that schools must recognise the differences among parents and embrace their diversity. Students should be encouraged to discuss

activities that they are involved with and demonstrate what they are learning in class with their parents.

When learning at home activities are effectively designed and implemented, results can be expected among students, parents, and educators. With the encouragement of families at home, student skills, abilities, and test scores can be expected to rise. Parental awareness of homework, policies, and procedures that can increase the completion of homework assignments by students is critical.

When parents are involved in academic activities, there may be an increased appreciation for teaching and the role of the teacher. Individual learning at home activities may benefit parents by giving them a better understanding of the curriculum and skills their children are learning, making it easier to assist children with curriculum-related activities throughout the year (Epstein, 2009). Students who enjoy such parental involvement have higher test scores, complete more homework, and develop a positive attitude toward schoolwork.

Outcome-associated activities include improving student test scores and developing other skills linked to homework. Students are also more likely to view themselves as learners and to see their parents as teachers, as this is associated with more homework completed and a better attitude towards schoolwork. Parents may begin to perceive their children more as learners and develop confidence in their own abilities to teach and support the educational process; they are also more likely to engage in a discussion about schoolwork with their children. Activity practice can help teachers develop better homework assignments; among other things, teachers are expected to develop greater satisfaction with family involvement as they witness the support that it provides to students (Epstein, 2018).

2.2.5 Decision-making

For a school to run smoothly, it is of enormous importance to involve parents in the administration, governance, and decision-making roles. Schools should engage parents in decision-making by including them through parent-teacher associations, school

management committees, and school patrons or chairpersons. By allowing parents to represent the school in leadership roles, parents' leaders can assist families and the community in understanding and contributing ideas to support school programmes. According to Sethusha (2014), the establishment of school governing bodies (SGBs) is part of the decision-making process.

Parents and educators have a shared interest in the educational experience of students. Collaboration between parents and educators regarding school issues can enhance the children's experience (Epstein, 2009). As schools involve parents in decision-making activities, it is important to include parents from all racial, ethnic, socio-economic, and other backgrounds within the school population.

Parent leaders should be active participants and represent other families at school, and it is imperative that parent leaders obtain input from the families they represent regarding school decisions, programmes, and activities (Epstein, 2009). Important components in the upper grades would include student representatives on committees and within organisations with the involvement of families in the school decision-making process.

Students become aware that family views are valued and represented in the school. Students can benefit in multiple ways from the direct family influence of parents serving on committees and organisations; then, families become more aware of policies, programmes, and activities and gain a sense of respect within the school when involved in the decision-making process, which can increase parents' self-confidence and thereby encourage their ability to support their children's education. When educators and families collaborate in decision-making, educators can gain respect for families and their ability to represent the school in leadership roles.

2.2.6 Collaborating with the family

Epstein (2009) referred to collaboration as a process where parents and teachers discuss the resources in their community to build strong programmes in the school, family practice, and children's learning (Sethusha, 2014). Since the schools and families

are community-based, they benefit from the resources bestowed in the community while supporting their children's education; resources and services are coordinated from the community for families, students, and the school to support learning. Effective community collaboration supports the school and strengthens relationships with community businesses and those interested in or influenced by educational quality, not just those families with children in the school, and includes everyone, not just those living in neighbourhoods near or around the school.

The community can contribute to students, schools, and families by offering business partnerships, cultural organisation, health services, recreational centres, senior citizenship programmes, faith-based groups, and other groups. When schools collaborate with the community, students can enrich their knowledge, skills, and talents from curricular and extracurricular experiences or explorations (Epstein, 2009). Families may benefit from the school collaborating with the community by experiencing increased knowledge, gaining the use of resources within the community to develop skills and obtain services for their family, and allowing families to work together to strengthen their relationship and build a sense of ownership within the community.

Educators may not live in or near the community where they work, but collaboration may increase their knowledge of the community and introduce resources in the community that may enhance the curriculum and enrich student experiences. Students benefit from improved learning outcomes, exposure to more learning opportunities, talent for those with extra-curricular potential, applying school knowledge to world realities, making the best career choices, and the ability to associate with people other than students, teachers, and their parents (Epstein, 2009).

Schools and families must regularly draw upon community resources to support their efforts to educate children. In fact, community representatives and resources may be tapped for other types of involvement, such as communicating with families, volunteering, supporting learning, and participating in school committees. Student outcomes are greatest when families, schools, communities, organisations, and leaders work together. Children are provided with more opportunities for learning and for linking

school knowledge with real-world opportunities. They associated with individuals other than their parents and teachers, who reinforced the importance of learning.

Outcome-associated activities include increased skills and talents for those students participating in productive extra-curricular programmes. Students may also develop a better understanding of the real world and options; parent-related outcomes include an awareness of local resources anyone can tap to support their children and families. They will also be more likely to interact with other families in the community. Teachers are expected to develop an understanding of the resources available to enrich the curriculum. They should also develop a capacity for working with and tapping a variety of community partners (Epstein, 2018).

2.3 LITERATURE REVIEW

A literature review is a retrospective of what has been written by scholars on the topic under investigation. It therefore relates the researcher's study to the larger ongoing dialogue in literature, filling the gaps and exceeding prior studies (Creswell & Creswell, 2018). A literature review is what Machi and McEvoy (2021) refer to as a synthesis of current knowledge pertaining to a research question and serves as the foundation of logical argumentation, which permits the researcher to construct a convincing thesis case. This chapter serves as a literature review on issues of parental involvement and academic performance on Grade 9 learners, which is the foundation for this study. Machi and McEvoy (2021) refer to a literature review as a synthesis of current knowledge pertaining to the research question and the foundation of a logical argument.

A literature review for a proposal or research study means locating and summarising studies related to the topic (Creswell & Creswell, 2018). In addition, MacMillan and Schumacher (2014) regard a review of literature as serving a purpose in research. It means that the literature review enables the researcher to define and limit the problem. Placing the study in a historical context avoids identical and unnecessary replication and selects promising methods and measures to answer the research question. According to Maluleke (2014), the literature review sets out what the concerns are and

why they are key concerns, and identifies gaps that need to be filled in the field of study. Therefore, this study is significant in that it contributes to existing research.

The knowledge gained from the literature aids in stating the significance of the problem, developing the research design, and relating the results of the present study to prior knowledge (Macmillan & Schumacher, 2014). Furthermore, it aids in relating the funding to knowledge, supporting further research, and developing a research hypothesis (Macmillan & Schumacher, 2014). Epstein (2018) and his collaborators emphasise that each type of involvement is a two-way partnership, and ideally one that is co-developed by educators and families working together, not a one-way opportunity that has been unilaterally determined by a school.

Epstein (2018) further states that schools implementing practices that promote strong school, family, and community partnerships should be better able to help children succeed academically, because these outreach activities create greater consistency between children, their homes, and school contexts.

In this study, the researcher reviewed the literature to know what other researchers reported on the key concepts and to identify the niche area on the topic (Creswell & Creswell, 2018). The researcher consulted primary and secondary resources, such as academic articles, research papers, academic journals, online studies, and published dissertations, which were cited and acknowledged in the study (MacMillan & Schumacher, 2014). As a point of departure, the researcher noted that there is a lack of research on parental involvement in secondary schools, especially on Grade 9 academic achievement. According to Creswell and Creswell (2018), a researcher has to follow certain steps when conducting a literature review, even though there is no single way to do it. The background and phenomenon will be contextually reviewed to incorporate international, national, and local understanding, as a literature review enhances the understanding of the research problem (Majozi, 2014). Furthermore, it allows the reader to advance in understanding the study. The goal is thus to situate the study within the existing literature (Punch & Oancea, 2014; Poole, 2017). Therefore, this is a thematic literature review, which is preferred by those who love to analyse. Students

prefer it as it allows them to structure their views easier. This method groups the data by their theoretical meaning. The method allows you to focus on your central concept.

In this chapter, the researcher commenced with parental involvement in international literature, followed by the national context, and thereafter explained local literature, as parental involvement is understood to be essential in both the local and international contexts (Majozi, 2014).

2.3.1 INTERNATIONAL COUNTRIES

Academic is becoming ever more international. Whether it is to gain access to specialised equipment, develop new ideas or tap into new sources of funding, researchers are reaching out to their colleagues around the world, and their work is better for it. Owens (2018) therefore stated that the study will highlight the topic under investigations from different countries before embarking on the relevant and local context.

2.3.1.1 USA

Across the United States, there are gaps in achievement between students who are economically disadvantaged and their more influential peers (Compton, 2016). Those economically disadvantaged students fail to make the same rate of progress throughout their years of school, and the gap often tends to widen rather than close.

In December 2015, the “every student succeed act,” or ESSA, guaranteed opportunities for students, educators, parents, and communities because it changed the feeder to dawn approach as required by “No Child Left Behind” (NCLB) (Newchurch, 2017:19). According to Martinez (2015), parental involvement has become a priority in schools nationwide because of the possible effect on student academic performance, as suggested by some researchers, and the legal mandate of the NCLB Act of 2001 to implement parental participation strategies.

The NCLB Act of 2001 (US Department of Education, 2003) mandated that schools close the student achievement gaps by placing a high demand on parental involvement.

The policy indicates that parents have a considerable role in promoting the academic achievement of their children, and regardless of the legislation, schools should and are encouraged to strengthen their efforts in developing innovative ways to involve parents in their children's academic growth. Martinez (2015) reported that the motivation for a school to increase parental involvement is partly attributed to the NCLB Act of 2001 (US Department of Education), which encourages parents to participate in their children's education, thereby improving school-wide academic achievement.

For instance, federal and state policies in the USA have elevated parental involvement in schools to a national priority. In addition, the interest in Latino parents' involvement in their children's education in the USA has been spurred by reports of alarming differences in educational achievement between Latino students and students from other ethnic backgrounds.

2.3.1.2 Chile

According to Lara and Saracostti (2019), parental involvement in schools has been shown as a key factor for children's academic achievements, and they further state that parental involvement in school has been demonstrated to be a key factor for children's academic outcome; however, there is a lack of researchers in Chile, as well as in Latin American countries in general.

The above findings state that Chile has acknowledged the importance of a collaborative relationship between families and schools and is developing a national policy for fathers, mothers, and legal participants in the educational system in 2022, which was recently updated. Since the publication of this policy, various local initiatives have sprouted in the country, seeking to strengthen school and family relationships (Lara & Saracostti, 2019). Through this, the study seeks to make progress in the analysis of the effect of parental involvement on student performance.

2.3.2 African countries

2.3.2.1 Uganda

In Uganda, the family is the fundamental and basic unit of society. The Education Act of 2005 stipulates some core responsibilities for parents. Sekiwa and Kaggwa (2019) state that the role of parents in child education is therefore historical, as families and schools have worked together since the beginning of formalised schooling. Sekiwa and Kaggwa (2019) posit that in the Ugandan education context, for parents to bear fruitful involvement in child education, children must academically perform; therefore, a substantial number of Ugandan parents are rarely involved in their children's academic performance.

In 2001, the United Nations held a general assembly summit in New York to deliberate on the Millennium Development Goals. One of the goals was that, by 2015, all school-aged children in the whole world should be able to complete at least five years of primary schooling (Sekiwa & Kaggwa, 2019).

Parental involvement takes many forms, such as good parenting at home, the provision of necessities, positive behaviour moulding, instilling social values and good citizenship, and above all, changing educational aspirations (Mahuro & Hungi, 2015). Parental involvement in the children's academic performance may include activities such as helping the child with reading, supervising their homework, offering coaching, and presenting learning activities outside schools.

2.3.2.2 Ghana

In Ghanaian reforms, especially at the basic school level, they focused on improving school infrastructure and enrolment, ignoring parents' awareness to actively involve themselves both at home and in school activities (Gyamfi & Pobbi, 2016). Over the past five decades, Ghana has undertaken major decisions and changes in the educational system to improve the standards of education, and these reforms have gone a long way, with huge financial outlays and investments, in improving education.

In Ghana, the few studies conducted so far have mentioned the lack of interest of parents in the education of their children. Parental involvement in Ghana is changing, as parents are starting to involve themselves in education (Chowa, Masa & Tucker, 2013).

2.3.2.3 South Africa

Parental involvement is essential in the South African system for improving the quality of education at school. African Parliament passed the South African School Act (SASA) No. 84 of 1996 in order to address inequities and discriminatory practices that existed in the schools before 1994. Section 3 (1) obligates parents to bring their children to school from the time they are seven years old until they are fifteen years old or enrolled in Grade 9. According to the Department of Education (1996), parents are responsible for the education of their children.

(SASA Act No. 84 of 1996 mandated that all public schools have a democratically elected SGB and mandated parents to dominate the governing body membership at 51% of members. Mncube (2009) states that parent and family participation in school governance is imperative to ensure the achievement of children.

Gwija (2016) states that school teachers are still treating parents as clients rather than partners in education. Parents and teachers, on the other hand, blamed each other at the end of the year during the release of Grade 12 results. Parents blamed teachers for not playing their role in assisting students to complete their homework (Gwija, 2016). Furthermore, Ms Angie Motshega, Minister of Basic Education, states that the functions and effectiveness of SGBs will make the improvement of schooling outcomes more plausible and realistic (Gwija, 2016).

In this context, parents are supporting teachers in school activities for the benefit of students' academic achievement and school effectiveness. South African Act (SASA) 84 of 1996 (RSA, 1996) is cognisant of the importance of parental involvement (for both learners and schools, given the growing need to change the face of South African education) and putting in place systems aimed at facilitating meaningful school-parent relationships (Msila, 2012). Mansfield-Barry and Stwayi (2017) argue that such a

partnership requires that role players work together to achieve every learner's right to education, as these provisions mandate the inclusion and participation of parents in the SGB (Mncube, 2009). In the local context, policy promulgations are yet to align fully with teachers and the education curriculum. Gwija (2016) noted that this gap emanates from the fact that the only formal opportunity for educators to acquire knowledge on parental involvement is through a distance certificate course offered by the University of South Africa. Despite attempts to encourage parenteral involvement in this country, progress is being hampered by factors such as poverty, single-parent households, unemployment, and the lack of a supportive family structure.

2.4 CHALLENGES OF PARENTAL INVOLVEMENT ON LEARNERS ACADEMIC ACHIEVEMENT

There are many reasons that a lack of parental involvement affects school performance. The challenges that are faced by parents impact their involvement in their children's education, which also affects their academic performance. Dick (2016) states that one of the challenges of parental involvement at a child's school is not having time to do so because of their occupation. According to Dick (2016), relatively older parents find it challenging to get involved in their children's academics because they do not even understand the content. It has been suggested that a student's engagement with their parents, teachers, and peers can influence their academic achievement. Thornton (2015) indicated that through the experience of working with students and parents, we can conclude that parent involvement is challenging because of the following factors:

2.4.1 Shortage of time to help their children's school works

According to Harris and Goodall (2008:208), parents' work commitment is one of the most frequently cited reasons for their not being involved in their children's schooling because "lack of time and child-nurturing difficulties seem to be significant factors, predominantly for parents who work full-time." However, parents usually do not actively involve themselves in their children's schooling due to their busy schedules (Kraft & Dougherty, 2013). The type of work done by parents affects their availability for school activities; therefore, the school should set times and dates that suit parents.

Furthermore, it might not be easy for single parents, especially women, to attend school meetings in the evening while they are supposed to cook for their children and monitor their homework at the same time. Parents have to work to maintain the financial standing of the family. They must work from dawn to dusk every day, coming home late and tired. They do not have time to check their children's schoolwork. If there has been a divorce or death in the family, they probably have financial troubles and are worried about tending to their family.

According to Ng and Yuen (2015), a partnership between teachers and parents can enhance the positive development of children's academic performance. Parents and teachers usually report a lack of time as the most important communication barrier; however, studies reveal that a lack of planning towards establishing cooperation and a lack of developing a mutual understanding are the most important communication barriers. Furthermore, feelings related to previous negative experiences, religion, cultural differences, transportation issues, and the incompetence and inefficiency of school members may have a negative impact on school-parent relationships. A teacher fails to interact with parents during the daytime because parents may be out of their homes during that time. Parent-teacher associations can help strengthen good home-school relations; however, most parents complain that sometimes the timing of meetings clashes with their personal engagement (Okeke, 2014, cited in Bailey, 2017). Parental involvement relies heavily on the parents' ability to visit their children's school; most workshops and other events are held at school, and during that time, parents cannot attend the session at the particular time and date. Lack of commitment from teachers to plan is a concern to parents, and language limitations render a teacher unable to provide the messages in all languages. Recent studies reveal that over time, parents are becoming more involved in their children's education, with a shift in mindset from seeing learning and education as mainly or wholly the responsibility of schools.

2.4.2 Bad experience they had during their schooling years

Some parents do not feel welcome to go to the school. They might have bad experiences or memories at school, such as being the victims of school violence or

having failed, and think about what they can say when in school. Therefore, they would not have the confidence to return to a place that only served to remind them of their failures or nightmares. The negative school experience of parents can also constitute a barrier in their communication with teachers. Schools should be able to provide a guidance service to help parents manage these kinds of psychological problems; this service should encourage the parents to seek help and get information related to the issues they worry about, to understand what they worry about, to understand the improvement level of the class, to grasp the teacher's approach to education, and to learn how to behave under certain conditions, providing the parents with this kind of knowledge that can decrease the parents' negative thoughts in the school (Osman et al., 2016).

2.4.3 Illiteracy from learners' parents

This is also a case where some parents do not want their children to go to school because they think that they are illiterate. They are not confident or know what to say to teachers about their children's academic performance. Some research also suggests that parents with a lower socio-economic status or who are less educated may have lower levels of self-efficacy regarding their involvement in their children's education (Walker, Ice, Hoover-Dempsey & Sandler, 2011). Finally, parents of a lower socio-economic class tend to have jobs that require them to work long and unpredictable hours, which can interfere with their ability to be involved in school and at home (Walker et al., 2011). This is also the reason that most parents use it as an excuse to neglect their children's education. In addition, they are not aware of the significance of education, so they just do not care about it. They also believe that only teachers are responsible for their children's education. If their children do not do well in school, they will blame the teachers; they do not understand their responsibility towards their children's education.

A child's educational performance is probably greater if he or she has greatly educated parents and poorer if the child has uneducated or illiterate parents. Research has established that a child's financial and educational status is more influenced by parental

education than that of any other caring student. Literacy issues may outnumber all other types of flaws in communal financial and public malleus, such as being much more difficult when people's literacy abilities are concerned; thus, the charges of literacy flaws for qualification are likely to rise. The children of poor or illiterate parents even feel shy, and this is because they are unaware of the significance of presenting at the yearly parent days at schools. It is the only significant occasion and opportunity for them to discuss their educational presentation with their teachers.

2.4.4 Lack of sensitivity from the school system

When the school does not care about parental involvement in education, most of the parents just do not care either. Some parents really need to be encouraged to be more involved in their children's education, and they need the school to understand their socio-economic level and personal and financial problems. Furthermore, when the parents want to be involved in their children's education, some schools do not encourage them or sometimes even accuse them of interfering. Funding is always an issue for schools, and it is one of the most serious issues confronting the Limpopo province education system, as funding comes from the state and from parents paying school funds.

There is a decline in school safety, and teachers across the province are faced with the problem of figuring out how to prevent attacks and protect the lives of students and teachers. Parents are not involved in the school curriculum, and that does not allow for parental innovation and flexibility with the learning process. The department's emphasis is on theory scores rather than practical test scores, which leads to pressure to produce high scores and reduces the focus on non-tested subjects like the arts. Schools are overcrowded, and the teacher-to-learner ratio is no longer followed, affecting educational quality.

2.4.5 Lack of parental education to assist with school work

The older students' school subjects that may be unfamiliar to parents or that exceed their comfort level or expertise can serve as a barrier to parental involvement.

Smokoska (2020) points out that students may disregard their parents in school matters because of the lack of academic support from them; eventually, the parents' inability to help their children may cause them to be lenient in controlling them regarding school affairs. Shezi (2012) posits that involving parents in the learning of their children is a vital feature in connecting teachers with parents, which ultimately contributes to the academic achievement of learners; however, numerous parents feel that they are not informed about current educational practices and that they lack knowledge on how to be involved in the learning of their children (Mutodi & Ngirande, 2014).

Some parents may feel intimidated and discouraged to assist their children's homework as it becomes more specialised, as they did in elementary school. Epstein and Sheldon (2016) further proclaim that a partnership is essential in secondary schools, where parents often lack confidence in their ability to assist their children with the curriculum. The parental role in education not only includes having direct involvement in schools but also indirect or hidden behaviours such as discussing school, parent, and family issues while also conveying educational expectations (Haye, 2015). Furthermore, when a parent helps a child with homework, pays school fees, buys learning resources, and communicates with the school, he or she practices their role in the education of their child.

Schools can help by providing them with information about school programmes and by engaging them directly in their children's homework. Van Deventer and Kruger (2012) state that parental involvement in education improves academic performance, reduces dropout rates, decreases delinquency, and motivates students towards their schoolwork. Charamba (2016) claims that it is important that the parents use the opportunity to be involved in their children's education and understand that the educational process does not only motivate children but also give them confidence and courage to continue achieving in education. Maluleke (2014) further claims that many parents do not know how to help children with their education, but with encouragement, assistance, guidance, and support, the child will perform. Parents may be unsure about their role in their children's education, how they could help, or when they should step in and assist (Bailey, 2017). Academic workshops and parent-teacher conferences are

also helpful in encouraging parent participation and taking away parents' anxiety over homework differences. In Xu, Benson, Mudrey-Camino and Steiner (2010), students improved academically more when parents received training in how to help their children with homework across all grade levels. Sadberry (2016) also stated that school staff should not underestimate the importance of homework in assisting parents in becoming more engaged with their children. Additionally, when students are provided with homework that requires them to work with a parent, the interaction can be effective in gaining support for students from their families, and Bower and Griffin (2011) explained that educators who work more effectively with parents also usually demonstrate qualities of good teamwork.

2.4.6 Factors related to parental involvement on learners academic

According to Oswald et al. (2018), parental involvement can be classified into two categories: home activities and school activities. The fact that parents' socio-economic status influences parental involvement was also noted by Hornby (2011). Hornby states that parents from poor socioeconomic backgrounds are less involved, less informed, as well as more likely to have problems associated with language, transport, communication, and child care. As a result, if parents have a low level of education, they will face difficulties in assisting their children with schoolwork. Such parents, even when they attend some school activities, are hesitant to take part in decision-making because they feel they have nothing valuable to offer. Well-educated parents communicate high academic expectations for their children.

Home activities refer to parent-child discussions about school, parent expectations about their child, parenting style, checking of homework, home life, and support.

School activities refer to parent-teacher communication, volunteering, and parents attending school meetings. Similarly, Rispoli, Hawley and Clinton (2018) view parental involvement in two aspects: home-based involvement and school-based involvement. Oswald et al. (2018) state that the difference in parental involvement is related to family character; therefore, parents may be involved in their children's education in more than one way.

2.5 ROLE OF PARENTAL INVOLVEMENT AND LEARNERS' ACADEMIC PERFORMANCE

Freund, Shaedel, Azaiza, Bochm and Lazarowitz (2018) define parental involvement as a number of activities done by parents with their children in the context of learning, namely helping the learner with homework and school assignments, participating in education-enhancing activities, and serving on school boards. Dick (2016) refers to parental involvement as parental participation, regardless of all the definitions given for parental involvement. The secondary school learning environment may be more complex than elementary school, and academic achievement expectations increase (Rafiq, Fatima, Sohaila, Saleem & Khan, 2013). According to Young et al. (2013), parents view parental involvement as getting their children to school on time and solving issues at home. Parental involvement is viewed as the gateway to promoting successful academic performance.

A child is more likely to engage in positive and accurate activities if a parent is able to encourage their achievement through meaningful feedback; however, parental involvement may enhance children's behaviour in the classroom and at home as parents and teachers work together to enhance social functioning and address problematic behaviour. Therefore, they can become more involved in helping their children improve their schoolwork by providing encouragement, arranging for appropriate study time and space, modeling desired behaviour, monitoring homework, and actively tutoring their children at home (Rafiq et al., 2013). Parental involvement in student academic achievement shows children that learning is a part of their everyday lives. Previous studies have indicated that home-based parental involvement positively influences a student's academic achievement.

According to Fernández Alonso, Ivarez Daz, Woitschach, Suárez Ivarez and Cuesta Izquierdo (2017), children are more likely to have high academic achievements when they see their parents involved in school, as there is a positive correlation between school-based parental involvement and academic achievement.

For learners to reap the maximum benefits in an education system, the learning should not be solely left to the learner-teacher relationship but should be extended to include active parental involvement among other educational stakeholders (Mahuro & Hungi, 2015). Finally, the relationship between parents and academic achievement was found to be consistent across different grade levels and ethnic groups; however, the strength of that relationship varied based on the types of assessments used to measure learner achievement (Wilder, 2014). It was recommended that parents should provide a positive home environment for the learners, while school managers should respond favourably and focus on the learners' needs. The result, therefore, should be a good-quality home environment as well as a positive attitude toward high levels of academic achievement (Noah, Benson & Samuel, 2015).

2.6 PARTNERSHIP BETWEEN TEACHER AND PARENTS ON LEARNERS' ACADEMIC ENGAGEMENT

Parent-teacher partnerships make a tremendous impact on children's education. According to Llamas and Tuazan (2016), parents become comfortable when the education system requires their involvement in school activities. However, successful parent-teacher partnerships are integrated with the school's overall mission and are not stand-alone or add-on programmes (Đurišić & Bunijevac, 2017). In addition, getting parents engaged may require a special explanation in order to create action. Findings by Erlendsdóttir (2010) suggest that, despite research on the effects parental involvement has on academic achievement, to enhance the educational achievements of students, educators need to scrutinise possibilities to develop and form partnerships with parents. Positive parental involvement and partnership with schools are required for effective schooling that can collaborate between home and school to raise educational achievement. Extending partnerships among these groups contributes to learners' success and ultimately creates a thoroughly democratic community (Haines, Gross, Blue-Banning, Francis & Turnbull, 2015). This partnership is useful and will have a positive impact on student education if all parties fully take their responsibility, as parents and teachers share a responsibility to help their children learn and meet educational goals. The parent-teacher partnership-oriented approach involves a two-

way exchange of information between school and family. Numerous studies have documented the positive correlation between parent involvement in education and academic achievement. Senosi (2014) believes that average students whose parents were more involved at school had higher educational expectations.

Liamas and Tuazan (2016) argue that parents become comfortable when the education system requires their involvement in school activities. Mansfield-Barry and Stwayi (2017:78) argue that such partnerships require that role players “work together to achieve every learner's right to education.” Student engagement is a phenomenon that fosters student learning, facilitates academic achievement, and is a predictor of student success (Nayir, 2017). The more students engage themselves in academic activities, the more they will be successful (Nayir, 2017). The engagement happens when teachers involve parents in school meetings, events, or activities, and teachers provide learning resources or information about their students' grades. Parents then volunteer their support at home and at school, and in that way they make a commitment to the education of their children. Working with parents on a mutually beneficial activity fosters collaborative working partnerships between parents and teachers, which benefits the child's performance (Nayir, 2017). Parents will prioritise their child's educational goals, which are academic achievement, and the teacher will commit to listening and providing a space for smooth collaboration. Parent engagement is about engaging families to become partners with the school and listening to “what parents think, dream, and worry about” (Ferlazzo, 2011:12). Though this partnership helps parents monitor their children's progress, it also engages parents in the learning process. Every parent wants their children to learn, grow, and develop so they can become independent and productive members of society. Education plays a very important role in the process. Parental involvement and engagement are two concepts that describe parents' role in and contribution to their children's education. (Hasa, 2020).

The factors behind this change in parent involvement in school are multi-faceted; some parents have scheduling or transportation issues that make volunteering or attending parent-teacher conferences tough. In conclusion, the students with engaged parents do not just have higher test scores; their attendance, self-esteem, and graduation rate rise

too. According to Liamas and Tuazan (2016), parents become comfortable when the education system requires their involvement in school activities. Seeing parental involvement in the education of their children is a good thing because it improves academic performance and helps learners become more focused on their schoolwork (Kwatubana & Makhalemele, 2015). We believe that teachers and parents must take the initiative in ensuring that there is support between the school and home.

2.6.1 Attitude to parent involvement in school programmes

Attitudes toward parental involvement in school include feeling unwelcome in school, the lack of interest or caring, the time constraints of working parents, and the belief that their involvement is not a big deal to their children's education based on a teacher's attitude. According to Hornby and Blackwell (2018), barriers to education can take a variety of forms and can be broadly classified as physical, technical, psychological, social, and organisational. Communication barriers in schools are further classified as other school- and parent-related obstacles such as the inability to provide communication support, a lack of system knowledge, and a failure to develop alternative strategies. Parent-related ones are described as family status, pragmatic concerns (such as the non-flexibility of parents' work hours), and psychological barriers (negative experiences about the school). Maluleke (2014) states that numerous barriers within or outside of the organisation can make the communication process harder, and sometimes it may even stop it. Ozman et al. (2016) categorise the factors that prevent effective communication as personal, language, and expression difficulties; listening and perception inefficiencies; lack of knowledge; sexual and cultural differences; misconceptions; and physiological barriers.

According to Charamba (2016), active parental involvement is defined as parents that are directly or actively involved in schooling, for example, in developing vision and mission statements, planning and implementing these, and so forth; most of these activities consist of the academic development of learners, school decision-making, physical resource development management, sustainable development, and the like. According to Ozman et al. (2016), teacher training and professional development

programmes must actively support the improvement of teachers' communications skills; implicit in the desire to improve teacher-parent communication is the expectation that parent attendance will contribute to student success and the realisation of an efficient education. The parent, as a major partner in the education of their children, may perceive some circumstances or obstacles that keep them away or prevent them from fully participating in their children's education. Home-school collaboration is an important step in supporting a child's positive engagement in the learning process and social life. Parents and schools have a common goal: to see children develop the skills for life and learning, to see children succeed, and to see children happy.

2.7 CULTURE AND SOCIO-ECONOMIC DIFFERENCES AMONGST THE PARENTS

Bailey (2017) reported that most parents, regardless of socio-economic status, engage in parental involvement at home. Low socioeconomic status parents meet their children's academic needs by obtaining books, school supplies, and cell phones, but these parents lack relationships with teachers because of rigid work schedules. Parents with higher socio-economic status provide tutors, mentors, and more than the daily needs of their children and have the time to volunteer and initiate visiting the school during the school day. Fontenelle, Gross, Hansmann and Yetter (2010) reported that low-socioeconomic parents have not saved money for children to attend college, but the school promotes students' loans, and these parents receive no detailed information about grants and scholarships for their children to obtain a college education. Parents of low socio-economic status operate at a disadvantage when attempting to support their children's efforts to attend college due to their lack of experience and higher education. Meanwhile, parents of higher socio-economic status discuss college and prepare their children by seeking out workshops and conferences for college readiness (Fontenelle et al., 2010). To further support this claim, Chowa et al. (2013) found that good parental involvement was productive for children's school engagement and socio-emotional adjustment. Cultural differences can create communication barriers if the teachers reflect their own cultural perspective while interacting with parents from different languages and cultures (Maluleke, 2014). To deal with this parental miscommunication, teachers should begin a quest for knowledge on cultural differences. Along with gaining

knowledge of cultural features, trying to understand cultural differences and values seems to be important from the perspective of dealing with communication problems (Maluleke, 2014).

Bailey (2017) posits that it is imperative for educators and parents to work together to become more holistically involved in the child's learning by overcoming the social forces and socio-economic challenges that children, their families, and the school may face.

According to Harris and Goodall (2008), the level of parent involvement in their children's education is mostly influenced by the parents' ethnic background and socio-economic status. Harris and Goodall (2008:278) state that "engaging all parents in children's learning improves both parental engagement and student achievement." Bower and Griffin (2011) claimed that schools are continuing to struggle with the increased parental involvement of students of colour and students of low socioeconomic status. Bower and Griffin (2011:77) state that "regardless of parents' ethnic background or socio-economic status, parents can be involved in the education of their children, and students with involved parents are more likely to perform well academically, attend school regularly, and advance to secondary school education." According to Bower and Griffin (2011), "in families from a lower socioeconomic background, expand considerable efforts, including more informal conversation and unscheduled visits, to demonstrate their involvement with teachers and the school at large." However, Bower and Griffin (2011) regard this less structured visit by schools and teachers as obtrusive.

Socioeconomic status has been assumed to greatly disadvantage students from lower income levels while assisting those from higher socioeconomic status in their educational success. There appear to be numerous advantages to parents remaining involved in their children's education, but poor parents are less likely to participate in school events or their children's education due to poverty (Horvatin, 2011).

2.7.1 Language differences between parents and staff

Mncube (2009) states that the level of education of parents in general and the lack of parental knowledge on parental involvement in school activities were the major barriers

presented in his study on parental involvement. Walker et al. (2011) substantiate Mncube's view when they state that language barriers, limited parental education, poverty, discrimination, and residential instability are the causes of poor parental involvement. These clearly inform the school personnel to screen and recruit parents according to their readiness and capabilities before assigning duties in school activities and serving in the school's governing bodies. As curriculum becomes more specialised, the power imbalance between educators and parents generally increases. This is especially true when teachers and parents come from different levels of educational attainment. If parents cannot speak fluent English, they may be reluctant to come to school for fear of embarrassing themselves. In order to reach all parents, it is important to communicate often in many ways. Furthermore, Bailey (2017) discovers that language barriers and a family's resource limitations create an intimidating barrier between the school and parents. Munje and Mncube (2018:34) state that parents whose linguistic and cultural backgrounds differ from the host culture are likely to be less actively involved in school activities compared to their mainstream counterparts. Walker et al. (2011) are of the view that the English language is a barrier for parents to be involved in their children's schooling. Limited parental education, poverty, discrimination, and residential instability are also factors that the parents lack. Motivation for involvement in their children's schooling (Walker et al., 2011, cited in Sadberry, 2016), stresses that schools may institute ways in which parents can easily access information about their children's homework, attendance, and grades outside of regular school hours. In addition, to create a special place for parents, they should visit and volunteer at school, planning regular meetings to make parents more comfortable and offer opportunities for adult learning.

2.7.2 Parent's attitude towards the school

When parents feel threatened as the schoolwork progresses, they are less likely to participate. Many contextual factors that hamper parents' involvement in their children's education are illiteracy, curriculum changes, time, health problems, their attitude, and the attitude of teachers, including management. Parents may also feel that school staff does not trust them or that there is a judgmental attitude towards them by staff, as

stated by Bailey (2017), who argues that parents may also find that the methods used to teach various subjects are different from those that they experienced; they may sometimes feel that they will frustrate or confuse their children. Shearer (2006) argues that parental non-involvement is exacerbated by an overarching worldwide phenomenon where schools are unable to clearly delineate parental roles from those of the school, thus introducing conflict where there ought to be collaboration; therefore, the inability of parents in impoverished communities to enhance their children's learning abilities is positively aggravated by the failure of schools to effectively cooperate with these stakeholders (Venter, Joubert & Chetty, 2014). If teachers appear to care about the welfare of the child, communicate, show respect for parents, and develop effective means of communicating with families, then parents are more willing and able to become involved in their children's schooling. O'Donoghue (2014) argues that parents believe that educators are the ones who are responsible for school programmes, and their work is to make students achieve no matter what.

2.7.3 Staff attitude towards parents

Barriers to parental involvement in school include feeling unwelcome in school, the lack of interest or caring, the time constraints of working parents, and the perception that their involvement is not a big deal to their children's education based on teachers' attitudes. According to Hornby and Blackwell (2018), barriers to education can take many forms and can be classified as physical, technical, psychological, social, or organisational. Educators tend to focus less on parenting and more on formal acts of parental involvement that are initiated by the school. Contrary to this, there also seems to be a lack of understanding between school staff members and parents regarding what constitutes parental involvement. Thornton (2015) added that even if the involvement of parents is associated with academic achievement, teachers often fail to create sound relationships with the parents, particularly where the involvement of parents is neglected. Williams and Sanchez (2013) suggest that there is often an educator-held perception that most parents do not understand instrumental delivery and the ways students are learning in the classroom. Williams and Sanchez (2013) further indicate that parents feel they face obstacles that prevent them from being involved in

the way and level that they desire, and Thornton (2015) found that parental involvement affects students' achievement more than school procedures.

Bailey (2017) further claims that educators deny parental involvement in their schools because they believe that the parents and the community may infringe on their professionalism by becoming involved in school activities. Charamba (2016) further revealed that the effectiveness of parental involvement depends on the schools' attitudes towards parents, and they should have the willingness to accept and work with them.

Educators in schools serving disadvantage communities are more likely to have a negative perception of parental involvement, often classifying it as less encouraging and less rewarding in learners' advocacy (McDowall & Schaughency, 2017), while ignoring the potential of parents to supervise learners and partake in schools' activities. Furthermore, schools should initiate parent meetings, school performance functions, and correspondence with teachers as common forms of parental involvement. Williams and Sanchez (2013) suggest that there is often an educator-held perception that most parents do not understand instructional delivery and the ways students are learning in the classroom. Vukovic et al. (2013) further revealed that the effectiveness of parents' involvement depends on the school's attitude towards parents, and they should have the willingness to accept and work with them. This agrees with Shumane (2009:32), who states, "Parents can make a consequential contribution to schools' activities, especially in those activities that are outside the expertise of education but also where such a parent is an expert." Schools are also asking parents to get involved by volunteering their time; some parents volunteer in libraries, classrooms, and SGBs. Teachers' responsibility is to design effective interactive assignments that will not overwhelm parents of different ethnic and educational backgrounds.

2.8 STRATEGIES TO IMPROVE PARENTAL INVOLVEMENT IN SCHOOL

True school reform will always begin with an increase in parental involvement in education. A good deal of research began to focus on how parents were involved in school events or classroom activities (Smith & Sheridan, 2019) and suggested that it is

necessary to find strategies to support parental involvement because of its influence on children's academic achievement and performance (Grace & Gerdes, 2019). Furthermore, parental involvement is regarded as an important factor in learner academic achievement both at school and at home (Smith & Sheridan, 2019). According to García and Thornton (2014), current studies show that the involvement of family in learning helps to improve student performance, reduce absenteeism, and restore parents' confidence in their children's education. Mutodi and Ngirande (2014) argue that parental involvement in a child's education is consistently found to be positively associated with a child's academic performance. Epstein (2009) argues that the home and school constitute an "overlapping sphere of influence" on children's development and academic achievement and that the degree to which educators and family members maintain positive relationships with one another helps determine children's academic success. Parental involvement in the education of students begins more with the parents providing a safe and healthy environment, appropriate learning expectations, support, and a positive attitude about school; several studies indicate increased academic achievement with students that have involved parents (Epstein, 2009).

It has been proven time and time again that those parents who invest time and place value on their children's education will have children who are more successful in school. Gwija (2016) confirms that involved parents send a message to their children that education is important, and these children are more likely to value education themselves. Mmotlane, Winnaar and Wa Kivilu (2009: 500) sustain this argument when stating, "Parental involvement is a critical factor increasing students' academic achievement." Mmotlane et al. (2009:527), cited by Gwija (2016), state that there is a need to increase parental participation to improve children's quality of education. Increasing parental involvement begins with having the capacity to educate parents on the ins and outs of how to be involved and why it is important.

2.8.1 Communication

There is an obvious need for a relationship between parents and school. Olmstead (2013) explained that communication is meaningful between parents and school staff and helps to promote the idea that learning is critical. Olmstead (2013) further explains that education uses technology to communicate with parents much more than parents use this communication by means of technology. Establishing healthy communication that makes life meaningful and forms social life is not always possible due to “communication barriers” in our schools. There are numerous barriers that prevent the establishment of efficient communication between teachers and parents.

There are more avenues available to communicate, all because of technology (emails, texts, social media), than there were a few years ago. Communicating with parents on a regular basis is a key ingredient for increasing parental involvement. Finance-related issues and time constraints are seen among the elements that hinder effective communication. It is reported that especially working parents do not have enough time to cooperate with schools since most of the school-parent meetings turn into money demands; thus, most of the parents from poor financial situations refrain from attending these meetings. To cope with this, teachers can conduct surveys to determine the work schedules of parents at the beginning of the school year; they can even inform parents about how and when they can communicate with teachers. A study should be conducted on how the communication hours can be made flexible to enable parents to attend school or class meetings. If a parent is not going to take the time to keep track of their child, then the teacher should make every effort to inform the parent of the child’s progress. It does not just refer to parents enquiring about the performance of a learner in school but also to them taking a role in communicating with their children with the aim of having a healthy relationship with them so that the process of encouraging, mentoring, leading, and inspiring may be beneficial (Rispoli et al., 2018).

There is a chance that the parents will eventually develop an interest. A lack of technology can limit communication opportunities. The new technologies that provide convenience, efficiency, and effectiveness in knowledge transfer have an important role

in the development of parent-teacher communication. Ozman et al. (2016) note, however, that teachers shouldn't assume that all parents have access to such technology, and so they should investigate whether they can benefit from the new technology. On the other hand, most teachers and parents are still unable to make use of technology's efficiency, and they give weight to traditional paper- and pencil-based communication (Ozman et al., 2016).

It is important to keep a clean line of communication open with parents regarding their child's progress; if parents do not know how their child is doing, they may be less likely to get involved. If teachers appear to care about the welfare of the child, communicate respect for parents, and develop effective means of communicating with families, parents are more willing and able to become involved in their children's schooling.

The school should form a clear policy to smooth the involvement of parents in their children's education and make sure the parents are encouraged to talk about and discuss their children's problems. They are not aware of the significance of education, so they just do not care about it. Moreover, they also believe that only teachers must be responsible for their kids' education. A learner's education and overall achievement are a critical objective; nothing makes more sense than a healthy partnership with both parents and teachers to overcome their shortcomings and misgivings and agree to work towards achieving the same goal. If their kids do not do well at school, they will blame the teachers. They are unaware of their parental responsibilities for their children's education.

Parent-teacher communication begin at the start of the school year and lasts until students move onto the next grade. Teachers and parents will make introductions and gradually establish a relationship based on what they have in common. The student, parent-teacher communication can take place in person, typically through parent-teacher conferences or during student drop off or pick up time (Barone, 2011).

Teachers should not only be technologically savvy, but also improve their knowledge and communication skills with parents and the community. There are numerous communication means that teachers can benefit from, such as internet technology,

private interviews, conferences, group meetings, and the like. Teachers should strive to develop communication strategies; new cooperative communication methods should be established; and those effects should reflect a planned approach. It is necessary to gain input from a committee of stakeholders and regularly review procedures in order to promote a positive impact on family involvement. This suggestion is not complicated or time-consuming, but should be planned in collaboration with teachers, parents, and the community. O'Donoghue (2014) explained that even very small ideas and changes could help to make a big difference in improving communication within the school environment. School staff should work to build trust with parents to gain their support (Barone, 2011). It is further stated that parents of students often feel disconnected with schools and that the disconnect impacts collaboration efforts between home and school. Barone (2011) also stressed the importance of building trust among parents of economically disadvantaged and non-white children for the purpose of increasing effective collaboration. Communication is a key element to engaging parents; educators must also be welcoming to parents and families. Bower and Griffin (2011) explained that even small changes can be implemented that will make a difference in making the school more welcoming and supportive of families to encourage engagement. While most educators make it a common practice to communicate with parents, it is much less common for school personnel to promote the practice of parents working together, especially in schools with a high percentage of low-income students. O'Donoghue (2014) stated that it is helpful for schools to demonstrate how parents can respectfully interact with their parents from different countries.

2.8.2 Volunteer programmes

According to Wilson (2000), "volunteer" refers to someone who performs any activity freely or gives personal time to benefit another person or organisation. Many parents simply believe that they have minimal responsibilities when it comes to their child's education. Instead, they believe that it is the primary responsibility of the school and the teachers. They have to change their mind on this. While this approach will not work for everyone everywhere, it can be an effective tool to increase parental involvement in many cases. Sawyer (2015) indicates that parental involvement may look different in

every school and may differ from family to family. Schools can host or facilitate the organisation of seminars for parents that range from child development to stress management; moreover, schools can get help from support groups in meeting the various needs of parents. These events can help parents develop relationships with the needed institutions, encourage the parents to participate in school projects, and pioneer the establishment of a mechanism to promote counseling and guidance programmes. According to Naicker (2013:24), learners tend to have improved behaviour when parents are active participants in their education.

Volunteering could range from offering parents the opportunity to come visit the school to finding ways to get them to help, whether in the classroom or on a school field trip.

Munje and Mncube (2018) state that teachers expect parents to engage in scheduled non-professional roles at school, such as working on a volunteer basis, performing nonprofessional duties, or maintaining the school building, and attend back-to-school nights or other orientation events to get to know your child's teachers at the beginning of the school year. These events are also a great way to meet other families; attending parent-teacher conferences throughout the year ensures everyone is on the same page. By asking the teachers how they would like to communicate, find out whether phone calls, emails, or texts are the best way to stay up to date on progress and communicate if a problem arises. Parents should not be afraid to speak up for their children. Attend school events, go to games and concerts, students' exhibitions, and award events that the teen is or is not involved in. Your involvement in school-wide events, even when your tween or teen is not directly involved, helps build a community at large. You meet other members of the school community and show your support for all kids. Attend the parents' organisation meeting at most schools, where parents meet regularly to discuss school issues. Join the SGB or work with other families to improve the school. If you cannot attend the meeting in person, ask to join the meeting virtually or ask for the notes to be emailed or sent to you. Volunteer in the school; schools often allow volunteers to chaperone trips or dances, help in the classroom, or run a school event. If your work schedule doesn't allow you to volunteer in the school building, there are other ways to offer your time. You can volunteer to translate the school newsletter into

another language, make phone calls to let others know about school-related activities, or work on materials for school events. Be on the lookout for volunteer opportunities and share your special skills.

2.8.3 Home activities for learners

Home activities can have some effect on increasing parental involvement. The idea is to send home activity packs periodically throughout the year that require the parents and child to sit down and do them together. Empirical studies suggest that parents with high self-efficacy are more likely to monitor their children's schoolwork and participate actively at school (Ardelt & Eccles, 2001). These activities should be short, engaging, and dynamic.

They should be easy to conduct and contain all the materials needed to complete the activity. It does not just refer to parents enquiring about the performance of a learner in school, but also to them taking a role in communicating with their children, with the aim of having a healthy relationship with them, so that the process of encouraging, mentoring, leading, and inspiring may be genuine (Rispoli et al., 2018). Science activities are traditionally the best and easiest to send home; unfortunately, you cannot expect all parents to complete the activities with their child, but you can hope that the majority of them will be fantastic when allowing these parents to spend some time in your classroom. Parental involvement may be different from culture to culture and society to society. Parental involvement may have different types, which might have a differential influence on the academic performance of their children. Parental expectations have a greater impact on students' educational outcomes.

Parental involvement may include activities like helping children with reading, encouraging them to do their homework independently, monitoring their activities inside and outside the house, and providing coaching for improving their learning in different subjects. The parental role in education is associated with a range of enhanced school outcomes in all school grades, which include a range of indicators of achievement and the development of students' attributes that support academic achievement (Green, Walker, Hoover Dempsey & Sandler, 2007). Likewise, an effective parental role in

student education improves a student's self-efficacy for learning, their perceptions of personal control over schoolwork, and their self-regulatory skills and knowledge (Green et al., 2007). In addition, parental involvement in education is the participation of parents in a wide range of school- and home-based activities to improve the education of a child. Create homework assignments that are going to bring parents and children together; this could involve a worksheet asking parents to describe their child's work or to share their understanding of educational concepts.

Seeing parents involved in the education of their children is a good thing because it improves academic performance and helps learners become more focused on their schoolwork (Kwatubana & Makhalemele, 2015). Parental involvement is associated with higher grade achievement, enrolment in more challenging programmes, grade academic persistence, better behaviour, better social skills, and adaptation to school, better attendance, and a lower drop-out rate (Đurišić & Bunijevac, 2017). It is also about communicating your larger values and attitude regarding education and the hopes, dreams, and expectations you hold for your children. Communicating these values motivates young people to be persistent when faced with challenging educational tasks. Encourage reading; helping your children develop a love of reading is the single most important thing you can do to help them succeed in school and in life. Show them the importance of lifelong learning by reading books on your own, or even better, read the same book with them.

Many parents are under the impression that they should have nothing to do with their children's homework. This comes from schools emphasising that homework is a child's responsibility, not the parents'. While it is true that parents should not do their children's homework, there is a role for parents, one that is perhaps best described as "homework project manager." Parents can be monitoring, organising, motivating, and praising the homework effort as it gets done (Miller, 2018).

2.9 SUMMARY OF CHAPTER

The study's goal is to investigate the impact of parental involvement on students' academic involvement, with a focus on Grade 9 students. It is high time parents involve

themselves in their children's academic careers, especially in Grade 9, as most of the learners in Grade 9 are in their adolescent stage, which is a vulnerable stage, and they are facing more challenges and temptations with pressure from their friends. Parental involvement is an important indicator of student success in school while establishing a positive relationship between school and home, as life can be challenging. Strategies should be implemented to make sure that 9th grade learners are assisted in order to overcome the challenges they are facing to improve their education.

The following chapter discusses the research approach and methods the researcher applied in this study. The researcher outlines the research design and methodologies that comprise the population and sample size of the study undertaken. The data collection methods, data capture, and analysis form part of the next chapter.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This study applied a qualitative research approach to make an informed decision on the appropriate research design for this case study. This chapter provides the procedures regarding how to approach the study. International literature has demonstrated that the success of a study is dependent on the suitability of the research design and methodology used in the research process. This chapter describes the methodology used to address the subject and explains why it was selected for inclusion in this study. In addition, the instrument used to collect information is discussed. It also describes data collection strategies and data analysis procedures according to themes, and finally, issues of data trustworthiness and ethical considerations are discussed.

3.2 RESEACH PARADIGM

According to Maree (2013), a paradigm can be defined as a worldview that includes certain philosophical assumptions about the nature of knowledge. This is a qualitative study located within the interpretivist paradigm due to the integration of human interests (Yin, 2018). This paradigm views people as a combination of thought and emotion; in other words, when the researcher conducts the study, they allow feelings and logic to guide their actions.

The researcher has chosen the interpretivist paradigm because he will rely on the participants' views in relation to the phenomenon being studied. Creswell (2013) added that interpretivists believe that individuals seek understanding of the world in which they live and work.

Interpretivism relies on a "created reality" that is based on people's subjective experiences of their internal world. According to Maree (2013), in an interpretive paradigm, human life can only be understood from within by focusing on people's subjective experiences and how they interact with one another. The truth derived from

people's subjective experiences is real and should be taken seriously. This implies that there is always a different way of seeing things and a range of interpretivism about reality in the academic world. Since the researcher personally collected data from the participants, the interpretive paradigm assisted in understanding the participants' experiences of the study in their different places. The interpretive paradigm focuses on the way in which knowledge about individuals and cultures is generated. For the proponents of this research model, knowledge arises from the interaction between the researcher and the object of study, both of which are inseparable because the main fact of making an objection already changes the results of it. Interpretivism is a research paradigm that is based on the study and interpretation of the elements of human behaviour and action. It is based on contracting realities from studying human beliefs, actions, and behaviour. Interpretivists and constructivists believe that social realities can be multiple and they regard human difference (Chowdhury, 2014).

3.3 RESEACH APROACH

For this study, the research approach used was qualitative. MacMillan and Schumacher (2014) explain a qualitative approach as using direct observations to collect information or data from participants. While Creswell and Creswell (2018) define qualitative research as genuine research, the study must consider the theories and perspectives of the students rather than relying on an established theoretical view or the perspective of other studies. A similar sentiment asserts that qualitative research always relies on the description of words rather than numerical data; furthermore, all qualitative research focuses on the natural setting, and here the researcher's natural setting was secondary schools, since this helped the researcher interact with the participants in a real-life setting where they could express their views and perceptions (De Vos et al., 2011).

According to Maluleke (2014), the qualitative research method is concerned with understanding social phenomena from participants' perspectives by analysing the context of participants and narrating participants' understanding of their situation and event. According to Munje and Mncube (2018), qualitative research attempts to explore the phenomena that may influence a situation. Research methodology focuses on the

processes and types of tools and procedures to be used by the researcher. Qualitative research methods are typically associated with the evaluation of social dimensions and produce results that are rich and detailed, providing ideas and concepts to inform the research and can narrate how the target population tells or thinks. A research design is the complete strategy of attack on a central problem (Leedy & Ormond, 2015). In addition, the plan of action that links the philosophical assumptions to specific methods. The same sentiment is shared by MacMillan and Schumacher (2014:28), who posit that a research design is "the process of conducting the study; in addition, a research design is a plan for selecting subjects, resources, and data collection procedures to answer a research question." Creswell and Creswell (2018) furthermore state that a research design is a flexible strategic plan to be followed when conducting research. It serves as a guide for the procedures and processes to follow when selecting sites and data collection methods. According to Leedy and Ormond (2015), when designing research, it is critical for the researcher not only to select a viable research problem but also to consider the type of data that an investigation of the problem will necessitate, as well as feasible methods of collecting and interpreting data. Akhtar (2016) defines a research design as the plan according to which a researcher obtains research participants and collects information from them. A qualitative study is designed for the researcher to understand the meaning participants have constructed in making sense of their world, which is the school, and how they understand and experience the world in which they work. This study used a qualitative approach to get descriptive data about the effects of parental involvement on the academic performance of Grade 9 learners in secondary schools. The study aimed to explain the issue of parental involvement, where a qualitative methodology was most suitable. The qualitative approach is well-suited to this study because it examines a particular situation in social science that depends on interacting with people in their own territory. Creswell and Creswell (2018) stated that the qualitative research approach engages studies that include a case study, personal experiences, interviews, and interactive methods.

3.4 RESEACH DESIGN

A research design is the complete strategy of attack on a central problem (Leedy & Ormond, 2015). In addition, the plan of action that links the philosophical assumptions to specific methods. The same sentiment is shared by MacMillan and Schumacher (2014:28), who posit that a research design is “the process of conducting the study; in addition, a research design is a plan for selecting subjects, resources, and data collection procedures to answer a research question.” Creswell and Creswell (2018) furthermore state that a research design is a flexible strategic plan to be followed when conducting research. It serves as a guide for the procedures and processes to follow when selecting sites and data collection methods. According to Leedy and Ormond (2015), when designing research, it is critical for the researcher not only to select a viable research problem but also to consider the type of data that an investigation of the problem will necessitate, as well as feasible methods of collecting and interpreting data. Akhtar (2016) defines a research design as the plan according to which a researcher obtains research participants and collects information from them.

The design was interpretive, looking at the research study from the problem statement. The researcher stated that the primary goal of this study was to look into the impact of parental involvement on learner academic performance. A case study is a systematic and in-depth study of one case in its context (Bertram & Christiansen, 2013). These participating schools were referred to as "case studies" based on the definition of a case study, which is “a case may be a person (such as a teacher, a learner, a principal, or a parent), a group of people (such as a family or a class of learners), a school, a community, or an organisation.” The case study was chosen among the other research designs, which are narrative, biography, ethnography, phenomenology, and grounded theory (Creswell & Creswell, 2018).

3.4.1 Case Study

A case study is one of the most common methodologies of social research. A case study research strategy has several dimensions, including the various epistemological strands that determine the case study type and approach used in the field, the factors

that can improve the effectiveness of a case study research, and the debate over the role of a case study in generating theoretical propositions with broader applicability (Priya, 2020). Yin (2009) defines a case study as an empirical inquiry that investigates a phenomenon in its real-life context. In case study research, multiple methods of data collection are used, as it involves an in-depth study of phenomena. It must be noted, however, that a case study is not a method of data collection, but rather a research strategy or design to study a social unit. Creswell (2014) makes a lucid and comprehensive definition of a "case study" as a qualitative design in which the researcher explores in depth a programme, event, activity, process, or one or more individuals. The cases are bound by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period. According to Yin (2014), a case study can be a descriptive study that follows the subject to describe and analyse the context and setting in order to explain the behaviour in question. explanatory study attempts to answer the "why" question behind a phenomenon without manipulating any aspect of the behaviour.

3.5 POPULATION AND SAMPLING

3.5.1 Population

MacMillan and Schumacher (2014) define a population as a group of elements or cases. Whether individuals' objects or events conform to specific criteria, we intend to generalise the results of the research. De Vos et al. (2011) point out that population is a term that sets boundaries on the study units; it refers to individuals in the universe who possess specific characteristics. According to Bertram and Christiansen (2013), in academic research, the word "population" means the total number of people, groups, or organisations that could be included in a study. In other words, the study population is a group of people, institutions, or organisations from which data can be collected. In this case, it was parents, teachers, and principals of thirteen secondary schools in Potgietersrus Circuit in Mogalakwena District in Limpopo Province.

3.5.2 Sampling

Purposive sampling is usually used in qualitative research and was used in this study. A sample is a group of subjects from which data is collected and it is often representative of a specific population (MacMillan & Schumacher 2014); hence, the sample included three school principals, 3 Grade 9 class teachers, and 12 parents. MacMillan and Schumacher (2014) state that a sample consists of individuals selected from a larger group of persons called the population. Maree (2016) asserts that qualitative sampling generally uses purpose sampling. The sample is selected from the population to provide subjects. This study used purposive sampling and quota sampling. The sampling was done with the intention of gaining insight and in-depth understanding of the population of interest and allowing the researcher to manage the group for the study under consideration. A research sample of three participating schools was drawn from 13 secondary schools in Potgietersrus Circuit in Mogalakwena District, with a population of 100 secondary schools. Principals from each secondary school, Grade 9 class teachers, and four parents who are classified as professionals, unemployed, social grant beneficiaries, or self-employed from each school.

Targeted schools were situated in the different geographical areas - one in town, one in an RDP area, and one in the village.

3.6 DATA COLLECTION

The data collection process was qualitative in nature to acquire answers for the research problem. These data collection processes included global literature on the topic, site observation, questionnaires, and face-to-face interviews (McMillan, 2012). The researcher first sought permission from the district manager to conduct the research at schools in Potgietersrus Circuit. At first, the researcher was able to identify the participants. In this study, the participants were identified, and a decision was made in favour of purposive sampling. The participants were the principals of the three selected secondary schools and their Grade 9 class teachers. Parents were consulted before conducting interviews with them. For this qualitative case study, the initial data analysis began after completing all interviews. The researcher organised the data

according to individual participants, each participant has a file including the auditory recording, and field notes documenting the observation from the interview that could not be recorded.

The research study hinges on the data collection process and responses from the participants. The narrative response from the data process shed light on the issues of parental involvement as they related to learners' academic achievement. The participants shared their unique points of view during the one-on-one interviews that lasted approximately thirty to fifty minutes. Each interview was audio recorded, and notes were taken for additional information that could not be recorded during the interview. Open-ended questions from the interview protocol were used to initiate lead-in questions with follow-up questions based on the participants' responses. The follow-up questions were used to further gauge and interpret the meaning and the position of the participant as an informant. The researcher used interview strategies to collect data from the participants. He used the interview method because he came face-to-face with the participants, asked the questions, and wrote down their responses. The interview questions stated whether they were for individuals or groups, and both semi-structured and structured interviews were used. Maree (2016) posits that many sources can be used to gather data, such as observation, interviews, written documents, and audio-visual materials, to answer the research questions.

The data collection processes are detailed below:

3.6.1 Semi-structured interview

Qualitative interviewing, also known as intensive or in-depth interviewing, is a semi-structured interview in which the researcher has a specific topic about which she would like to hear the respondent, but questions are open-ended and may not be asked in exactly the same way or in exactly the same order to every respondent. The research interview may take place one-on-one or in a focus group and a successful focus group interview lasts around 30 to 90 minutes. The interview can take place in person, over the phone, or through video chat. It collects information about opinion, behaviour, attitude, feelings, preferences, and knowledge. A semi-structured interview allows for

the exploration of a more precise topic based on a schedule of different open-ended questions that are used with the intention of guiding the discussion in a flexible but focused manner (Edwards & Holland, 2013). It permits flexibility in how questions are ended and all questions are cited, and it allows me to use probably questions to allow for discussion as well as comparison across interviews (Edwards & Holland, 2013). Using open-ended questions allows participants to share their thoughts and ideas in their own words (Edwards & Holland, 2013).

Semi-structured interviews were designed to allow participants to express themselves openly and freely and to define the world from their own perceptions, not solely from the standpoint of the research (Hancock & Algozzine, 2017). It implies that each respondent will be asked the same questions in the same manner and order. This will secure the validity and reliability of the study. Maree (2019) defines an interview as a two-way communication in which the interviewer collects data by posing questions to the participants to learn about their ideas, beliefs, views, opinions, and behaviours pertaining to the research topic. The researcher posed questions in order to gain a deeper understanding of the phenomenon being studied. Firstly, the researcher motivated all the respondents by informing them how valuable the information was and explaining why the respondents' assistance was needed. The researcher also ensured that all information given was protected by the confidentiality rule. The researcher also explained the objectives and goals of the study in simple terms for easy understanding.

3.7 DATA ANALYSIS

Data analysis is the process during which the researcher identifies themes as they emerge from the collected data and makes an effort to demonstrate support for those themes. Data analysis is one of the most important steps in qualitative research (Ngulube, 2015). A qualitative method was followed with respect to the analysis of all the data gathered by means of questionnaires, interviews, and documentation. During this process, the researcher took all the collected data from questionnaires, interviews, note-taking, and observation and started to form a clear understanding of the information. Creswell and Creswell (2018) state that the data analysis procedure is a

process that requires understanding of how to make sense of the data collected with the purpose of creating answers to the questions. This is because it helps the researcher make sense of the qualitative data (Ngulube, 2015).

According to MacMillan and Schumacher (2014), qualitative data analysis is primarily an inductive process of organising data into categories, and identifying patterns among the categories. According to Maree (2019), data analysis can be conducted by using different data analysis procedures.

The content analysis identifies and summarises message content:

- Conversation analyses - the study of talking and interaction.
- Discourse analysis - that focuses on the meaning of spoken and written words.
- Narrative analysis - that refers to procedures for interpreting narratives generated in research.

Overall, data obtained from in-depth interviews and observation were analysed by means of qualitative thematic analysis (Leedy & Ormond, 2015).

3.8 TRUST WORTHINESS OF THE STUDY

The setting and participants were not identifiable in print. The researcher coded names and places; for example, schools were not named and referred to as "schools A, B, and C." Participants likewise were referred to as "principals A, B, and C," "parents A1, A2, A3, and A4", and "teachers A, B, and C." The researcher coded names to ensure confidentiality and thus protected their privacy. Participants observed and read an informed consent letter before this research was conducted for ethical and trust purposes. The verifiability of qualitative research is assessed in terms of its reliability and validity. Qualitative research is more accurately assessed in terms of its trustworthiness (Kimu, 2012). In this study, Lincoln and Guba's models of trust value, applicability, consistency, and neutrality were employed to ensure the trustworthiness of the qualitative data.

3.8.1 Trust-value

Demonstrate how the research is conducted and how accurately the phenomenon under study is described (Kimu, 2012).

3.8.2 Applicability

refers to the extent to which the findings apply to other contexts and groups (Kimu, 2012). In qualitative research, the purpose is not to generalise findings to a larger population but rather to describe a phenomenon or experience (Kimu, 2012).

3.8.3 Neutrality

is the degree to which the findings are a function of the participants and conditions of the research and not of other biases, motivations, and perspectives (Kimu, 2012)? The results of the neutrality process and whether the findings would be consistent.

3.8.4 Consistency

is the alternative to reliability and refers to the extent to which the findings would be consistent if the study were to be repeated in a similar context or with the same subject (MacMillan & Schumacher, 2014).

3.8.5 Data credibility

is defined as the extent to which the data analysis and conclusion are accurate and trustworthy (MacMillan & Schumacher, 2014). In this study, the credibility of the findings was verified using a member checking process, triangulating data and sources, and applying a data auditing technique (Creswell & Creswell, 2018). The participants were given a chance to decide whether they would participate in the study or not, which means that their participation was voluntary. This was done to ensure honesty and the receipt of quality information.

3.9 ETHICAL CONSIDERATIONS

Cooper and Schindler (2014) state that the issue of ethics is an important factor for educational researchers since their subject of study concerns the learning of human beings. Ethics are generally considered to deal with beliefs about what is right or wrong, proper or improper, and good or bad (MacMillan & Schumacher, 2014). The preliminary step of a research design is for the researcher to obtain permission from the Central University of Technology research ethics committee (which reviews research proposals involving participants and their data to ensure that they agree with local and international ethical guidelines) to have access to conduct the research in that institution before the task commences (Arifin, 2018). To protect the teachers, the researcher also received a letter of permission from the district director of Mogalakwena District to conduct the research.

The researcher used language that was reasonably understandable to research participants in obtaining their appropriate informed consent and informed the participants of the nature of the study, its purpose, and the procedure. The researcher needed to protect the research participants and develop trust with them, promote the integrity of research, and guard against misconduct, as a lack of trust might reflect negatively on the organisation or institution and create new challenging problems (Arifin, 2018). All participants signed consent forms prior to the interviews. The participants in the study were promised secrecy, confidentiality, and that they would participate voluntarily. The letter to the participants clearly stated that they had the right to withdraw from the research at any point due to discomfort. Participants were informed that no real names of the schools or of the teachers would be cited in this study. It is imperative that ethical issues are considered during the formulation of the research plan.

3.10 LIMITATIONS

Limitations within the study are summarised by the narrow scope of the results this study might produce. The study was limited to three secondary schools selected from Potgietersrus Circuit, each with a different principal, three 9th grade class teachers per school, and 12 parents. The overall total was 18 participants, which yielded limited

results that cannot impact a wide spectrum of people but will offer suggestions for improving issues of parental involvement as they relate to learners' academic achievement. The information will be used to influence students, teachers, and schools, but the finding cannot be generalised to all educational circumstances; therefore, future studies could use more participants and a larger sample.

3.11 SUMMARY OF CHAPTER

Previous research shows inconsistent relationships between parent involvement and academic achievement, and one often wonders why such inconsistencies occur. For learners to succeed in their academic achievement, there are several different factors that need to be in place. The study investigated the issues of parental involvement in 9th grade learners' academic achievement. It is noted that parental involvement plays a significant role in proving school results, and by doing so, learners should in turn improve their academic achievement to increase school academic standards. The participants were selected from three secondary schools identified on the Potgietersrus Circuit. The sample consisted of the principal of each school, the Grade 9 class teachers, three students from each school with varied academic performance (low, average, and high), and four parents from each school with varied academic ability and socio-economic status.

The researcher used a narrative method to analyse the significant elements of the participants' stories. These identified areas formed a well-rounded perspective on learners' academic work and how parents play a role in their achievement. The next chapter will therefore present data analysis and interpretation.

CHAPTER 4

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents and discusses the findings of an investigation into the issue of parental involvement and student academic performance in Potgietersrus Circuit. The purpose of the study was to investigate the issue of parental involvement in the academic performance of Grade 9 learners from three secondary schools in Potgietersrus Circuit who participated in this study. The data was collected from the responses obtained from semi-structured one-on-one interviews with the principal, parents, and teachers, as well as from the researcher's observations. The following sections are covered in this chapter: biographical information of participants, a summary of participants, and data presentation.

4.2 BIOGRAPHICAL INFORMATION OF PARTICIPANTS

The researcher collected qualitative data from principals, teachers, and parents, and several methods for data collection were used, namely, site observation as well as formal, semi-structured, one-on-one interviews. The table below depicts the participants' backgrounds and biographical information. The main purpose of portraying this information is to show the different genders, age groups, and schools that were sampled in the study. The background information was categorised as follows: Grade 9 class teachers, nature of school, experience of teachers, gender, and their professional experience School A is located in the town of Mokopane; School B is located in the township of Sekgagakpeng; and School C is also located in the township of Valtyn. The table below shows the background information of the participants who took part in the study, including their gender, type of school, and age group. The general data revealed emerging themes that provided responses to the main research questions. The themes enable the research to comprehend the issue of parental involvement and academic performance of Grade 9 students at Potgietersrus Circuit secondary schools.

Biography information of participants was categorised as follows:

Table 4.1: Summary of participants

Participants	Gender	Status	Grade Passed	Qualification	Experience	Age group
Principal A	Male	Single	12	Bachelor Degree	11-15	51-55
Principal B	Male	Married	12	Bed Honours	6-10	56-60
Principal C	Male	Married	12	Bed Honours	21	56-60
Participants	Gender	Status	Grade Passed	Qualification	Experience	Age group
Teacher A	Male	Married	12	Bachelor Degree	56-60	56-60
Teacher B	Female	Married	12	Bed Honours	51-55	51-55
Teacher C	Male	Married	12	Bed Honours	56-60	56-60
Participants	Gender	Status	Grade Passed	Qualification	Employment	Age group
Parent A1	Male	Married	12	Degree	Manager	46-50
Parent A2	Female	Single	12	Degree	Supervisor	36-40
Parent A3	Female	Married	12	Diploma	Clerk	46-50
Parent A4	Male	Single	12	N/A	Self Employed	40-45
Parent B1	Male	Married	12	Certificate	Boil maker	51-55
Parent B2	Female	Single	10	N/A	Employed (SGB)	41-45

Parent B3	Female	Single	12	Diploma	Cashier	41-56
Parents B4	Female	Single	9	N/A	Unemployed	56-60
Parents C1	Male	Single	9	N/A	Security Guard	41-45
Parents C2	Male	Single	11	Certificate	Plumber	46-50
Parents C3	Female	Married	12	Diploma	Clerk	36-40
Parents C4	Female	Married	12	N/A	Hawker	41-45

4.3 DISCRPTION OF SCHOOLS

SCHOOL A

There is a high pass rate for learners at this school. The school is situated in town and has been regarded as one of the best schools in the circuit for the past three years. It was among the top five schools in Mogalakwena District. The school has a principal and two deputy principals, 38 teachers, and 1,220 learners, including 322 in Grade 9, of whom 151 are boys and 171 are girls. It has 27 classrooms, an admin office, a principal and two deputy principal offices, eight staff rooms, a hostel, a laboratory, a hall, a rugby field, a cricket field, and netball grounds. Discipline is at its best, and learners are always on time.

SCHOOL B

The school is situated in the township and has not performed well in the circuit for the past three years, remaining in the bottom three of the circuit's performing schools. The school has a principal, one deputy principal, and 27 teachers, of which 12 are male and 15 are female. The learners' roll is 921, and the students in Grade 9 are 225, of which 114 are boys and 111 are girls. It has an admin block with an admin office, the principal's office, two staff rooms, a laboratory, 12 classrooms, six mobile classrooms, a school hall, a kitchen, a dining hall, a soccer field, and a netball court.

SCHOOL C

School C is situated in the township, and its performance can be regarded as average in the circuit. It has a principal, two deputy principals, and 37 teachers, of which 19 are males and 17 are females, with a learners' roll of 1886, and Grade 9 is at 203, of which 93 are boys and 110 are girls. The school has 14 classrooms, six mobile classrooms, and an admin block with the principal's office, two deputy principal offices, a copier room, an admin office, a boardroom, nine staff rooms, a soccer field, and a netball ground.

4.4 DISCRPTION OF THE PRINCIPAL IN SEMI-STRUCTURED INTERVIEW

Principal A

He is a mathematics teacher for Grade 12; he has been the principal at this school for the past 12 years and has been a teacher for the past 15 years. His age ranges between 51 and 55. He is qualified with a teacher's diploma and in possession of a bachelor's degree.

Principal B

He is a business economics teacher for Grade 12; he has been the principal at various schools before coming to this school as the principal for the past 5 years; he has been a teacher for the past 25 years. His age ranges from 56 to 60 years. He has a teacher's diploma and a B.Ed. honours degree.

Principal C

He is a life orientation teacher for Grade 9 and 11. He has been the principal of this school for the past 6 years, with more than 20 years' experience as a teacher. He is qualified with a teacher's diploma and B.Ed. honours degree.

4.5 DISCRPTION OF TEACHERS IN SEMI-STRUCTURED INTERVIEW

Teacher A

He is a Grade 9 teacher who teaches creative arts and social sciences and has been at this school for 12 years. He is qualified with a teacher's diploma and serves in the SGB; his age ranges between 56 and 60 years.

Teacher B

He teaches EMS in Grade 9 and worked at different schools before coming to this one. He is a qualified teacher with a teacher's diploma and a B.Ed. honours degree. His age ranges from 51 to 56 years.

Teacher C

He is teaching English as an additional language in Grade 9, and he is a qualified teacher with a teacher's diploma and a B.Ed. honours degree; he once took study leave to further his qualification at Wits University. He has been a teacher at this school for the past 25 years.

4.6 DESCRIPTION OF THE PARENTS IN SEMI-STRUCTURED INTERVIEW

Parent A1: He is a father of three who is staying in town. He is a bank manager and always assists the kids with schoolwork and really wants the best for them; his age range is 46–50 years.

Parent A2: She is a single mother of two and always assists her children with their schoolwork; she is a supervisor at her work, and her age range is 36–40 years.

Parent A3: She is a married mother of four who works at a retail store as an admin clerk; she always makes sure to do follow-ups on her children's schoolwork. Her age ranges from 46 to 50 years.

Parent A4: He is the father of five and self-employed after losing his job for the past three years. He is running a catering company and is more interested in helping his children with school work. His age ranges from 40 to 45 years.

Parent B1: He has four children, the youngest of whom is in Grade 9. He works at a local mine and works mostly during shift hours. He is trying to assist his son with schoolwork, but the shift work is making it impossible for him to do so because he works one weekday shift and one weeknight shift. He is between the ages of 51 and 55.

Parent B2: She is the mother of five and employed by the school's SGB to assist in the SNP (school nutrition project); she spends most of her time at school and most of the time interacts with teachers about her children's schoolwork. Her age ranges between 41 and 45 years.

Parent B3: She is the mother of three, and she works as a cashier at a large retail shop. She always makes sure to do follow-ups on her children's schoolwork. Her age range is 41–46 years.

Parent B4: She is a mother of five, unemployed, and relying on a social grant. She tries to be involved with her children's work even though her illiteracy lets her down, as she does not understand some of the area syllabus. Her age range is 41–45 years.

Parents C1: He is a father of two and a security guard at a local supermarket during the day, and he always assists his children with school work. His age range is 41–45 years.

Parents C2: He is the father of three, a member of the SGB, and a qualified plumber who always assists his children with school work. He is between the ages of 46 and 50.

Parent C3: She is a mother of one and works as an admin clerk at one of the government departments; she is also a member of the SGB and always assists her children with schoolwork. Her age range is 36–40 years.

Parent C4: She is self-employed, selling fruit and vegetables at a tuck shop, and she is a mother of four who always assists her children with school work. Her age range is 41–45 years.

4.7 DATA PRESENTATION FROM PRINCIPALS, TEACHERS AND PARENTS: ONE-ON-ONE SEMI-STRUCTURED INTERVIEWS

4.7.1 Theme 1: Issues of parental involvement on learners' academic performance

The issue of parental involvement in child education is historical, but today, in the context of greater accountability and demands for children's achievement, educators and parents have formed partnerships and share the responsibility for learners' education. This further implies that parental involvement is associated with early home and school success, including academic performance. Despite this, there are issues that impede effective parental involvement and learner academic performance, such as in low-income families where some parents receive monthly social grants, forcing them to work more jobs and spending less time at home helping their children with schoolwork. That puts a burden on the teachers because they are expected to produce good results, yet they are not receiving any support from some parents. Another issue that parents face is that schools sometimes fail to establish strong links between the home and school, creating an environment in which parents feel unwelcome. In this study, the focus is on the issues of parental involvement and academic performance for Grade 9 learners, and the following sub-themes and main issues were raised:

Table 4.2: Sub-theme and main issues in theme 1

SUB-THEME	MAIN ISSUES RAISED
Challenges of parental involvement on learner academic performance	Shortage of time
	Bad experience
	Illiteracy
	Lack of sensitiveness from the state

4.7.1.1 Challenges of parental involvement on learner academic performance

In South Africa, the gap between the rich and the poor creates huge problems for parents because of their background. Parents that are economically disadvantaged will

focus more on their work environment instead of their child's education because of the simple fact that they need money; most parents are uneducated about the ways to get involved in their child's education. Principal A mentions that:

"Let me start by saying our school is in town and we are experiencing lot of application during admission time, we are obliging to admit learners from our seven feeder schools but we needed taking learners from far as we are also having hostel then the problem come when we have consultative meeting and usually, we held that during the evening and most parents cannot attend as they do not have their own transport or they are staying far".

In support of the above-mentioned quotation, Parent A3 indicates that:

"I find it very difficult for me to attend the school meeting because during the day I am at work, knock off late in the evening and if I request time off it affect my salary then I end up not attending school activities due to my situation".

Reflecting on the above-mentioned quotations, one may argue that teachers and educational leaders should find parent engagement strategies that work best in their community and put them into action, which will encourage the parents to create more time to be involved in their children's education.

4.7.1.2 Shortage of time to help their children with school work

Any work done by parents affects their availability for school activities. Schools should put together a time management plan to suit parents as well, which will allow single parents to be able to attend the meeting even if it is in the evening. Parent A1 mentioned that "in most cases, the school calls us to request permission from our bosses because sometimes they refuse to allow us to attend." In support of the above-mentioned quotation, Parent B3 and Parent A3 mentioned that:

"Sometimes meetings are called in the evening and we find it difficult to come because we are using common transport which at the time the meeting finished there will be no transport available".

Reflecting on the above quotations, one may argue that most parents do not have suitable time to support their children, and it also comes to mind that when enrolling their children, they should also indicate the methods that they will use to attend to their children's issues.

4.7.1.3 Bad experience they had during their schooling years

Parents do not feel welcome at school because of their experiences or memories from their time there. Negative experiences for parents can also constitute barriers in their communication with teachers. Principal B mentioned that:

“I observed that parents from this school see this school as not doing well to build their confidence because of the previous experience they have about the management and teachers where they were not doing their job properly, like conflict amongst teachers and a high failure rate at school”.

In support of the quotation above, Parent B3 mentioned that:

“Ge o gopola ka fao ba bangwe ba barutisi ba boledisana le rena ba sa bontshe gore hlompha re palelwa ke go amogela ditaletso tsa bona ge ba re nyaka kua sekolong”. (When I think about the way teachers talk to me without showing respect, we are unable to accept their invitation to come to school when I am called).

Reflecting on the above quotation, one may argue that treatment towards parents should improve so that they can feel more welcome in the school.

4.7.1.4 Illiteracy from learners' parents

Illiterate parents do not have the confidence to talk to teachers about the academic performance of their children. Some parents use the status of illiteracy as an excuse to neglect their children's education. Parent C4 mentioned the following:

“Thuto ya gona bjale e fapana le yela ya nako ya rena le ge ke leka go thusa ka ke a palelwa ka gore ga ke kwisise se sengewe gape bana ba hlakanela di buka tsa go bala le ge ore o leka go thusa o hwetš'a buka e swere ke ngwana o mongwe”. (The present

educational system is different from the one during our time. I try to assist, but I do not understand, and another difficulty is that children do share textbooks. When I try to assist you, you find the textbook with another child.).

In support of the above quotation, Parent B4 mentioned that:

“Nna ga ka rutege bjale go boima gore nka thusa bana barena ka tse dingwe tsa di thutwana tseo ba nyakago thuso, le barutisi ge ba mpitsa gore re tlo boledisana ka dithuto tsa bana ke tshaba goya ka gobane ke a tseba gore ga ke kwisise selo”. (I am not educated, so it is difficult for me to assist my child where she wants or needs assistance. Even when teachers call me to discuss academic issues, I am afraid to go because I know I do not understand anything.).

Reflecting on the above quotation, one may argue that many parents are illiterate because of certain factors that are beyond their control or because of their upbringing; however, it is good to see that some are trying, which indicates that there is a need for an urgent parental involvement workshop.

4.7.1.5 Lack of sensitiveness from the school system

The department should take care of the roles of its personnel; for example, teachers are great at educating the nation, but they are lower earners than many of their counterparts. Teachers are not protected by the law, and there are many loopholes that make their job more difficult. Teacher B mentioned that:

“The system is letting us down because of its long process it takes to reprimand a learner who has committed an offence, for example, after abolishment of corporal punishment the sanctions which are in place take too much time for the teacher to execute with lot of administrations and take too much time of teacher”.

In support of the above quotation, Parent B1 mentioned that:

“I am finding difficult to discipline my child always she reminds me of her rights and threatens to report me to police if I insist, she must listen to me as a parent”.

Reflecting on the above quotation, one may argue that parents and teachers are not happy with the way the department has put some laws in place that restrict them from performing their duties fully.

4.7.1.6 Summary of theme 1

This theme was based on the challenges experienced by the school when involving parents in their children's academic performance. From the theme, the following sub-themes and main issues emerged: shortage of time, bad experience, illiteracy, and the sensitive nature of the issues. Firstly, parents are the main role players in giving learners the basic education they need to view themselves as achievers, and they should create partnerships with schools to make sure that the extension from family to school exists. Secondly, when parents are working far away and for long hours, the shortage of time to be involved in their children's education will be high, so time should be created to supplement the lost time. Thirdly, bad experiences will always be with those who have experienced them, and if parents did not get good treatment while they were learners, when they visit the school for their children, the memories will still flash back; therefore, teachers should assure parents that things have changed and are not the same as before. Fourthly, illiteracy can be conquered if parents can be involved in their children's education. Baker and Soden mentioned in their findings about the question that years of practice wisdom, theory, and related areas of research strongly suggest that parents' involvement in their children's formal schooling is vital for their academic success, even though the research evidence is less than conclusive. and lastly, the sensitivity of the state, where the government should put in place the educational legislation that will balance the rights of all stakeholders.

4.7.2 Theme 2: Partnership between teachers and parents on learners' academic engagement

The collaboration between parents and teachers will create a strong partnership that will work positively towards the education of the learners. The combined efforts will increase the success of the school. The partnership should always be positive in order to influence the educational expectations of the school.

Table 4.3: Sub-theme and the main issues in theme 2

SUB-THEME	MAIN ISSUES
Relationship between parents and the school	Monitoring learners work
	Working together
	Stronger relationship

4.7.2.1 Relationship between parents and the school

In South Africa, the issue of parental involvement and learner academic performance is a challenge, even at the tertiary level. Students are also experiencing a challenge when it comes to this matter; therefore, there is a need for parents and schools to work together to ensure that they have a strong understanding of the issues of parental involvement and student academic performance. Parent B mentioned that:

“Bjalo ka motswadi barutisi ba are bitsa go tla go boledisana ka mathata a dithuto tsa bana, le ka fao ba somago ka gona tseo re nyakago go ka botsisa ka tsona”. (We, as parents, have teachers call us to discuss our children’s academic challenges and how they are performing, and we are given a chance to ask if we feel like).

In support of the above quotation, Principal A mentioned that:

“Let me start by saying I think the challenges that we are experiences as school first of all is reaching our parents communication, I am trying through circulars and even have what sap group to communicate with parents but we still feel that these parents do not get the communication, so that is one of my concern and I mean these parent are here for a year for the second year their children will be in Grade 9 and somehow we still get the same frustrations”.

Reflecting on the above question, the parent-school relationship might change as your child gets older or when things change at work or at home. Parent-teacher interviews at primary schools and parent-teacher interviews at secondary schools are two of the main ways that many parents find out how their children’s education is going. Interviews can

be a great way of getting all the important people—you, the teacher, and your child—together.

4.7.2.2 Monitoring learner's work

Parents should always show that they care about the schoolwork and inquire about what their children did during the day at school. Learners are motivated to complete their work because they know their parents will open their bags and check them as soon as they arrive home. Parent A mentioned that:

“At times I go through my child work and check the work I have assisted with and how did he performed after marking with their teacher only to find that the work is not marked”.

Whereas Teacher A differs:

“We normally have the policy at our school that every Friday learners take their books home and we ask parents to sign indicating they have seen their children's books, so that they comment if they are not happy with their child work and some returned with their book without any signature or comment and when asked they say they are staying with their grand-parents who cannot read or write because their parents are working far from home”.

Principal C highlighted that:

“What I think for our learners to perform better than what they are doing is to tread Grade 9 like Grade 12 we must put our best teachers in Grade 9 and make sure that they cover all the topics as they do in Grade 12 learner will not struggle as they are now doing”.

Based on the foregoing, one could argue that the school should provide parents with information on how to create a conducive learning environment at home to help students with their academic work. This can also be achieved through sharing information related to parenting approaches, which include child health, nutrition, and discipline. Funton (2019) states that monitoring and assessing students will guide you in

determining whether or not you need to spend more time on the concept with the class. as whole In a study on monitoring student learning in the classroom, monitoring was defined as “activities pursued by teachers to keep track of students learning for purpose of making instructional decision and providing feedbacks to students on their progress”.

4.7.2.3 Working together

When parents and teachers are in good standing with one another, they are able to work together towards this common goal. Communication between home and school is then more efficient and improves in both quality and quantity. Communication is the key, and where there is teamwork, learners have their physical, emotional, and intellectual needs met, and the best educational outcomes occur when each of these needs is met. Principal A mentioned that:

“In my school we created a good working relation between parents and teachers we have created a WhatsApp group to allow teachers and parents to communicate with each other about any educational issues”.

Parent A3 mentioned that:

“Especially when it comes to homework our teachers are so supportive, they also provide examples on how to assist our children and also provide their contact so that if you meet some challenges, you can call for assistance and what I like about them they are always available and that makes me feel happy for their commitment”.

In reflection on the above quotation, one may argue that partnership implies that all parties work together as equals, with specific rights and responsibilities towards a common goal. Each party contributes their own specific skills and knowledge towards meeting the objectives. There are countless benefits associated with parent-teacher collaboration, but some of the key ones include building a positive relationship and trust with the student and their family (Swain, 2021).

4.7.2.4 Stronger relationship

For the relationship between parents and teachers to be healthy, the parents should have a good working relationship with teachers, as posited by Parent C1 and Parent C2:

“Re somisano ga botse le barutisi I bile re ikwa re lokologile goba batswadi sekolong s ka gore barutisi ba re a mogela ka go swana ntle le kgethologanyo ga ba palelwe ke go re founela ge gona le mathata ao bakopanago le ona mabapi le bana ba rena”. (We are working together with teachers and feel welcomed and comfortable as parents at this school because teachers treat everyone as equal without any discrimination, we feel welcome, and they are always calling us if they encounter any problems concerning our children's education).

On the other hand, Teacher B and Teacher C advanced a contrasting view:

“An educators are parents themselves if when they see some learners are having some problems or some challenges sometime you have to call the learner one on one to find out what would be the problem that the learner is encountering that which lead them to underperform and if learner can't explain himself I call the parents and they do come when called but problems lies with some parents who always when come asked this question what have you done before calling us while others are shocked to find out what their children are doing, but the majority appreciate our efforts”.

Reflecting on the above quotation, one may argue that teachers and parents provide a vital support system to help learners succeed, and both are important. When parents and teachers communicate and work together effectively, it can significantly impact each learner's long-term success.

4.7.2.5 Summary of theme 2

This theme was based on the partnership between teachers and parents and learners' academic engagement. From this theme, the following sub-themes and main issues emerged, including the relationship between parents and the school, monitoring of

learners' work, and working together. Firstly, the relationship between parents and the school should be maintained. Secondly, the work of the learners should be monitored to check if they are doing their work and to assess their progress. Thirdly, teachers and parents should be encouraged to work together to achieve the aims and objectives of the school. With respect to the parent-teacher relationship itself, Ziraldo (2016) identifies the characteristics of an effective parent-teacher team to encourage a second opinion when there is an unresolved disagreement or when there is no answer to a difficult situation.

4.7.3 Theme 3: Perceived barriers to parental involvement in school programmes

Parents may experience various barriers on their own, even though there is a common one that exists in most cases. When parents feel unwelcome at school, it may influence certain barriers that they experience. Parents, as major partners in the education of their children, may perceive some circumstances or obstacles that keep them away or prevent them from fully participating in their children's education. Therefore, such obstacles should be dealt with to allow school programmes to run smoothly. To overcome the barriers, schools need to provide a welcoming climate where school employees are respectful of parents.

Table 4.4: Sub-theme and main issues in theme 3

SUB-THEME	MAIN ISSUES
Lack of parental education	culture and socio –economic difference
	Language difference between parents and staff
	Parental attitude towards the school
	Staff attitude towards parents

4.7.3.1 Culture and socio- economically difference

Most parents, regardless of their culture or socio-economic status, are engaged in their role in parental involvement at home, and those with low socio-economic status provide necessities to their children, such as food, clothes, and moral support. They are mostly providing for their children's educational needs by buying them LTSM, but they lack relationships with teachers because of their hectic work schedule, unlike the parents with a high socio-economic background, who can provide tutoring or volunteer and can visit the school any time of the day. Parent B4 mentioned the following:

“Ke a leka go ka thusa ka tse dingwe tsa dinyakwa tse di kgopelwago kua sekolong gore ban ba rena ba kgone go tšwelela dithutong, bothata ke gore ga re some ka nako ga re kgone go direla bana, seo sedira gore barutisi ba gopola gore ga rena kgahlego thuto ya bana barena”. (I am trying to assist my child with things they need at school to improve her education, but because I am unemployed sometimes, I fail, and that makes teachers think I do not have interest in my child's education).

In support of the above, parent C4 mentioned that:

“It is true I try to assist but the problem is when the school place stationaries for the children they want a certain design which is mostly expensive”.

Reflecting on the above, one can argue that the financial background of parents plays a role in affecting their children's education. Teachers should be considerate when making demands, taking the different social backgrounds of parents into consideration. Barnes (2018) reported that education, societal standing, and ethnic background of parents do not influence their involvement in the academic lives of their children. Parents, as the primary mentors and source of exposing children to social settings, should play a leading and supportive role in their academic endeavour (Amponsah, Milledsi, Twum Ampofo & Gyambrah, 2018).

4.7.3.2 Language difference between parents and staff

Language barriers are limiting parental communication, and as the curriculum becomes more specialised, the gap between educators and parents generally increases. This is especially true when teachers and parents come from different racial groups where language is a factor. Parents cannot speak fluently in the language of learning and teaching (LOLT) and become reluctant to send their children to school to avoid embarrassing themselves. Parent A mentioned that:

“As a parent sometimes, it is very confusing because of the language jargon the syllabus is using, it is difficult to understand even though not difficult some subjects have their own terms which only teachers understand”.

In support of the above, Principal A mentioned that:

“I have observed that parents who like to assist their children they find it difficult to understand some of the terms that are used in many learning areas, but those who are literate they use internet to google for information to help their children”.

Based on the foregoing, one could argue that a language barrier plays a role in disrupting the smooth relationship between parents and teachers. Parents should be encouraged to seek help, even if they do not understand.

4.7.3.3 Parental attitude towards the school

Parents develop negative attitude when they realise that school personnel do not take them seriously, like trusting parents to give them full information about the activities of their children’s education. Parents believe that teachers are responsible to make sure that their children succeed and if they do not succeed, they develop an attitude towards teachers. Teacher B mentioned that:

“As the teacher we are experiencing a lot of confrontations from the parents who always have attitude towards teachers, when you call parents to discuss problems you encounter with their children, when they come before even listening why did you called

them, they started blaming every including teachers but once they heard after my explanation is when they calmed down and started a conversation”.

In refuting the above quotation, Parent B3 mentioned that:

“What I have experience is that most teachers when they call you, they take advantage of us thinking that because I am not a teacher, I can’t understand many things of which is where they are wrong most, they treat us as if we are useless that is why I am always seems like I have attitude towards them”.

Reflecting on the above quotation, one may argue that regular interaction between teachers and parents should be improved, and learners will do better when parents and teachers have a clear and healthy relationship towards each other.

4.7.3.4 Staff attitude towards parents

When parents and teachers are in good standing with one another, they are able to work together towards a common goal. Communication between home and school is more efficient and improves quality and quantity. Communication is the key; where there is teamwork, learners have their physical, emotional, and intellectual needs met, and the best educational outcomes occur when each of these needs is met. Teacher A mentioned that:

“I have good relation with parent and I have created parents WhatsApp group for my class and always inform them with every development and parents are contributing by submitting their suggestions on how they think we should improve academically”.

Parent A3 mentioned that:

“Especially when it comes to homework our teachers are so supportive, they also provide examples on how to assist our children and also provide their contact so that if you meet some challenges, you can call for assistance and what I like about them they are always available and that makes me feel happy for their commitment”.

Reflecting on the above, one may argue that partnership implies that all parties work together as equals with specific roles and responsibilities towards attaining a common goal. Each party contributes their own specific skills and knowledge, which have a significant impact on learners' success.

4.7.3.5 Summary of theme 3

The theme was based on the perceived barriers to parental involvement in school programmes. From this theme, the following sub-themes and main issues emerged: lack of education, cultural and socio-economic differences, language differences between parents and the staff, parental attitude towards the school, and staff attitude towards parents. Firstly, the level of education of the parents is important for the school to know what type of parents they are dealing with. It will also serve as a guide to prepare school personnel and assist stepparents in understanding the language used in education. Second, everyone's culture, including their socioeconomic status, should be respected, because their background influences how they interact with the school. Thirdly, language differences will always affect the simple communication between parents and teachers, but teachers, as professionals, should know how to accommodate parents who speak a different language and still make them feel free and welcome. Fourthly, attitudes from both parents and staff should be pleasing in order to make the relationship smooth and accommodating.

4.7.4 Theme 4: Strategies to improve parental involvement at schools

Academic performance has proven to promote a better result for learners, which leads them to be successful in their education, if not in life in general. Teachers should consistently associate themselves with learners and their education. There should be some strategies implemented to assist parental involvement in achieving the main objectives of learning and teaching. This will only be achieved through the involvement of the parents.

Table 4.5: Sub-theme and main issue in theme 4

SUB-THEM	MAIN ISSUE
Policy in place	Communication
	Volunteering in programmes
	Home activity

4.7.4.1 Policy in place

One of the best strategies for the school to do well is to draft a clear school policy, where parents are involved in drafting it, which should state the mission and vision of the school to place their aims and objectives in terms of their performance. Principal A mentioned that:

“At the beginning of the year during our parents orientation we gave parents the following policies, learners code of conduct and school management plan which include the assessment tasks for the year and parents sign for them and this exercise in most case it help the school during the year we are not encountering discipline problem”.

In support of the above quotation, Principal C mentioned that:

“During our fist parents meeting I explain to them what the school want and what is not allowed to parents through the SGB and after every quarter, when learners receive their progress report we attach the code of conduct so as to remind them of how the school except from them”.

Reflecting on the above, one can argue that policies are very important for the school to run smoothly. Parents should know what is expected of them and their children to assist the school in achieving its aims and objectives.

4.7.4.2 Communication

Communication in school is a two-way street that necessitates consultation between parents and teachers to ensure the smooth operation of the education and the

academic performance of the students. Every educational challenge should be communicated between both parties in order to find a better solution and the best way to assist the learners. In a school context, communication between parents and teachers is critical. Teachers must include parents in discussions about their students' education or performance. When students face challenges in their academic performance, both parents and the school must communicate and work together to find a solution. Principal A mentioned that:

“We have standard procedure at the school of having two meeting per quarter one is for finance and second is parent evening consultative meeting specifically for learner progress but then we also have Graded that responsibilities for specific Grades on the required basis, we involve parents who have problems with performance of their learners or if learner is not doing well and we extend the invitation to the extend intervention to make appointment with parents when the teacher is not in the class to come and be assisted at school”.

Parent C1 mentioned that:

“Barutisi ba boledisana le Rena ka makga a mantsu ka mesomo ya bana le nna ke ipha nako ya go lebelela mesomo ya ngwana waka gore ke bone gore o soma bjang” (teachers communicate with parents often about the work of their children and I also give myself time to check my child work on how he is doing).

In contrast to Parent C1, Parent B1 indicates that:

“In our school most of the parents they are actually not interested in learners performance, they are also contributing to this because you find the child being absent from the school when you ask the learners where they were on specific day they will tell you that their parents send them to do some errand during school time and you notice this during parents meeting they don't come they only attend parents meeting if finances are on the agenda”.

It is clear from the foregoing that regular communication between parents and teachers should be improved, as this will benefit learners when parents communicate with

teachers frequently and become more involved in the school. Parents and teachers could communicate in a number of ways rather than relying on the scheduled SGB meetings.

4.7.4.3 Volunteering in programmes

When parents volunteer at school to assist with learners' education, it creates moral support for learners and teachers. Parents B1 and B2 mentioned that:

“Ke bona ka fao nka thusang gore thuto ya bana ba rena e tšwelela pele ke bona ka fao sekolo sa rena se hlaelelago ka maseleng go ka hira basomedi mo sekolong ka ithaopo gore ke thuse ka go hlwekisa mo sekolong gore bana ba rena ba rutege mo go hlwekilego”. (I see how I can help improve the education of our children after realising that the school does not have enough funds to employ cleaners at school. I have volunteered to assist the school as a cleaner so that our children can learn in a clean environment).

In support of the quotation above, Principal C mentioned that:

“I have good relation with parents at my school, some came to the extent of volunteering to assist the school in national school nutrition Programme (NSNP) and they are doing well because children are happier if they see their parents taking part by assisting the school with some school project, they feel proud”.

Based on the quotation above, one could argue that parents who volunteer at school activities or programmes that help the school grow and develop into a responsible organisation benefit their children's performance. Parents should be encouraged to volunteer so that it will serve as motivation for their children.

4.7.4.4 Home activity

When parents are supportive, the learners' academic performance will improve. Academic performance issues will be a thing of the past. Parent A mentioned:

“What I am doing will differ from parents to parents. which I have done I provide Wi-Fi in my house in order to assist in terms of data and t times to use for research for my children work because their syllabus is different from what we were doing during our times, I am good in English language and my wife is good in shiners subjects so every day when we come from work, we assist with our expertise”.

Teachers A, B, and C mentioned:

“I give learners homework where we are expecting parents to assist and I always provide parents with my contact so as to communicate with me if they find any challenge when trying to assist the child but what I find disturbing most they do the work for their children and those who have illiterate parents come back with work not done and those who wrote if you give the same work in class the perform dismally and that contribute negatively on the academic performance”.

Principal A added that:

“It is important year for Grade 9 as they are making subject choices usually in the third term we are doing choices we have already have the meeting with parents to explore what we are doing and which learner fall behind in this criteria is we try to coach them but for the past two years due to Covid-19 it become difficult so we put information on the group we are already sending parents with extra lessons for assistance there is a company assisting parents that have webinar can also contact with Covid-19 it become difficult so we put information on the group we are already sending parents with extra lessons for assistance there is a company assisting parents that have webinar can contacted and give parents some advices on which subject the learner should choose and it will make a lit bit easier for parents and once our forms are going out for subject choice parents will be looking to different options after being advised”.

Reflecting on the above quotation, one may argue that parents should be encouraged to be hands-on with learners and teachers to help them. Additionally, parents should not do the homework but help their children to do it. Parents should encourage the learners to try to do work on their own; parents need to show interest, and in that way, learners

will also develop a positive attitude towards school. Parents, teachers, students, administrators, community groups, and the media are key stakeholder groups in any education system (Martinez, 2015). Home is the first school for an individual, and parents are their first teachers (Chundra, 2013).

4.7.4.5 Summary of theme 4

The theme was based on strategies to improve parental involvement at schools. The following sub-theme and main issues emerged: policy in place, communication, volunteering in programmes, and home activities. Firstly, the school should draft school policies to run effectively. Communication is one of the best ways to disseminate information, whether to learners, teachers, or parents, about the issues and Programme of the school. Secondly, parents should volunteer for school projects or activities to assist the school, and lastly, parents' main role is to monitor if their children are engaged in home activities.

4.8 SUMMARY OF THE CHAPTER

This chapter focused on data presentation. The chapter was based on the four main themes that were broken down into sub-themes and the main issues that emanated from the data analysis. The first theme of the chapter was based on the issue of parental involvement and its impact on learners' academic performance. Therefore, the issue of parental involvement in child education is historical. The sub-theme highlighted the challenges of parental involvement on learners' academic performance, which shows that in South Africa, the gap between the rich and the poor still exists and creates a huge gap between the parents, mostly because of their backgrounds. Partnerships between teachers and parents on learners' academic engagement are the second theme in this chapter, where the relationship between parents and the school is stressed. Monitoring of learners' work should be maintained to create a strong relationship between the teachers and the parents. The third theme in this chapter is perceived barriers to parental involvement in school programmes, with the sub-theme of lack of parental education. The main issue emerged as the culture or socio-economic difference, the language difference between parents and staff, parental attitude towards

the school, and staff attitude towards parents. The last theme in this chapter outlines strategies to improve parents' involvement at school, followed by the sub-theme of policies in place, the main issues of communication, volunteering in programmes, and assisting in home activities.

The themes, sub-themes, and main issues that emerged were fully discussed in Chapter 5. The next chapter will therefore present a summary, findings, recommendations for future research, and conclusions.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter presented data in terms of identified themes and sub-themes and background information about school principals, Grade 9 class teachers, and parents, and the data were presented in a table that illustrated their gender, marital status, grade passed, and qualifications. experience, age group, and parents' experience were replaced by employment, and the second part was the description of the schools. All participants were given pseudonyms, which have been used exclusively to differentiate and identify them.

This chapter aims to provide an overview of the study by reviewing the research problem, summarising the study, and providing recommendations for future studies.

5.2 REVIEW OF THE RESEARCH PROBLEM

The study was conducted to investigate the issue of parental involvement and academic performance of Grade 9 learners in the Potgietersrus Circuit in the Mogalakwena District. Literature reviewed agrees that when parents are involved in the education of their children, they could earn better grades and academic performance. Many schools are still experiencing challenges with parental involvement in their schools, where it is stressed in South Africa's School Act 84 of 1996 that parents should take control of the education of their children (Gwija, 2016:18).

5.3 DISCUSSION AND FINDINGS

The following discussion of the key findings is linked to the results of the literature review.

The main issues identified are:

- The challenges of parental involvement on learners' academic achievement

- Relationship between parents and school
- Lack of parental education
- The policy of school in place

5.3.1 Challenges of parental involvement on learners' academic achievement

Literature has revealed that there are many reasons that lack of parental involvement affects school performance. It also stated that challenges faced by parents impede their involvement in their children's education, which also affects their academic performance. Parents should always overcome the challenges they are facing in order to pursue their role as parents and pave a future for their children. Teachers are also trying to come up with different methods to entice parents to overcome their differences, but it is up to the parents to play their part. Many studies have shown that parents' connection, direct interest, and freedom to their children can accelerate their children's academic achievement, according to Singh and Mahajan's findings.

5.3.2 Relationship between parents and school

According to the literature, collaboration between parents and teachers has a significant impact on children's education; however, for this to be successful, both parties must work together. Teachers should create opportunities for such a partnership with parents so that parents see how important this relationship is for their children's academic performance. They should talk about the learner's progress and ways to improve his or her academic performance. If this partnership works well, parents will prioritise the education of their children for the benefit of this engagement. However, Mahuro and Hungi (2016) reveal in a study that parental involvement plays a significant role in improving children's academic performance, and that in order to gain the greatest educational advantage, it is critical not to leave the learning process solely on the teacher-student relationship, but rather that effective parental involvement be added to this relationship.

5.3.3 Lack of parental education to help with school work

Literature has revealed that students may disregard their parents in school matters because of a lack of academic support from them, and eventually the parents' inability to help their children may cause them to be lenient in controlling them regarding school affairs (Shezi, 2012). The school can help by providing them with information about school programmes and by engaging them directly in their children's homework.

5.3.4 The policy of school in place

Literature has revealed that schools do well when they have policies in place. It will also help stakeholders know how to perform their duties and functions. As the department is always providing policies, it is the duty of the managers to update stakeholders.

5.4 SUMMARY OF THE FINDINGS

The main findings of this study are summarised below in terms of sub-theme 1, sub-theme 2, sub-theme 3, and sub-theme 4. The researcher outlines how each of the sub-themes was addressed.

5.4.1 Sub-theme 1: The challenges of parental involvement on learner's academic achievement

The study found that the challenges faced by parents hamper their involvement in their children's academic achievement. The schools A, B, and C almost experience the same issues when it comes to parental involvement. School A's major challenge is that most parents are staying away from the school while others are working and knocking off late in the evening. In School B, many of the parents are unemployed and not well educated, so they do not have an interest in availing themselves of school programmes. The parents in school C are the same as those in school B; the main challenge they face is that parents do not attend parent-teacher conferences. Bad experiences by parents create unpleasant feelings about visiting the school environment, and illiteracy is one of the pulling factors.

5.4.2 Sub-theme 2: Relationships between parents and school

The second sub-theme assisted the parents and the school to create a healthy relationship. Some activities can help the school develop a good relationship with parents. This can happen during consultative meetings. In school A, the school created a WhatsApp group for parents to engage with them about school issues and to share information.

The findings support objective two of the study.

5.4.3 Sub-theme 3: Lack of parental education

The study found that if parents are not well educated or do not seek information on anything they do not understand, the school will not succeed. Parents should play their role no matter what. School B had a lot of parents who were unprepared to deal with educational issues and needed to engage with teachers. The information gathered in response to this sub-theme revealed that objective three of this study has been met. The finding supports research objective three, which is to remove barriers to parental involvement in school.

5.4.4 Sub-theme 4: The policy of school in place

The sub-theme four assisted the school in gaining an insight into the running of schools through policies; the sub-theme four assisted in achieving objective four for improving parents' involvement in schools where school policies are in place, such as a code of conduct for learners, a management plan, and SGB policies. School B experienced a lot of conflict among teachers, which shows that policies are not adhered to.

5.5 SUGESTIONS FOR FUTURE RESEARCH

As indicated in Chapter 3 of this study, three secondary schools were selected for data collection. Similar studies can also be conducted in other sub-districts of other provinces to generalise the results because parental involvement mainly increases academic performance, good behaviour, high marks, decreases absenteeism, improves discipline

among learners, and receives support from teachers. After considering the findings of this study, the following recommendations are suggested:

- The Department of Education should convene workshops for parental involvement, involving parents, teachers, and school principals.
- The Department should provide education and training to the structures like SGBs that have an interest in parental involvement.
- Schools should improve parent's attendance of school meetings. They should also provide some rewards for most attending parents.
- Parents should be encouraged to discuss with their children about their academic at home.
- Management should arrange an open day for parents to engaged with school management team freely.

5.6 SUMMARY OF THE CHAPTER

This chapter will look at the issues of parental involvement and academic performance in grade 9 students, as well as the study's findings and recommendations. Since the main objective of this study was to investigate the challenges of parental involvement that affect learners' academic performance, It was discovered that issues of parental involvement and academic performance in schools are gradually perpetuating and may lead to schools becoming epic centers of underperformance, which will require the assistance of all stakeholders to minimise. It emerged during the research process that participants worked and collaborated to render their services towards the betterment of the futures of these learners. It became evident during the research process that inclusion and integration of learners' support into school programmes could improve academic performance in the school. No school exists in isolation but is part of a broader society, and academic performance in schools can improve if parents and schools work together as a cohesive unit.

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APPENDICES

Annexure A: Proof of Registration



Central University of
Technology, Free State

STATEMENT: PROOF OF REGISTRATION

I hereby certify that :

MAKWALE DAVID MAUTJANA
Student Number 220049961

Address : 4751 MOKOPANE
MOKOPANE

0600

is registered at Central University of Technology as follows :

Instructional Programme : MASTER OF EDUCATION

Studies : BFN CAMPUS : PART-TIME

Academic Term : 2021 YEAR ENROLMENT


Date Registered : 26-MAR-2021

in the following subjects :

EDU8000 MASTER'S DISSERTATION: EDUCATION

This statement is issued without any erasure or amendments thereof.

Signed at BLOEMFONTEIN on this 07 day of MAY 20 21



Dr N Mkwetyana
Registrar



Annexure B: Permission request to conduct the study



602 Itumeleng Street
Extension 17
Aluta Park
MAHWELERENG
0626
13 August 2021

District Senior Manager
Mogalakwena District
805 Rufus Seakamela Street
Mokopane EMPC
Mahwelereng
0626

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH

My name is Mautjana Makgwale David and I am a Master student in faculty of humanities at Central University of Technology (CUT) in Bloemfontein campus. I am requesting your permission to conduct a research in Potgietersrus circuit which is the site of study. My topic of study is: The issues of parental involvement and academic performance: A case of grade 9 learners in Potgietersrus circuit.

The study aims to address amongst the following: Parental involvement challenges that affect learner academic performance, to create partnership between parent-teacher and engagement on parental involvement, to correct perceived barriers of parental involvement towards school, to develop strategies for improving parental involvement in school

Procedure of the research entails Semi- Structured interview with Principals, Grade nine class Teachers and Parents of Grade nine learners from the selected Schools. The interview will take place after school hours that will take approximately 45 to 50 minutes with each

participant. The researcher will provide questionnaire to the participants and spend a day at School for observation of time management and state of the infrastructure before the actual day of interview

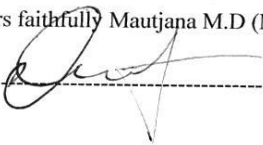
The research will help the department of education in collaboration with parents to improve their participation to improve academic performance of grade 9 learners in your District.

I am under the supervision of Doctor Ngobeni E.T .tel 051 507 3837, cell: 082 338 9259
email:ngobeniet@gmail.com and Professor Sepeng P, tel 051 507 3025, cell: 082 766 8986
[email:psepeng@cut.ac.za](mailto:psepeng@cut.ac.za) and Mr I Phage, tel 051 507 3827 cell: 082 338 9559
email:iphage@cut.ac.za

You can contact me at 072 954 1160 email; mautjanadavido@gmail.com should you have any queries.

Thanking you in advance

Yours faithfully Mautjana M.D (Mr)



Annexure C: Approval to conduct the study



MOGALAKWENA DISTRICT

Ref : S11/2/2
Enq : Dolo S.J
Tel : 015 483 7549

Date : 16 August 2021

To : Mautjana MD

FROM: OFFICE OF THE DISTRICT DIRECTOR
MOGALAKWENA DISTRICT

SUBJECT: APPROVAL TO CONDUCT RESEARCH ON THE ISSUES OF PARENTAL INVOLVEMENT AND ACADEMIC PERFORMANCE: A CASE OF GRADE 9 LEARNERS IN POTGIETERSRUS CIRCUIT.

1. Your letter dated 13 August 2021 refers.
2. It is with great pleasure to inform you that approval to conduct research as per subject above is hereby granted.
3. The research must be conducted in accordance with the Department's policies and conditions such as but not limited to:
 - a. No disruption of Learning and teaching;
 - b. No publishing of research outcomes with privilege information before HOD gives approval.
4. We wish you best of luck with your studies. We believe this will add value to education system in our Province especially in Mogalakwena District.

Kind regards,



District Director

16/08/2021

Date

MOGALAKWENA DISTRICT OFFICE
805 Rufus Seakamela Street, Mahwelereng
Tel: 015 483 7500 Fax: 086 425 8313

The heartland of Southern Africa- development is about people

Annexure D: District - Request to conduct research

602 Itumeleng street

Aluta Park

Mahwelereng

0626

05 July 2021

The District Director

Mogalakwena District

Private Bag x 601

Mahwelereng

0626

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Mautjana Makgwale David and I am a Master student in faculty of humanities at Central University of Technology (CUT) in Bloemfontein campus. I am requesting your permission to conduct research in Potgietersrus Circuit, which fall under my jurisdiction of study. My topic of study is: The issues of parental involvement and academic performance: A case of Grade 9 learners in Potgietersrus Circuit.

The study aims to address amongst the following: Parental involvement challenges that affect learner academic performance, to create partnership between parent-teacher and engagement on parental involvement, to correct perceived barriers of parental involvement towards school, to develop strategies for improving parental involvement in school. Procedure of the research entails Semi- structured interview with Principals, Procedure of the research entails Semi- Structured interview with Principals, Grade nine class Teachers and Parents of Grade nine learners from the selected Schools. The

interview will take place after school hours that will take approximately 45 to 50 minutes with each participant. The researcher will provide questionnaire to the participants and Grade nine improve their participation to improve academic performance of Grade 9 learners in the district. The researcher will spend a day at School for observation of time management and state of the infrastructure before the actual day of interview.

The research will help the department of education in collaboration with parents to improve their participation to improve academic performance of Grade 9 learners in your School.

I am under the supervision of

Dr Ngobeni ET

Tel 051 507 3837, cell: 082 338 9259

Email: ngobeniet@gmail.com

Prof Sepeng

Tel 051 507 3025, cell: 082 766 8986

Email: psepeng@cut.ac.za

Mr I Phage

Tel 051 507 3827 cell: 082 338 9559

Email: iphage@cut.ac.za

You can contact me at 072 954 1160 email; mautjanadavido@gmail.com should you have any queries.

Thanking you in advance

Yours faithfully Mautjana MD (Mr)

Annexure E: Circuit - Request to conduct research

602 Itumeleng
street

Extension 16

MAHWELERENG

0626

05 July 2021

The Circuit Manager

Potgietersrus Circuit

Private Bag x 1071

Mokopane

0600

Dear Sir,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Mautjana Makgwale David, and I am a Master student in faculty of humanities at Central University of Technology (CUT) in Bloemfontein campus. I am requesting your permission to conduct research in Potgietersrus circuit, which is the site of study. My topic of study is: The issues of parental involvement and academic performance: A case of Grade 9 learners in Potgietersrus circuit.

The study aims to address amongst the following: Parental involvement challenges that affect learner academic performance, to create partnership between parent-teacher and engagement on parental involvement, to correct perceived barriers of parental involvement towards school, to develop strategies for improving parental involvement in

school. to improve their participation to improve academic performance of Grade 9 learners in the circuit.

I am under the supervision of :

Dr Ngobeni ET

Tel 051 507 3837, cell: 02 338 9259

Email: ngobeniet@gmail.com

Prof Sepeng

Tel 051 507 3025, cell: 082 766 8986

Email: psepeng@cut.ac.za

Mr I Phage

Tel 051 507 327 cell: 082 338 9559

Email: iphage@cut.ac.za

You can contact me at 072 954 1160 email; mautjanadavido@gmail.com should you have any queries.

Thanking you in advance

Yours faithfully Mautjana MD (Mr)

Annexure F: Principal-Request to conduct research

692 Itumeng street

Extension 17

Aluta park

MOKOPANE

0626

05 July 2021

The Principal

Kgadi ya Moshate

PO Box 2649

Mahwelereng

0626

Dear Sir,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Mautjana Makgwale David and I am a Master student in faculty of humanities at Central University of Technology (CUT) in Bloemfontein campus. I am requesting your permission to conduct a research in Potgietersrus Circuit, which is the site of study. My topic of study is: The issues of parental involvement and academic performance: A case of Grade 9 learners in Potgietersrus Circuit.

The study aims to address amongst the following: Parental involvement challenges that affect learner academic performance, to create partnership between parent-teacher and engagement on parental involvement, to correct perceived barriers of parental involvement towards school, to develop strategies for improving parental involvement in school. I am under the supervision of Dr Ngobeni ET.

Tel 051 507 3837, cell: 082 338 9259

Email: ngobeniet@gmail.com

Prof Sepeng

Tel 051 507 3025, cell: 082 766 8986

Email: psepeng@cut.ac.za

Mr I Phage

Tel 051 507 3827 cell: 082 338 9559

Email: iphage@cut.ac.za

You can contact me at 072 954 1160 email; mautjanadavido@gmail.com should you have any queries.

Thanking you in advance

Yours faithfully Mautjana MD (Mr)

Annexure G: Principal-Request to conduct research

602 Itumeleng street

Extension 17

Aluta park

MAHWELERENG

0626

05 July 2021

The Principal

Nkakabidi High School

PO Box 1281

Mokopane

0600

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Mautjana Makgwale David, and I am a Master student in faculty of humanities at Central University of Technology (CUT) in Bloemfontein campus. I am requesting your permission to conduct research in Potgietersrus Circuit, which is the site of study. My topic of study is: The issues of parental involvement and academic performance: A case of Grade 9 learners in Potgietersrus Circuit.

The study aims to address amongst the following: Parental involvement challenges that affect learner academic performance, to create partnership between parent-teacher and engagement on parental involvement, to correct perceived barriers of parental

involvement towards school, to develop strategies for improving parental involvement in school.

I am under the supervision of Dr Ngobeni ET.

Tel 051 507 3837, cell: 082 338 9259

Email: ngobeniet@gmail.com

Prof Sepeng

Tel 051 507 3025, cell: 082 766 8986

Email: psepeng@cut.ac.za

Mr I Phage

Tel 051 507 3827 cell: 082 338 9559

Email: iphage@cut.ac.za

You can contact me at 072 954 1160 email; mautjanadavido@gmail.com should you have any queries.

Thanking you in advance

Yours faithfully Mautjana MD (Mr)

Annexure H: Principal-Request to conduct research

602 Itumeleng street

Extension 17

Aluta Park

MAHWELERENG

0626

05 July 2021

The principal

Waterberg High School

Private Bag x 2474

Mokopane

0600

Dear Sir,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Mautjana Makgwale David, and I am a Master student in faculty of humanities at Central University of Technology (CUT) in Bloemfontein campus. I am requesting your permission to conduct a research in Potgietersrus Circuit, which is the site of study. My topic of study is: The issues of parental involvement and academic performance: A case of Grade 9 learners in Potgietersrus Circuit.

The study aims to address amongst the following: Parental involvement challenges that affect learner academic performance, to create partnership between parent-teacher and engagement on parental involvement, to correct perceived barriers of parental

involvement towards school, to develop strategies for improving parental involvement in school.

I am under the supervision of Dr Ngobeni ET.

Tel 051 507 3837, cell: 082 338 9259 email:ngobeniet@gmail.com

Prof Sepeng

Tel 051 507 3025, cell: 082 766 8986

Email: psepeng@cut.ac.za

Mr I Phage

Tel 051 507 3827 cell: 082 338 9559

Email: iphage@cut.ac.za

You can contact me at 072 954 1160 email; mautjanadavido@gmail.com should you have any queries.

Thanking you in advance

Yours faithfully Mautjana MD (Mr)

Annexure I: General information form: Participants

Name: Mautjana M. D.

Student Number: 220049961

GENERAL INFORMATION FORM: PARTICIPANTS

The issue of parental involvement and academic performance: A case of Grade 9 learners in Potgietersrus Circuit

Information Sheet

Dear Participant,

My name is **Mautjana Makgwale David** and I am student in faculty of humanities at CUT University. I am conducting a research study to investigate issues of parental involvement and academic performance on Grade 9 learners at Potgietersrus Circuit. The purpose of this form is to inform you about the study.

Why am I being invited to take part in this study?

You are invited to take part in this study because of being the principal/class teacher/parent at the school selected and identified as the participant.

What will I do if I agree to participate?

If you agree to participate in this study, you will be asked to answer a questionnaire and be part of the interview session, which will last approximately 45 to 50 minutes while audio taping the interview to capture accurate information, the session will take place after hours in order not to interfere with your work. The interview will take four weeks.

What happens if I say yes, but I change my mind later? Your participation in this study is voluntary. You may decline to participate at any time, even after the study has started. If you choose not to participate or to withdraw from the study, there will be no penalty, and you will be able to keep any incentives you have earned up to the point at which you withdraw.

What are the benefits to me for being in this study?

The benefits of you participating in this study have no direct benefits, Although there may be no direct benefit to you, the possible benefit of your participation is to assist the school to improve the parental involvement and academic performance on Grade 9 learners.

What happens to the information collected for the study?

Your responses will be anonymous or confidential will be applicable when unidentified data is collected when participants are assigned ID numbers during the study and when there is no master list with participant's personal information. confidential will be applicable when the researcher knows or has a record of the participants name or other identifiable information such as e-mail address, phone number, address, birthdate, student ID and uses pseudonyms during reporting of the data, or only reports data in aggregate and the personal information is only accessed by the researcher or the researcher team who is doing the study.

The results of this study may be used in reports, presentations, or publications but your name will not be used. Results will be shared in aggregated form, data will be stored on a password-protected computer and the researcher, and research team will have access to the data that will be retained up to 3 years after the project is completed, and will be erased and disposed with either paper records or digital files.

Is there any way being in this study could be bad for me? Is there any risk to me by being in this study? If so, how will these risks be minimised?

There are minimal risks and inconveniences to participating in this study. These include:

- That you may uncomfortable in answering the survey or interview questions and the time you spend participating in the study might be considered an inconvenience.
- You cannot be forced to participate if you feel like that. All you answer will be treated as confidential.

- You will be consulted when arranging time for interview and give you chance to raise your suggestion.

Who should I contact for questions?

If you have questions about the study, please call me at **072 954 1160** or e-mail me at **mautjanadavio1@gmail.com** and my supervisor is **Dr Ngobeni E.T.** contact is **0822180033**. If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact **Mr Phage** at **0823389259**

PLEASE KEEP THIS INFORMATION SHEET FOR YOUR RECORDS

Adapted from: <https://www.csusm.edu/gsr/irb/consent.html>

Annexure J: General information form: Covid-19 Compliance



GENERAL INFO/CONSENT Covid-19 COMPLIANT

ISSUES OF THE PARENTAL INVOLVEMENT AND ACADEMIC PERFORMANCE: A CASE OF GRADE 9 LEARNERS IN POTGIETERSRUS CIRCUIT

Informed Consent Covid-19 compliant

Dear the Principal/Educator/Parent

My name is Mautjana Makgwale David, and I am a student and researcher in faculty of humanities at Central University of Technology. You are invited to participate in a research study of parental involvement and academic performance of Grade 9 learners. You were selected as a possible participant because as the principal of the school and you are a relevant person to assist in this study. Please read this form carefully and ask any questions you may have before agreeing to be in the study. You must be 18 years or older to participate in the study.

KEY INFORMATION ABOUT THIS RESEARCH STUDY:

The following is a short summary of this study to help you decide whether to be a part of this study. Information that is more detailed is listed later this form.

The purpose of this study is to investigate the issues of parental involvement and academic development on Grade 9 learners in Potgietersrus Circuit. You will be asked to complete a survey and will have a follow-up interview. We expect that you will be in this research study for an hour. The main benefit is to encourage and assist parental involvement, while improving academic performance of learners in Potgietersrus Circuit.

STUDY PURPOSE:

The purpose of this study is to investigate the issues of parental involvement and academic development on Grade 9 learners in Potgietersrus circuit. You will be asked to complete a survey and will have a follow-up interview. We expect that you will be in this research study for an hour. The main benefit is to encourage and assist parental involvement while improving academic performance of learners in Potgietersrus circuit.

NUMBER OF PARTICIPANTS:

If you agree to participate, you will be one of 18 participants from three secondary school selected in Potgietersrus circuit with their principals, each Grade 9 class teacher and four parents from each school selected according to their social background from professional, unemployed, self-employed, and social grand beneficiary all are participants who will be participating in this research.

PROCEDURES FOR THE STUDY:

If you agree to be in the study, you the researcher will agree with you on a suitable date to meet with you in order to ask you set of questions that will help the researcher to investigate the issues of parental involvement and academic performance on Grade learners at your school. As the principal of the school I hope you will be of a great help to assist. After identifying the issue and challenges, I will also give you chance to suggest strategies that you think will of assistance to the issues identified.

The interview will take approximately between 45 to 50 minutes, which will be done after working hours to avoid interfering with your work schedule. During the interview, the session will be recorded to assist me to have all the details of our discussion. For confidentiality, your name will not be used in the study and everything you say will remain confidential and not disclosed to any third party.

RISKS AND INCONVENIENCES:

There are risks and inconveniences to participating in this study. These include: participants may be uncomfortable answering the survey or interview questions, and psychological distress or physical pain experienced during the study. The time participants spend for participating in the study might be considered an inconvenience. There might be a risk of possible loss of confidentiality in the case during focus groups or other group's settings where the participant's responses will be heard or seen by other participants in the study. For all face-to-face research during Covid-19 in the study, you may be at risk of contracting Covid-19.

SAFEGUARDS:

To minimise these risks and inconveniences, the following measures will be taken:

- Participants can skip any questions that they feel uncomfortable answering while taking the survey or during the interview.
- Participants may skip any part of the intervention.
- Participants may be directed to counselling or social support services.
- The surveys, interviews, or observation may be scheduled at a time that is convenient to the participant and at the place that is private.
- We will take the following precautions to minimise the possibility that you will be exposed to virus by washing and sanitising hands at least after 20 minutes and always wearing a facemask that covers both nose and mouth.
- Despite these precautions, there might be a risk of exposure to Covid-19 is still present.

CONFIDENTIALITY:

Your responses or information will be anonymous or confidential during data collection. Participants will be provide with ID numbers and there will be no master list with personal information, researcher will keep participants information confidential such as names-mail address, phone number, address, birthdate, ID, but uses pseudonyms

during reporting of the data, and the personal information is only accessed by the researcher or the research team who is doing the study.

The results if this study may be used in reports, presentations, or publications but your name or other personal information as applicable will not be used. The results will only be shared in aggregated form and additionally the data will be stored in a password protected computer and the researcher and research team will have access to the data and will be retained it for up to 3 years after the project is completed, and will be disposing it by either shredded paper or erased digital files.

VOLUNTARY PARTICIPATION:

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty. Your decision whether or not to participate in this study will not affect your current or future relations with Central University of technology and department of education.

BENEFITS OF TAKING PART IN THE STUDY: There are no direct benefits to participation in this study, however, your participation will help you to broaden your knowledge in terms of your leadership and management style and contribute in the improvement to parental involvement and academic performance of Grade 9 learners at your circuit.

ALTERNATIVES TO TAKING PART IN THE STUDY:

If you decide not to participate in this study, you have the option to withdraw.

PAYMENT OR INCENTIVE:

You will not receive any payment for taking part in this study.

STUDY-RELATED INJURIES:

There is no any related injuries may happened as this exercise is not physical related.

CONTACT INFORMATION:

If you have questions about the study, please call me at **072 954 1160** or e-mail me at mautjanadavido1@gmail.com. You will be given a copy of this research for your records. If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact my supervisor **Doctor Ngobeni E.T.** at 082 347 3322

PARTICIPANT'S CONSENT:

By signing below, you are giving consent to participate in the study. And audio recording will be used in the study: please check the option that applies to you before signing" with the following options:

- I give permission for my interviews to be audio or video taped.
- I do not give permission for my interviews to be audio or video taped.

For face-to-face research, add the following line as well:

- I have been informed about the risk of exposure to Covid-19 in this study. I understand that regardless of any precautions taken, a possible risk of exposure to the virus still exists.

Name of the Participant: _____

Signature of the Participant: _____

Date: _____

Annexure K: Informed consent: Principal



Name: Mautjana M. D

Student Number: 220049961

The issue of parental involvement and academic performance: A case of Grade 9 learners in Potgietersrus Circuit

Informed Consent

INVITATION TO PARTICIPATE:

Dear School Principal,

My name is Mautjana Makgwale David, and I am a student and researcher in faculty of humanities at Central University of Technology. You are invited to participate in a research study of parental involvement and academic performance of Grade 9 learners. You were selected as a possible participant because as the principal of the school and you are a relevant person to assist in this study. Please read this form carefully and ask any questions you may have before agreeing to be in the study. You must be 18 years or older to participate in the study.

KEY INFORMATION ABOUT THIS RESEARCH STUDY:

The following is a short summary of this study to help you decide whether to be a part of this study. Information that is more detailed is listed later in this form.

STUDY PURPOSE:

The purpose of this study is to investigate the issues of parental involvement and academic performance on Grade 9 learners in Potgietersrus Circuit. You will be asked to complete a survey and will have a follow-up interview. We expect that you will be in

this research study for an hour. The main benefit is to encourage and assist parental involvement while improving academic performance Of learners in Potgietersrus Circuit.

NUMBER OF PARTICIPANTS:

If you agree to participate, you will be one of 18 participants from three secondary school selected in Potgietersrus Circuit with their principals, each Grade 9 class teacher and four parents from each school selected according to their social background from professional, unemployed, self-employed and social grand beneficiary all are participants who will be participating in this research.

PROCEDURES FOR THE STUDY:

If you agree to be in the study, the researcher will agree with you on a suitable date to meet with you in order to ask you set of questions that will help the researcher to investigate the issues of parental involvement and academic performance on Grade 9 learners at your school. As the principal of the school I hope you will be of a great help to assist. In addition, after identifying the issue and challenges I will give you chance to suggest strategies that you think will of assistance to the issues identified.

The interview will take approximately between 45 to 50 minutes, which will be done after working hours to avoid interfering with your work schedule. During the interview, the session will be recorded to assist me to have all the details of our discussion. For confidentiality, your name will not be used in the study and everything you say will remain confidential and not disclosed to any third party.

RISKS AND INCONVENIENCES:

There are risks and inconveniences to participating in this study. These include:

- Feeling unconfutable during answering questionnaire and interview questions.
- Feel a bit tired as the session will be after your day work schedule.

SAFEGUARDS:

To minimise these risks and inconveniences, the following measures will be taken:

- Be allowed to skip any questions that you feel uncomfortable when answering.
- The interview will be at a comfortable place of your choice.
- The pseudonyms will be used for this interview.

CONFIDENTIALITY:

Your responses or information will be anonymous or confidential during data collection. Participants will be provide with ID numbers and there will be no master list with personal information, researcher will keep participants information confidential such as names-mail address, phone number, address, birthdate, ID but uses pseudonyms during reporting of the data, and the personal information is only accessed by the researcher or the research team who is doing the study.

The results if this study may be used in reports, presentations, or publications but your name or other personal information as applicable will not be used. The results will only be shared in aggregated form and additionally the data will be stored in a password protected computer and the researcher and research team will have access to the data and will retained it for up to 3 years after the project is completed. In addition, will be disposing by either shredded paper or erased digital files.

VOLUNTARY PARTICIPATION:

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty. Your decision whether to participate in this study will not affect your current or future relations with Central University of technology and department of education.

BENEFITS OF TAKING PART IN THE STUDY:

There are no direct benefits to participation in this study, however, your participation will help you to broaden your knowledge in terms of your leadership and management style

and contribute in the improvement to parental involvement and academic performance of Grade 9 learners at your circuit.

PAYMENT OR INCENTIVE:

You will not receive payment for taking part in this study.

STUDY RELATED INJURIES:

There is no any related injuries may happened as this exercise is not physical related.

CONTACT INFORMATION:

If you have questions about the study, please call me at 072 954 1160 or e-mail me at mautjanadavido1@gmail.com. You will be given a copy of this form for your records. If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact my supervisor Dr Ngobeni E.T. at 082 347 3322.

PARTICIPANT'S CONSENT:

By signing below, you are giving consent to participate in the study. And audio recording will be used in the study: please check the option that applies to you before signing" with the following options:

I give permission for my interviews to be audio or video taped.

I do not give permission for my interviews to be audio or video taped.

Name of the Participant: _____

Signature of the Participant: _____

Date: _____

Annexure L: Informed consent: Educator

Name: Mautjana MD.

Student Number: 220049961

The issue of parental involvement and academic performance: A case of Grade 9 learners in Potgietersrus Circuit

Informed Consent

INVITATION TO PARTICIPATE:

Dear Educator,

My name is Mautjana Makgwale David, and I am a student and researcher in faculty of humanities at Central University of Technology. You are invited to participate in a research study of parental involvement and academic performance of Grade 9 learners. You were selected as a possible participant because as the principal of the school and you are a relevant person to assist in this study. Please read this form carefully and ask any questions you may have before agreeing to be in the study. You must be 18 years or older to participate in the study.

KEY INFORMATION ABOUT THIS RESEARCH STUDY:

The following is a short summary of this study to help you decide whether to be a part of this study. Information that is more detailed is listed later on in this form.

STUDY PURPOSE:

The purpose of this study is to investigate the issues of parental involvement and academic performance on Grade 9 learners in Potgietersrus Circuit. You will be asked to complete a survey and will have a follow-up interview. We expect that you will be in this research study for an hour. The main benefit is to encourage and assist parental involvement while improving academic performance of learners in Potgietersrus Circuit.

NUMBER OF PARTICIPANTS:

If you agree to participate, you will be one of 18 participants from three secondary school selected in Potgietersrus circuit with their principals, each Grade 9 class teacher and four parents from each school selected according to their social background from professional, unemployed, self-employed and social grant beneficiary all are participants who will be participating in this research.

PROCEDURES FOR THE STUDY:

If you agree to be in the study, the researcher will agree with you on a suitable date to meet with you in order to ask you set of questions that will help the researcher to investigate the issues of parental involvement and academic performance on Grade 9 learners at your school. As the principal of the school, I hope you will be of a great help to assist. In addition, after identifying the issue and challenges I will give you chance to suggest strategies that you think will of assistance to the issues identified.

The interview will take approximately between 45 to 50 minutes, which will be done after working hours to avoid interfering with your work schedule. During the interview, the session will be recorded to assist me to have all the details of our discussion. For confidentiality, your name will not be used in the study and everything you say will remain confidential and not disclosed to any third party.

RISKS AND INCONVENIENCES:

There are risks and inconveniences to participating in this study. These include:

- Feeling unconfutable during answering questionnaire and interview questions.
- Feel bit tired as the session will be during after your day work schedule.

SAFEGUARDS:

To minimise these risks and inconveniences, the following measures will be taken:

- Be allowed to skip any questions that you feel uncomfortable when answering.

- The interview will be at a comfortable place of your choice.
- The pseudonyms will be used for this interview.

CONFIDENTIALITY:

Your responses or information will be anonymous or confidential during data collection. Participants will be provide with ID numbers and there will be no master list with personal information, researcher will keep participants information confidential such as names-mail address, phone number, address, birthdate, ID but uses pseudonyms during reporting of the data, and the personal information is only accessed by the researcher or the research team who is doing the study.

The results if this study may be used in reports, presentations, or publications but your name or other personal information as applicable will not be used. The results will only be shared in aggregated form and additionally the data will be stored in a password protected computer and the researcher and research team will have access to the data and it will be retained for up to 3 years after the project is completed. In addition, will be disposing by either shredded paper or erased digital files.

VOLUNTARY PARTICIPATION:

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty. Your decision whether or not to participate in this study will not affect your current or future relations with Central University of technology and department of education.

BENEFITS OF TAKING PART IN THE STUDY:

There are no direct benefits to participation in this study, however, your participation will help you to broaden your knowledge in terms of your leadership and management style and contribute in the improvement to parental involvement and academic performance of Grade 9 learners at your circuit.

PAYMENT OR INCENTIVE:

You will not receive payment for taking part in this study.

STUDY RELATED INJURIES:

There is no any related injuries may happen as this exercise is not physical related.

CONTACT INFORMATION:

If you have questions about the study, please call me at 072 954 1160 or e-mail me at mautjanadavido1@gmail.com. You will be given a copy of this form for your records. If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact my supervisor Dr Ngobeni E.T. at 082 347 3322.

PARTICIPANT'S CONSENT:

By signing below, you are giving consent to participate in the study. And audio recording will be used in the study: please check the option that applies to you before signing with the following options:

I give permission for my interviews to be audio or video taped.

I do not give permission for my interviews to be audio or video taped.

Name of the Participant: _____

Signature of the Participant: _____

Date: _____

Adapted from <https://www.csusm.edu/gsr/irb/consent.html>

Annexure M: Informed consent: Student



Name: Mautjana MD

Student Number: 220049961

FOROMO YA BOIKANO KAKARETšo YA MOTSWADI

Ditaba tša go tšea karolo ga batswadi le go šoma dithutong: Tekolo go barutwana ba sehlopha sa mphato wa 9 seleteng sa Potgietersrus

TUMELELO YA MOTSWADI

MEMO YA GO TŠ EA KAROLO:

Thobela Motswadi/Mohlokomedi wa semolao.

Leina laka ke Mautjana Makgwale David ke moithuti lefapheng la botho go la Central University of Technology. ke dira di nyakišišo ka Dihlohlo tša go tšea karolo ga batswadi le go šoma di thutong ga barutwana ba sehlopha sa mphato wa bosenyane seleteng sa Potgietersrus. Maikemišetšo ke gofa temošo lego thuša go tšea sepheto sa go tšea karolo dinyakišišong.

LESEDI LA BOHLOKWA MABAPI LE THUTO YA DINYAKIŠIŠO:

Tše dilatelang ka bo kopana ba thutwana ye di tla go gothuša gore o tšee sephetho ge e ba o nyaka go ba karolo ya thutwana ye goba aowa. Dihlalošo ka moka di beakantšwe ka moka ka mo go latelago.

Maikemišetšo a thutwana ye ke go nyakišiša Ditaba tša go tšea karolo ga batswadi le go šoma di thutong ga barutwana ba sehlopha sa mphato wa senyane seleteng sa Potgietersrus. o tla kgopelwa go araba lenaneo la dipotšišo ge o tšea karolo poledišanong ye e ebeakantšwego. letšatši le nako di tla beakanywa ka fao o

kgotsofalago go ka tšea karolo poledišanong. o tla kgopelwa go tlatša di potšišo morago gwa latela poledišano. Lenanegong la poledišano le ka tšea nako e kabago metsotso ye 45 go iša go ye 50. Ga gona kotsi ye kgolo go tšeeng karolo. Mohola o mogolo ke go thusa dikolo tša selete go tšweletša thuto ya maemo a go dimo go barutwana ba sehlopha sa mphato wa 9. Morago ga poledišano ge monyakišiši ge a ka hwetša a sea hwetša Dikarabo tšeo a bego a dinyaka o ka kgopelwa go dira poledišano gape.

MORERO WA THUTO:

Maikemišetšo a thutwana ye ke go nyakišiša Ditaba tša go tšea karolo ga le go šoma dithutong ga barutwana ba sehlopha sa mphato wa bo 9 seleteng sa Potgietersrus.

PALO YA BA TSEA KAROLO:

Ge o dumela o tlabo o mongwe magareng ga ba tšea karolo ba lesome šupa. Ba tšea karolo ke hlogo le barutiši ba dikolo ba bararo, ba bararo le batswadi ba lesome pedi go tšwa dikolong the tharo tše di kgethilwego go tšea karolo dinyakišišong.

MOKGWA WA TSHEPIDISO YA DINYAKISISO:

O tla tsibišwa e sale nako le letšatši le o tla etelwago ka lona. o tlo tšea karolo go arabeng di potšišo poledišanong, moo segatiša mantšu se tlo šomišwa nakong ya poledišano yeo e ka tšeago metsotso e 45 go iša go ye 50.

DIKOTSI LE DI TSHITIŠO:

Gona le di kotsi le ditšitišo tše di ka sego sware ga botse go tšeeng karolo mo thutwaneng ye go swana le tše latelago:

- O ka no se swarege ga botse go araba di potšišo tše dingwe.
- Nakong ya poledišano o ka no ikwa o lapile, ka ge poledišano etlo tšea karolo ka morago ga mošomo wa letšatši.

GO PHEPA DIKOTSI:

Go fokotšša tšeo di ka no go se gosware ga botse o ka dira tše di latelago:

- Di karabo tšša gago di tla šireletšwa go ba sephiri.
- O tla dumelelwa go se arabe potšišo yeo o kwago e sa go sware ga botse.
- O tla kwanela nako le lefelo leo o kgotsofalago go ka tsea karolo.

GO ŠIRELETŠA BA TŠEA KAROLO:

Dikarabo goba gohlagisa leseding gago go tla bewa sephiring nakong ya poledišano, leba tšea karolo batla fiwa dinomoro tsa sephiri. Go ka sebe le lephephe leo le ngwadilego Ditaba tse di amanago le ba tsea karolo. Monyakišiši o tla bea Ditaba tse di amanago le wena sephiring go swana le mabitšo, aterese, sellathekeng, matswalo, nomoro ya boithuti le go šomišwa maina a maitirelo go repota dipoelo, tše amanago le wena di tla fihlelela ke monyakišiši le Lekgotla la banyakišiši fela.

Di poelo tsa thutwana ye di tla šomišwa bjale ka repoto, tšša hlagišiwa le go phatlalatšwa efela ina la gago le ka se tšweletšwe. Di poelo di tla phatlalatšwa ka kakaretšo tšša bewa ka gare ga khomphuta ye enago le nomoro ya sephiri yeo monyakišiši le komiti ya banyakišiši ba tlabago le seabe sa go di fihlelela. Di tla bewa mengwaga e meraro ga ge prorojeke e fedile morago tšša tlošwa ka direkoto tsa pampiri e kgabisitšweng kapa dijithale.

BOITHAOPPO:

Go tšea karolo mo thutong ye ke bo ithaopo, o, o ka no kgetha go se tšee karolo goba go ikogogela morago nako efe kapa efe. Go l kgogetla morago go ka sebe le kamano efe goba efe le fapeng la thuto.

MONYETLA WA GO TŠEA KAROLO THUTONG:

Monyetla wa go tšea karolo thutwaneng ye e tlabo go thušša batswadi go matlafatšša go tšea karolo ya bona go boithuti ba bona go šoma ga botse dithutong.

DITEFELO:

Go tšea karolo thutwaneng ye ga gona tefelo fela o tla hwetša tsebo le botlokwa bathuto.

DIKGOKAGANYO SEBAKEND SA DINYAKIŠIŠO:

Ge o na le dipotšiso mabapi le thutwana ye ka kgopelo o ka nteletše mogala mo nomorong ye 0729541160 goba o šomise emeile ye mautjanadaido1@gmail.com goba mookamedi waka Dr Ngobeni mo nomorong ye 082 347 3322 goba ge o na le dipotšišo ka ditokelo tša go tšea karolo mo dinyakišišong goba o bona o beilwe kotsing o ka ikgokagantšha le Morena Phage mo nomorong ye 082 338 9269.

TUMELO YA MOTSWADI:

Go saena mo fase go laetša gore ke fa tumelelo gore ke tlo tšea karolo thutong.

Kefa tumelelo ya go gatišwa ka se tšea mantšu le se tšea diswantsho poledišanong

LEINA: _____

SEFANE: _____

DATE: _____

Adapted from <https://www.csusm.edu/gsr/irb/consent.html>

Annexure N: Interview schedule



MAUTJANA M. D.

STUDENT NUMBER: 220049961

A: INTERVIEW SCHEDULE

MAIN QUESTION	GUIDING QUESTIONS	POSSIBLE INTERVIEW QUESTIONS
<p>Issues of parental involvement and academic performance: a case of Grade 9 learners In Potgietersrus Circuit</p>	<ul style="list-style-type: none"> • How do parental challenges affect academic performance of learners? 	<ul style="list-style-type: none"> • Do parents support their learners with learning material and homework? • What are the implications of progression requirements on learner's academic performance?
	<ul style="list-style-type: none"> • What is the impact of partnership between parent-teacher engagements on learner performance? 	<ul style="list-style-type: none"> • How often teacher involve parents with their learner academic performance? • Does the school engage parents during presentation of quarterly analysis of results?
	<ul style="list-style-type: none"> • What are the perceived barriers to parental involvement on learner academic? 	<ul style="list-style-type: none"> • What is like being a parent at Potgietersrus Circuit schools? • How does your school communicate with parents and guardians?

	<ul style="list-style-type: none"> • What are the strategies to improve parental involvement on learner's academic performance? 	<ul style="list-style-type: none"> • What should schools do to improve the learner academic performance? • What should parents do to assist learners with their academic performance?
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C: BIOGRAPHICAL QUESTIONS

PARTICIPANTS	TICK THE CORRESPONDING NUMBER
1. AGE GROUP	
25-30	
31-35	
36-40	
41-45	
46-50	
51-55	
56-60	
61-	
2. MARITAL STATUS	
Married	
Single	
Divorced	
Widowed	

3. LANGUAGE	
Sepedi	
Ndebele	
Tsonga	
English	
Afrikaans	
Other (Specify)	
4. EDUCATION LEVEL	
O level	
Grade R-3	
Grade 4-6	
Grade 7	
Grade 8-9	
Grade 10-12	
5. QUALIFICATION	
Grade 12 certificate	
Diploma +3	
Diploma +4	
Degree	
Honours	
Masters	

Doctorate	
6. OCCUPATION	
Employed	
Self-employed	
Unemployed	
Pensioner	
Social grand beneficiary	
7. WORKING EXPERIENCE	
0-5 Years	
6-10Years	
11-15Years	
16-20Years	
21-Years	

Annexure O: Editing Letter



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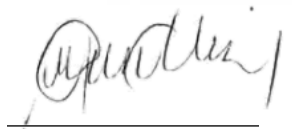
081 354 1596

edit@profeditmba.co.za

10 February 2023

To Whom It May Concern

This serves to confirm that the dissertation: *The issues of parental involvement and academic performance: A case of Grade 9 learners in Potgietersrus circuit* by **Mautjana Makgwale David** was edited. The language, presentation, and referencing system (both in-text and against the Reference List), were checked and corrected.



M Grundling

10 February 2023