DEVELOPING A FRAMEWORK OF PARENTAL INVOLVEMENT TO ENHANCE ACADEMIC PERFORMANCE OF LEARNERS IN SCHOOLS

by

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DECLARATION

This is to declare that the study is hereby submitted, namely: developing a framework of parental involvement to enhance academic performance of learners in schools, is a product of my own. All the sources used in this thesis have been duly acknowledged.

I also hereby cede copyright of this work to the University of the Free State.

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DEDICATION

I dedicate this study:

To my late mother, Mathapelo Eunice Mokoena, who raised me and inspired me to attend school and instil discipline and hard work in me.

To my wife, Mmabatho, for always being there for me, your inspiration kept me going.

To my lovely children, Lindokuhle and Unathi, for keeping me going and also joining me in the study with their homework while I was busy. I hope this will also infiltrate through their system to strive for greater heights in their endeavour.

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ABSTRACT

This study was initiated with the primary aim to provide teachers and parents with a framework of parental involvement to enhance academic performance of learners in schools. This study was prompted by the lack of potential initiation of parents in taking part in their children's education to enhance their academic performance.

In the endeavour to suggest the guidelines for developing a framework of parental involvement, to enhance academic performance of learners in schools, driven by Yosso Community Cultural Wealth Theory, this was done in order to respond to both the literature study and the empirical study findings, which suggested that approach.

The study was approached from an interpretive paradigm, and this paradigm influenced the research practices in this study. The research design has to do with making critical choices on the part of the research. The sample which was chosen through purposive sampling, included three primary schools in Motheo District. One teacher and one parent were selected for detailed study at each of the three schools. The empirical study included the collection of data using interviews.

Data was analysed using qualitative data analysis; this was done to ensure thorough description with qualitative study findings. Interviews were used to report the findings of the study. The major findings of the study is that there is a need to develop a framework that can be used in enhancing academic performance of learners in schools. This is based on the findings of both parents in and teachers when they want to involve parents in academic matters in schools. There seems to be a limited understanding of both teachers and parents in their involvement, as revealed by massive challenges they encounter.

Findings on the current practices by schools suggested that there is very little exposure for parents in their involvement in order to enhance academic performance of learners. This is being envisaged on the findings that schools continue to use traditional methods of including parents in schools, which augur well with the development framework of parental involvement in schools, in order to enhance academic performance of learners in schools.

Keywords: Parental involvement, academic performance, community cultural wealth

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LIST OF ACRONYMS/ABBREVIATIONS USED

ABET	Adult Basic Education and Training
CAPS	Curriculum Assessment Policy Statements
CCW	Community Cultural Wealth
CRT	Critical Race Theory
DoE	Department of Education
EMIS	Education Management Information Systems
PI	Parental Involvement
RSA	Republic of South Africa
SASA	South African Schools Act
SGB	School Governing Body

CHAPTER 1: ORIENTATION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

This chapter introduces the study by highlighting the extent and the nature of the lack of parental involvement to enhance academic performance of learners in schools. The problem of lack of parental involvement in schools emanates from the power struggle between parents and teachers that results in poor academic achievement of learners in schools. The chapter discusses the problem statement under the objectives that seek to respond to the aims of the research questions, followed by the rationale of choosing community cultural wealth as the theoretical framework. Furthermore, the chapter discusses the highlights of the literature review of what other writers and researchers have said about parental involvement in schools. The research design and the research methodology are presented, as is the approach to data gathering, making sense by explaining knowledge creation. Reference is made to ethical issues, as well as the value of the study. The data from the participants' own words are then analysed to corroborate or refute the literature review that was done. The study designed a framework of parental involvement to enhance academic performance as envisaged by the participants and concluded by making recommendations.

1.2 BACKGROUD OF THE STUDY

The aim of the study is to develop a framework for parental involvement to enhance academic performance of learners in schools. Parental and community involvement are frequently misconstrued as goals defined by the school administrators and teachers that reflect only school values and priorities (Jordan, Orozco & Averett, 2001). Furthermore, Squelch and Lemmer (1994) and Munn (1997) define parental involvement as active and willing participation of parents in a wide range of school and home based activities. It manifests in a variety of activities, from supporting and upholding the ethos of the school, to supervising learners' homework. In further making use to understand parental involvement, Hoover-Dempsey and Sandler (1997) provide a broad definition, which also includes home based activities, such as reviewing the child's work and monitoring the child's progress, helping with homework and

discussing school events. They also include school based involvement, such as coming to school for scheduled meetings, volunteering and serving in school governing boards. According to the South African Schools Act (SASA) (1996), parents are compelled to participate in the governance of the school. Parents should also be members of committees in schools where they are involved in activities such as fundraising, selling food and social functions. Furthermore, SASA encourages that parents, educators and learners should promote and accept the responsibility for the organisation, governance and funding of the school, in partnership with the state.

Political changes that occurred in South Africa since February 1990, have resulted in more people being interested in educational activities at schools (Van der Westhuizen & Mosoge, 2001). Numerous research studies have shown that parents-education partnership, which mainly relate to parental involvement, remain a critical topic as schools still experience problems in this regard and do not succeed in obtaining optimal parental involvement. According to Engelbrecht, Kriegler & Booyens (1996), the single most important way to improve education is to strengthen parental involvement. Munnik and Swanepoel (1990) acknowledge that the partnership between parents and educators is indispensable for the harmonious, functioning and effective accomplishment, not only of educative teaching at school, but also of the education situation at home. Khan (1996) states that parents must participate actively in their school activities with the aim to improve and maintain the standards.

Participation of parents in schools has a positive influence on the academic performance of learners (Gene & Stoneman; 1995). As argued by Van Wyk (2010) (in Manilal, 2014), parental involvement, as it is happening in South Africa, may not lead to improved classroom practice. It is weak and limited mostly to governance, payment of fees and fundraising. It was further evidenced by not attending meetings, non-supervision of the children's home work and non-participating in school activities (Ammermüller, Heijke & Wößmann, 2005; Msila, 2012; van der Berg, 2008). This problem has to be investigated, because all endeavours in the school should be about improved performance. The non-participation of parents in education defeats the purpose of social justice oriented in education. Social justice however, is a constitutional principle and a public mandate in RSA (Mahlomaholo & Netshandala, 2012).Parents really have to step in and play their part actively in the education of their children.

1.3 PROBLEM STATEMENT

In light of the above, it is evident that parental involvement in South Africa does not filter down to the classroom. This is not good, because positive parental involvement should lead to learners improved academic performance and socio-emotional development (Henderson & Mapps, 2002; Jeynes, 2011). Primary school learners may be missing out on this critical benefit of parental involvement. For parental involvement to enhance academic performance, parents and educators should have mutual sensitivity and empathy for the daily problems, frustrations, challenges and expectations that are all part of the teaching situation (Coley & Morris, 2002). I have to acknowledge that there are structures for parental involvement, but unfortunately parental involvement may not be happening in a manner that can enhance the academic performance of the learners. This study will attempt to suggest a framework that can be used to enhance parental involvement in a manner that would positively affect performance in the classroom.

1.4 THEORETICAL FRAMEWORK

This study is being approached from the Community Cultural Wealth Theory, because the burden of education attainment is placed on learners and parents. By using this theory the researcher will understand the findings of the study. It helps the researcher to present data on the knowledge, skills, ability and community's cultural wealth that learners will use to overcome obstacles to navigate the educational setting and excel academically (Luna & Martinez, 2013). This approach promotes and highlights the perspectives of multiple abilities that stakeholders, such as parents, teachers and learners have to improve in schools (Yosso, 2005). According to Yosso (2005) communities have an array of cultural knowledge, language, experience, skills, abilities and contacts, and she categorises the mentioned aspects as "capital". These are important characteristics, values and leadership traits that are with us today, and they are going to help the researcher navigate his study. Their form of capital draws on the knowledge that learners bring from their homes, parents and communities into the classroom. In an effort to improve parental involvement in schools, the study seeks to develop a framework for parental involvement beyond what is traditionally happening in schools, in order to improve the academic performance of learners.

1.5   RESEARCH QUESTIONS

How can parental involvement enhance academic performance of learners in schools?

The main research question was addressed by answering the following sub questions:

1. How do parents and teachers understand parental involvement to enhance academic performance of learners in schools?
2. What problems do schools encounter when implementing parental involvement to enhance academic performance of learners in schools?
3. What current parental involvement practices are followed by teachers to enhance academic performance of learners in schools?
4. What framework on parental involvement can be proposed that can impact on academic performance of learners in schools?

The following aim and objectives assisted towards answering the research questions:

1. To determine how parents and teachers understand parental involvement to enhance academic performance of learners in schools.
2. To understand the problems encountered by teachers and parents in implementing parental involvement to enhance academic performance of learners in schools.
3. To establish the current parental involvement practices used by teachers to enhance academic performance of learners in schools.
4. To propose a framework of parental involvement that can lead to enhance academic performance of learners in schools.

1.6   RESEARCH METHODOLOGY

The study followed a qualitative approach, based on the careful consideration of the principles of the theoretical framework and the aim and objectives of this study. The researcher points out that this is one of the designs that may be used to pursue interpretivist studies. The interpretive paradigm informed the study, because its emphasis is on how human beings make meaning of the phenomena in their environment (Niewenhuis, 2007: 56). The study followed an interpretivist approach, because the aim was to use the experiences of individuals and communities to formulate a framework on parental involvement (Jansen, 2007, Niewenhuis, 2007).

The use of interpretive paradigm led to the use of qualitative research approaches, because the aim was to study and interact with the sampled teachers and parents (Holloway & Wheeler, 1996). The emphasis is on the quality and depth of information provided.

1.7   DATA COLLECTION

Semi-structured interviews were used, because they used a dialogue that elicited information from the participants on how they think (Sharma, 2010). Furthermore, the researcher read the actual words said by the respondent, and observed and recorded the behaviour displayed by the respondent (Bhattacherjee, 2012). An interview guide was flexibly utilised (Merrian, 2009). Open-ended questions was used in the interviews, because they gave the researcher the opportunity to probe the responses by the respondents to use as adequate information. The researcher followed the prescripts suggested by Strauss and Corbin (1990) that allowed the researcher to interview the respondents and obtain the required information on their involvement and their views on parental involvement. They will indicate their level of participation and also provide suggestions on how parental involvement can be improved at school level. The interviews will be audio-taped. Open-ended questions are relevant in the collection of data and the need for a framework of parental involvement to enhance academic performance of learners in schools.

1.8   SELECTION OF RESEARCH PARTICIPANTS

The population in this study were the parents and teachers, but for logistical purposes a smaller number were sampled purposefully, because the objective was to interview the participants that are affected (Bernard, 2013). Teachers and parents were strategically selected from particular schools (cf.). Teachers work with learners on a daily basis and as a result they may sometimes have to engage with parents about the learners. The frequency and the effectiveness of this will be confirmed by the selected teachers. The selected parents on the other hand will confirm whether the schools do engage them and whether they voluntarily take part in school activities.

Research will be conducted in three primary schools that appear in the list of good performing schools that would be sourced from the Education Management Information systems (EMIS). Two teachers and two parents per school will be contacted depending on the quintile of the schools.

1.9   DATA ANALYSIS AND INTERPRETATION

The purpose of qualitative enquiry is to produce findings through data collection, analysing, interpretation and presentation of findings. These are culminating activities of qualitative enquiry (Patton 1990: 267). The interview transcripts were systematically searched and arranged (Taylor & Bogdon, 1934). The researcher has used question by question analysis to show how the participants, both teachers and parents in the interview, have responded to questions. The researcher read the text data word by word, in order to derive codes. Hsieh and Shannon (2005) state that there is a need to highlight the exact word from the text that appear to capture the key thought from which the codes can be derived. In this study the following prescripts suggested by Merriam (2009), were followed: Segmenting the data and developing categories by coding the collected data. This stage was followed by data interpretation. Data interpretation is a written account of the study (Kelly, 2006). The text data was understood following the four research questions and the four research objectives, which the study seeks to answer and explain.

1.10 VALUE OF THE RESEARCH

Parents and teachers will benefit from the approach the study seeked to achieve in parental involvement to enhance academic performance of learners in schools. Parents will be encouraged to reflect to their roles in teaching and learning of their children. Teachers will benefit from the study, because some of their burdens will be entrenched to the parents. The community will benefit in that their participation in teaching and learning, due to their parental involvement, will enhance the academic performance of learners in school. Researchers will benefit from the effort of the theoretical framework and the strength of using qualitative research methodology.

Furthermore the framework can be adopted and applied in other schools across the country to address similar challenges or problems.

1.11 ETHICAL CONSIDERATIONS

The researcher sought clearance from the Ethics Office of the University of The Free State. The Ethics Clearance Certificate enabled the researcher to write to the Free State Department of Education to request permission to conduct research. Permission was also sought from the principals of the affected schools. The participants were informed what the research was about and how their participation was necessary (Adams & Lawrence, 2014). The participants were assured of their anonymity and the study was done on a voluntary basis. Participants were allowed to leave the research study at any time or at any stage. Confidentiality pertaining to the responses was ensured.

1.12 LAYOUT OF CHAPTERS

The study will be divided as follows:

Chapter 1 – Introduction and background

Chapter 2 – Theoretical framework

Chapter 3 – Literature review

Chapter 4 – Research design and methodology

Chapter 5 – Data analysis

Chapter 6 - Conclusions, implications and limitations

CHAPTER 2: COMMUNITY CULTURAL WEALTH AS A THEORETICAL FRAMEWORK

2.1 INTRODUCTION

The aim of the study is to develop a framework of parental involvement to enhance the academic performance of learners in schools. A study of this value in the context of parental involvement in schools demands to be guided by a theoretical framework as a foundation of making informed decision on undertaking this study. This chapter will address community cultural wealth as the theoretical framework guiding the study. The theoretical framework has been adopted on the basis that it suits the nature of the study, which is qualitative and interpretive in nature. The following topics are going to be discussed in this chapter: the theoretical framework underpinning the study, the origin of community cultural wealth, the forms community cultural wealth, the principles of community cultural wealth, how the framework is going to assist in the study, as well as the role of the researcher using the framework and conclusion.

2.2 THEORETICAL FRAMEWORK UNDERPINNING THE STUDY

Anfara and Mertz (2006) define a theoretical framework as any empirical or quasiempirical theory of a social or psychological process, at a variety of levels that can be applied to the understanding of a phenomenon. This definition of a theoretical framework exclude what some writers have called paradigms of social research, for example: post-positivist, constructivist, critical and feminist. Furthermore, Anfara and Mertz (2006), state that in the definition of theoretical framework, we must be cognizant that any framework or theory allows the researcher to see and understand certain aspects on the phenomenon being studied, while concealing other aspects. Grant and Osanlo (2014) state that a theoretical framework is relevant in a study, as it serves as the structure and support for the rational, the purpose and the significance of the study.

Community Cultural Wealth theory was chosen as the theoretical framework mainly as the guide, which the researcher uses to develop a framework of parental involvement to enhance academic performance of learners in schools, which is the main aim of the

study. It also guided in the choice of the research design, as well as the selection of data gathering methods, which empowered the participants, and the adoption of a data analysis tool.

2.2.1 The origin of Community Cultural Wealth Theory (HISTORICAL ORIGIN OF CCW)

Throughout the United States' history, race and racism have shaped this epistemological debate according to Scheurich and Yong (1997: 4-16) and Lopez and Parker (2003: 71-95). In addressing the debate over knowledge within the context of social inequality, Pierre Bourdieu (Bourdieu & Passeron, 1977) argued that knowledge of the upper class and middle class are considered of capital valuable to a society. It simply means that if one is born into a family whose knowledge is already deemed valuable, one could then access knowledge as of the middle and upper class and the potential for social mobility through formal schooling. The assumption was that people of colour lack the social and cultural capital required for social mobility.

Yosso (2005) critiques the assumption that students of colour come to the classroom with cultural deficiencies. Utilizing CRT lens, she challenges the traditional interpretation of Bourdieuean cultural capital theory (Bourdieu & Passeron, 1977) and introduces an alternative concept called Community Cultural Wealth. Yosso (2005) outlines at list six forms of capital that comprises Community Cultural Wealth and most often go unrecognized. She examines some of the under-utilized assets of students of colour bring with them from their homes and community's cultural wealth that the communities have, and try to transform the process of schooling in our District: Motheo.

The study uses CCW, because the theory shifts the view from a deficit perspective to the assets that communities require. The CCW begins with the narrative that communities are places with multiple strengths, cultural assets and cultural wealth. This narrative serves as a tool to move towards social and racial justice and demonstrates the need to restructure our education system around community knowledge, skills, abilities and networks. Drawing on Yosso's (2005) CCW theory, to better determine the extent to which schools utilize the learners' community based cultural resources for the formation and keeping schools going with aspirations.

2.2.2 Principles of CCW

The theory of CCW seems to be guided by the principles of democracy, development and empowerment, emancipation, consciousness and transformation. These principles are discussed hereunder and their relevance to the study is established.

2.2.2.1 *The principle of democracy*

CCW seems to be underpinned by the principle of democracy as it encourages freedom of speech, human dignity, non-sexism, equity, transparency and gender sensitivity, as well as social justice (Nkoane, 2012a). Parents who are naturally not seen as important role players in the classroom's academic activities are seen as contributors and active participants. In the process they are also treated with respect and the dignity they deserve as human beings. Participation allows for the participants' voices to be accentuated, thereby promoting participative democracy (Hytten & Bettez, 2011). In recognising this principle, a cordial relationship was built between the researcher and the participants in undertaking an inquiry in the development of a framework of parental involvement to enhance academic performance of learners in schools. Yosso (2005) and Martinez *et al.* (2010) have shown that six forms of capital are the solid foundation for the democratization of the academic success, as they form the compass of the researcher's study.

2.2.2.2 *The principle of development and empowerment*

Another principle that seems to be a key factor in Yosso's theory, is that of development and empowerment. Since CCW is about active participation, parents stand to benefit as they share their knowledge and skills with the schools and also learn from such experiences. For Raelim (2008) and Clifford and Burke (2009) this type of engagement has the possibility of empowering the people through a process of gradual enlightenment that leads to the gaining of a collective consciousness. Dialogue, as the expression of human interaction, is the basis to expand the knowledge of parents through interaction. The partnership between schools and community promote social empowerment by facilitating community collaboration in the implementation of parental involvement.

2.2.2.3   The principle of emancipation

Emancipation enables community members and learners to stick to their demands and at the same time being critical of their demands and the social context in which they are rooted (Raelim, 2013). Emancipation enables the community and the learners to distinguish between the truth and falsehood (Shurp, 2013). Community cultural wealth takes a lot from the emancipatory principle, which places emphasis on the emancipation of social justice. According to Yosso (2005) navigational and resistance capital provides an opportunity for the underprivileged to emancipate themselves from the condition of poverty. Emancipated people seek self-reliance as of paramount benefit to illuminate societal realities and challenges (Boyles, 1998). In the case of this study, it is anticipated that parents will recognise the power that they have in positively influencing the academic performance of their children.

2.2.2.4   The principle of consciousness

Community cultural wealth makes the community aware of the capabilities they have known as an array of cultural knowledge, skills, abilities and contacts that go unrecognized, acknowledged or celebrated (Yosso, 2006). Furthermore, Yosso (2005) and Martinez *et al.* (2010) both states that this culture can be turned into wealth for the benefit of their children at schools. According to Faireclough (1989) consciousness is the first step to emancipation that implies making people aware of what they have to impart to other people. For this study parents develop awareness of their consciousness of wealth that they need to process when they are invited to participate in school activities without any form of prejudice.

2.2.2.5   The principle of transformation

Change is an aspect connected to social transformation as an important feature to parent's mission to meet goals envisaged for development in an environment conducive to enhance academic performance of learners in schools. Transformation, founded as the principle of CCW, is grounded on the purposeful inclination towards the notion of appreciation inquiry to further the aims of parental involvement. Yosso (2005) argued that all forms of capital can be used to empower and transform the

individual. Yosso designed this model to capture the talent, strength and experience that learners bring to their environment. Community Cultural Wealth transforms ways in which schools and teachers view the role of parents and the contributions they can make in the academic performance of learners.

2.2.3 Forms of Community Cultural Wealth

Yosso's community cultural wealth is based on six different, but interrelated forms of capital, which are aspirational, navigational, social, linguistic, familial, and resistant capital (see Delgado Bernal, 1997, 2001; Auerbach, 2001; Stanton-Salazar, 2001).

These forms of capital are not naturally exclusive or static, but rather are dynamic processes that build on one another as part of Community Cultural Wealth (see Solórzano and Delgado Bernal, 2001; Faulstich Orellana, 2003).

1. **Aspirational capital** refers to the ability to maintain hope and dreams for the future, even in the force of real perceived barriers. This resiliency is evidenced in those when they allow themselves and their children to dream of possibilities beyond their present circumstances, often without the objective means to attain goals. Even if our parents had not gone to school we draw inspiration from them, parents will always share stories about the importance of education. These stories nurture a culture of possibility as they represent the creation of history that would break the link between parents' current occupational status and their children's future academic attainment (Gandara, 1995).

2. **Linguistic capital** induces the intellectual and social skills attained through communication experiences in more than one language or style (Faulstich Orellana, 2003). Linguistic capital reflects the idea that students arrive at school with multiple language and communication skills that they receive from home. In addition, these children most often have been engaged in a storytelling tradition that may indicate listening to and recounting overall histories. This storytelling by parents may help learners' attention skills like parabolas, stories and proverbs (Garcia, 2014). Linguistic capital also refers to the ability to communicate via visual art, music or poetry. Learners develop and draw on various language registers or

styles to communicate with different audiences at home and in schools (Yosso, 2005).

3. **Familial capacity** refers to those cultural knowledge nurtured among familiar people that carry a sense of community history, memories, and cultural intuition (Delgado Bernal, 1998; 2002). This form of cultural wealth engages a commitment to community well-being and expands the concept of family to include a more broad understanding of kinship. From these kinship ties, we learn the importance of maintaining a healthy connection to our community and its resources. Our kin also model lessons of caring, coping and providing, as well as education, which informs our emotions, morals, educational and occupational consciousness (see Reese, 1992; Auerbach, 2001, 2004; Elenes *et al.*, 2001; Lopez, 2003). This form of capital is going to help the study to find out what kind of support learners receive from their family.

4. **Social capital** can be understood as networks of people and the community that Yosso (2005) seeks to define as peers and other social contacts and how these contacts can be utilized to gain access to life in general. The study will determine if indeed there is such a partnership between the parents and the external structures, because these people and other social contacts can provide both instrumental and emotional support to navigate through society institutions (Gilbert, 1982; Stariton-Salazor, 2001).

5. **Navigation capital** refers to skills and the ability to navigate social institution, including education space (Yosso, 2005). Further she explain that student navigational capital empower them to manoeuvre within the unsupportive or hostile environment. This implies that children who live in the harsh realities of life have to navigate their success with the support of their parents. Navigational capital thus acknowledges individual agency within institutional constraints, but it also connects to social networks that facilitate community navigation through places and spaces, including schools, the job market and the health care, judicial systems (Williams, 1997). Thus the learners can arguably do effectively if they receive adequate support, and this is one aspect that the study will seek to ascertain.

6. **Resistant capital** refers to those knowledge and skills fostered through oppositional behaviour that challenges inequality (Freire, 1970; 1973, Givoux,

1983; Mcharen, 1994; Delgado Bernal, 1997; Solorzano and Delgado Bernal, 2001). This form of cultural wealth is grounded in the legacy of resistance to subordination exhibited by communities of colour (Deloria, 1969). Furthermore, maintaining and passing in the multiple dimensions of community, cultural wealth is also part of the knowledge base of resistant capital. How do parents support learners who are committed to engaging in and serving under these situations? Parents must provide opportunities and provide learners in and outside of the classroom to prepare them for participation in a diverse society.

2.2.4 The relevance of CCW to this study

In developing a framework on parental involvement to enhance academic performance of learners in school, Yosso's (2005) Community Cultural Wealth model shifts the view from a deficit perspective to the assets that communities acquire. In contrast, the current educational policies place the parents at an educational disadvantage and view students and their families as intellectual and cultural inferior.

Community Cultural Wealth includes an array of cultural knowledge, skills, abilities and contacts of socially marginalize groups that usually go unrecognized, acknowledged or celebrated Yosso (2005) by white stream schools (Urrieta, 2009). This approach to understand parental involvement is schools' success and barriers against the forefront of structural barriers of socio-political histories in context. The results of these barriers and contexts include overcrowding schools, poorly maintained facilities, and minimal resources. Subsequently parents have less access to academic guidance, academic enrichment programs and courses resulting in tracking learners into remedial courses.

The Community Cultural Wealth asserts that various forms of capital fostered through cultural wealth, such as aspirational, familial, social, navigational, linguistic and resistant capital, are used by community to survive (Yosso, 2005).

Community Cultural Wealth is used in order to survive the institutional neglect of the parents in a public school system that has historically failed them. Community Cultural Wealth model begins with the perspective that communities are places with multiple strengths, cultural assets and cultural wealth. This perspective serves as a tool to move towards social justice and demonstrate the need to restructure not only

education systems, but other social institutions around the communities, knowledge, skills, abilities and networks

Community Cultural Wealth is a valuable theory in the field of social research in education in the discipline of curriculum. It is because the theory clearly defines the role that the researcher must play during the research. This theory influenced data collection and data analysis at a number of levels. In order to adequately determine which principles and the forms of CCW are practiced, semi-structured interviews were conducted, and the data, as analysed, managed to provide a comprehensive picture these principles and forms of CCW are actually present in the schools.

2.3   CONCLUSION

The discussion of the theoretical framework highlights the importance of relationship in the coaching and guiding of the study. The researcher has chosen this theoretical framework in this study for the fact that it focuses on learning, which is in line with the current trend in our education system. In the theoretical framework, CCW falls within the research paradigm to guide the process of coaching a research. The researcher believes that using CCW will empower and restore respect to the researched and the researcher, because the approach advances equity, social justice, freedom, peace and hope. Thus, until the community knows their strength and their abilities, and know how to emancipate their thoughts to the development of schools, it will fail to enhance academic performance of learners in schools.

The following chapter will address the literature review to develop a framework of parental involvement in schools to enhance academic performance of learners in schools.

CHAPTER 3: LITERATURE REVIEW ON PARENTAL INVOLVEMENT TO ENHANCE LEARNERS' ACADEMIC PERFOMANCE

3.1   INTRODUCTION

The aim of the study is to develop a framework of parental involvement to enhance academic performance of learners in schools. The researcher undertook the study to improve parental involvement on the learning activities, in order to enhance academic performance. According to Hanafin and Lynch (2002) there is direct relationship between parental involvement and learners' academic achievement. To achieve this aim, the chapter thus reviews literature on the effective strategies adopted to develop a framework of parental involvement in schools. Literature review assists the researcher to identify amongst others, the following: new ideas emanating from other researchers, the methods used by other researchers, sources of data used by other researchers, and the measurement tools they used (Leedy & Ormrod, 2005). In this study, primary sources of data such as books and journal articles were reviewed. All the information assisted in a number of ways. Firstly, the researcher made the conceptualisation of the operational concept that is the pillar of the study as defined in the concept. Secondly he give the historical background of parental involvement in South Africa. Thirdly a review of related literature on the following topics: the advantages of parental involvement, strategies to ensure parental involvement, forms of parental involvement, and lastly factors impacting on parental involvement, were given. The argument that is being pursued is that parents have a wealth of capital which, if properly used, may benefit the schools and learners.

3.2   DEFINITION AND CONCEPTUALISATION OF PARENTAL INVOLVEMENT

Joyce L. Epstein, in a 1995 article and 2001 book titled: *School, Family, and Community Partnerships*, argued that school, family, and community are important "spheres of influence" on children's educational development and enhanced when these three environments work collaboratively towards shared goals (1995, 2001).

There is no exact and common definition of parental involvement in the literature. Different authors and sources are going to be used in trying to define and get a meaning of parental involvement. Dor (2012) states that because of a lack of a uniform and acceptable definition of what parental involvement actually means, there appears to be some consents in the literature on the conflation of activities that together represent effective parental involvement in their children's schooling. Makgopa and Mokhele (2013) perceive parental involvement as a combination of supporting learner's academic achievement and participating in school initiated functions. Mncube (2010) noted that the concept entails awareness of an achievement in school-work and understanding the interaction of parenting skills and learners' success or achievement in school and a commitment to consistent communication with educators about learners' progress. For Georgion (2007), parental involvement has five dimensions, which include parenting, helping with homework, communicating with the school, volunteering at school, and participating in school decision making. Parental involvement ranges from involvement at school as governors, helping in classroom or during lunch breaks, reading to the child at home, teaching songs or nursery rhymes and assisting with homework (Department for Children, Schools and Families, 2008).

LaRocque *et al.* (2011: 116) views parental involvement as: '"the parents" or caregivers' investment in the education of their children. Barge and Loges (2003) identified that teachers', students' and parents' views and approaches to parental involvement are different. They forward that parental involvement refers to regular supervision of students' homework by parents. Parents reported that it was essential to be sure that their children did their homework completely and to help them when needed. Also important is developing individual relations with teachers. Parents feel that if they had adequate relationship with teachers and teachers saw that they paid attention to their children, the teacher's treatment of their children would be better. In particular, parents who do not have enough ability to help their children with their homework or other curriculum related tasks state the importance of this involvement of taking advantage of extra curriculum participation. Also improving supportive collaboration within the community, according to parents' reports, developing collaboration within the community plays an important role in students' educational achievements. As Barge and Loges (2003) found that parental involvement is

important in parental assistance with homework, stimulation from parents and communication between parents and schools.

Ralph McNeal Jr (2003) listed four elements of parental involvement. One key element was parent-child discussion. This involves how much conversation time was spent at home discussing education issues. Another element of McNeal on parental involvement is monitoring. Monitoring involves parents keeping up with their child's progress on a regular basis. Monitoring shows a child that a parent genially is interested about his wellbeing (Coleman, 1987). Direct involvement was McNeal's (2001) formed element of parental involvement. This fact of parental involvement refers to the amount of time a parent spends at the school, involved in activities. Bracey (2001) also stated, regardless of how parents involvement is defined, it is vital to a child's success at school.

Based on the discussions above, parental involvement have a positive impact on the academic achievement of learners in schools, but much debate surrounds agreement on the definition of parental involvement. Many studies have been performed on this topic, that lack of time, and the working definition of parental involvement makes it difficult for researchers' to draw clear conclusions and effectiveness of parental involvement. Although there are differences in defining parental involvement, both parents and teachers seem to believe communication is crucial in building a relationship between parents and teachers.

3.3   HISTORICAL BACKGROUND OF PARENTAL INVOLVEMENT

Parental involvement in education has been a topic of interest at least the last three decades (Ngwenya, 1996, Shezi, 2012). The impact that parents have on children's development and learning process is documented in education and psychology (Fan & Williams, 2010). The first educator of a learner is the parent, whose role is to facilitate the development of values and the identity of the child (Narain, 2005). In addition, the child needs guidance, support and encouragement from the parents (Narain, 2005). Parental involvement sends the message to children that their parents are interested in their development (Hango, 2007). This implies that parental involvement is imperative in the child's emotions and mental development.

Throughout the ages, parents have been informally involved in the education of their children. Berger (1983) states that in the ancient times before the development of writing records, which is believed to have occurred between 6 000 and 5 000 BC, parental involvement was a crucial factor in the education of their children. Children were taught rules and regulations from their predecessors. Berger (1983) adds that children were also taught the different processes needed to obtain food. Children were taught how to gather wild food, to hunt, herd cattle and to produce crops. Parents have always being called the primary teachers, because they are involved in the education of their children from birth. According to Frost (1966) primitive societies did not develop schools, and their families were their most imported teaching agency in any society. Parents were not professionals and they depend on their intuitive and experimental knowledge when teaching their children. Frost (1966: 47) says that the methods which parents used in their teaching were telling and showing. Children who failed to meet a particular standard set by their family were punished. As time goes by education was formalized. Teachers taught children in formal institutions, and teachers were called secondary teachers.

Historically, according to Mkhwanazi (1993), the apartheid government used the term, parental involvement, in education in South Africa. For the apartheid state, parental involvement largely implied that government ruled by means of decentralised and devolution of financial responsibility. During those days, the state incorporated parents in the administration and control of education, by means of the Bantu Education Act of (1953). The then minister of Natives Affairs, Dr Verwoerd, stated that, black parents in particular, should be made co-responsible for their children's education (Mkhwanazi, 1993). In other words, the government was using parents to instil its discriminatory schooling policies. The then government expected parents to be passive participants in the education of their children.

The historical overview is important, because the historical development in the subject matter have shaped the understandings, philosophy, perceptions, and beliefs about parental involvement issues today. The South Africa Schools Act (SASA) of 1996, provides formal power. The Schools Act creates the expectation for parents to be meaningful partners in school governance. It envisages a system where school based educators include curriculum matters. The understanding philosophy of the South African Schools Act of 1996 (SASA) (RSA, 1996) is that schools are encouraged to

become self- managed, as well as self-reliant (Mathonsi, 2001). The principal is no longer expected to carry the burden of managing the school alone. In terms of the amended provision of section 16 of the South African Schools Act, a School Management Team (SMT) must be formed to assume responsibilities for the day to day turnings of the school and for the implementation of the school's policies (RSA, 1996). It is the task of the School Governing Body (SGB) to determine such policies and it is this understanding of governance that is at the centre of the school system. Parents send their children to schools with the expectation that they will get quality education in order to secure their future with decent prospects. Since parents are part of a larger society, they constitute a significant section of the community pertaining to educational matters. Hall and Engelbrecht (1997) point out that parents need to be involved in their children's education and this involvement must include insight into the child's education matters. In the current climate of educational changes in South Africa, researchers are focusing on factors that might have an impact on the learners' academic achievement (Myburgh, Niehans & Grobler, 1999). The learners' background is considered to be a crucial factor that influences the learners' performance. The community constitutes part of this background. The focus in this study will be to develop a framework on parental involvement to enhance academic performance of learners in school.

At home parents have to provide basic requirements and survival needs such as food, health care, clothing, learning materials and transport. They should create a safe, nurturing, disciplined encasement in support of children's affective, emotional and physical development. Parents should balance home responsibilities with time for studying and support learning at home. They must also try to encourage the local chairperson to support school programmes.

Consequently, parents must meet the costs of the books purchases, building and activity funds, uniforms and other private costs, like transport and meals for their children. In addition, schools have to depend actively on the parent's contributions for the maintenance of non-teaching staff (Republic of Kenya, 2007).

3.4 FORMS OF PARENTAL INVOLVEMENT

3.4.1 Introduction

There are some forms that can encourage greater parental involvement to enhance academic performance of learners in schools. These forms are supported by Mncube (2010) and Mkgopa and Mokhele (2013), and according to literature, it states that the following forms would help strengthen and ensure the effective parental involvement in schools to enhance academic performance of learners. The following topics are to be discussed in this section: parents' evenings, home visits and establishing of a coordinated team.

3.4.2 Parents evenings

Parent evenings are forms of meetings when both parents and teachers have the opportunity to learn about the school, as well as the home background. It is the best time when schools reassures parents that they know their children best, and their knowledge is very important to the school. During this time, it is right the moment for teachers to communicate with the parents about their children, as well as strengthening their support in motivating the children. These appointments usually lasts for a particular time, where the parents can see different teachers and the principal. Parents' evenings appear a great potential for healthy home–school relations and for the motivation for parental involvement. Levine-Rasky (2009) states that one of the challenges of parental involvement evenings is the lack of time on the part of parents. For this challenge the school may be required to involve parents early when planning such an evening meeting. The other way do this is to send questionnaires to parents seeking their opinions on the timing of the meeting. When parents are invited, and during such evening events, it may help to make sure that parents feel comfortable, thus teachers should avoid to be formal (Maclure & Walker, 2000). Teachers should try to be informal as much as possible, but without losing the focus of the purpose of the meeting. At all costs parents should not feel that they are back to school to be lectured or disciplined.

Bult (2004) suggested that teachers must first know the audience, which is their learners' parents. Knowing your audience involved understanding the facts of what

parents want for their children. Teachers should anticipate misunderstanding during such evenings. Planning parents' evenings ahead of time is important, so that the school can be flexible, but maintaining discipline about time schedules for the event is also vital.

3.4.3 Home visits

The main focus of home visits, is to enhance academic performance of learners in school and to improve the parent-teacher partnership (Sheldon, 2011). The teacher visits the child's home to talk to the parents and other parents in the vicinity. The teacher shares the knowledge how learners are taught at school, how learners learn, and show parents about different study skills that can better and make progress in the learner's studies. Blank (2011) states that this is done in order for parents and teachers to share accountability and ownership of learners' performance. Through home visits, teachers can establish a deeper understanding and healthy relationship, not only with the parents of the participating children, but also with learners of a particular family. Researchers recognise the importance of home visits in the establishment of effective home-school relations as supported by Wolfendale (1992), who sees home visiting as a viable means of promoting home visit links. The primary aim of a home visit is to reach out to parents, especially those who are unable to attend meetings organised by the school.

3.4.4 Establishing of a coordinating team

The establishment of a coordinating team is critical in enhancing the concept of democracy in education, because parental involvement is a component of social injustice, equity and quality education (Models Jr & Fege, 2011). This simply means that as many people as possible, especially those with an interest in education, should be involved in planning and advancing the education interest of the children. In South Africa the state that brings together these parties with an interest in education is the School Governing Body, however, when it cannot focus on parental involvement it can rely on section 30(1) of the South African School Act no.86 of 1996, which empowers it to form sub-committees to focus on enhancing parental involvement in schools.

Collaboration between teachers and parents can be realistically achieved through team effort (Menstry and Grobler, 2007: 170). As reference is made in the United States of America, besides establishing the school community council as mandated by law (Moles Jr & Fege, 2011), there are school based parent teacher committees whose objective is to enhance partnership between parents and teachers.

The establishment of a coordinated team and its purpose, permeates levels of planning, implementation and evaluating of efforts geared towards the encouragement of parent school activities (Sandrers, 2011). The team also make sure that the annual parental involvement is in accordance with the other school plans to achieve overall school effectiveness (Sheldon, 2011). The existence of a coordinating team enables parents and teachers to share responsibilities of teaching their children. It creates a communicative environment for expressing views of all stakeholders (Bolton, 2005; Mahlomaholo & Netshandama, 2012). Chrispeels and Rivero (2001), allude to the fact that this platform is imperative to strengthen the relationship between parents and teachers.

3.5 ADVANTAGES OF PARENTAL INVOLVEMENT

3.5.1 Introduction

Parental involvement in education is an important issue for governments and organizations in many developing countries. Policies are developed in order to increase parental involvement (Bray, 2001; Suzaki, 2002). This association is supposed to be strong to allow for cooperation between parents and teachers and to give these stakeholders a voice in the decision-making process (Suzuki, 2002, Soito, 2006, Yan *et al.*, 2007). According Galvin, Mercer & Costa (1990) the influence of the parents on the social and emotional development of their children is very strong. Children spend more time at home than they do at school, and their parents usually have the primary responsibility to educate their children. Children come to school with values, beliefs, and knowledge that they learned from their parents. Review of literature shows that parental involvement can benefit all role players; that is parents, learners, teachers, school and community at large.

Researchers have evidence for the positive effect of parental involvement on children, families and schools when schools and parents continuously support and encourage the children's many activities and development (Ecdes & Hanold, 1993; Illinios State Board of Education, 1993). According to Hendreson and Berla (1994), the most accurate predicator of a student's achievement in school, is not income or social status, but the extent to which the students' families is able to "create a home environment" that encourages learning, express high but not unrealistic expatiation for their children's achievements and future careers, and become invited in their children's education at school and the community. Henderson (1994) reviewed and analysed eighty-five studies that documented the comprehensive benefits of parent's involvement in children's education. This and other studies show that parental involvement activities that are effectively planned and well implemented, result in substantial benefits to children and parents and school. The following are going to be dealt with: advantages for children, advantages for parents, advantages for educators, and advantages for the school.

3.5.2 Advantages for children

There is an understanding of both the crucial and continuing role that parents play as educators in the education, welfare and development of their children (Bastiani, 2003). Literature underscores that those learners are more successful learners at all grades levels, if their parents take part in school activities and encourage education and learning at home, regardless of the education background of their parents (Dauber & Epstein, 1993; Wanat, 1994). Learners' attitude about themselves and their conduct over the environment are critical to their achievement and success. Those attitudes are formed at home and are the product of a myriad kinds of interaction between parents, as well as children and community. In other words, when parents show an interest in their children's education and have a high level of expectation for their performance, they promote the attitude, forming the key to achievement (Henderson, 1987). Desforges and Abouchaar (2003) agree that there is evidence that changing the school climate and involving parents will raise not only the achievement of low-income at risk children, but will change their self-concept and motivation.

It is true that motivated learners have a more positive attitude towards their schooling system, better work habits, higher attendance, lower drop-out rates and improved behaviour, as supported by Hamby (1992), Henderson (1987) and Swap (1992). Learners whose educators and parents used regular parental involvement practices reported a more positive attitude towards school, more regular homework habits, greater understanding between the school and family practices, more familiarity between the educator and their parents, and more homework completed on weekends (Epstein, 1990). All these factors contribute to the learners' academic achievement.

Jeynes (2003) asserts that parental involvement positively affects the academic achievement of learners, by facilitating better grades, higher test scores, regular school attendance, better social skills, improved behaviour, more positive attitudes towards school, complete homework assignments, graduation and continued education.

Children turned out to achieve more, regardless of ethics or racial background, socioeconomic status, or parents' education level. Children achieve better grades, test scores and attendance. Children consistently complete their homework. Children have a better self-esteem, are more self-disciplined, and show higher aspiration and motivation towards school. Children's positive attitude about school often results in improved behaviour in school and less suspension for disciplinary reasons. Fewer children are being placed in special education and remedial class. Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home and the culture at school.

Accoding to Hariafin and Lynch (2002) there is a direct relationship between parental involvement and learners' academic performance. Parental involvement and participation improve the learning of learners and ultimately their academic performance. These children are sure to succeed and excel both at school and in life when there is a concerted effect from both parents and school regarding the education of learners. It is thus important to look at different forms of parental involvement that can enhance academic performance of learners in school.

3.5.3 Advantages for parents

When educators make parents' involvement part of their teaching and learning practices, parents increase their interaction with their children at home, and feel more positive about their own abilities to help their children (Epstein & Dauber, 1991: 290; Hamby, 1992). Parents benefit by being made aware of a different and more effective way of creating learning opportunities and stimulating experiences for their children by parenting programs (Wolfendale, 1992). However, parents need to know how to be involved in their children's' education at each grade level (Epstein & Dauber, 1991).

Davies (1993), lists many benefits for parents when they become involved in the education of their children, including appreciation of their own roles, strengthening social networks, access to information, personal efficacy and motivation to continue their own education. Ball (2003) further strengthens the idea that parents actively involved in their children education, develop a more positive attitude about school and school personnel, help to gather support in the community for parental involvement programs, become more active in community affairs and develop increased self-confidence.

Through participation in school matters, parents increase their interception and discussion with their children and are more responsive and sensitive to their children`s social, emotional, and intellectual development needs. Parents are more confident in their parenting and decision-making skills, and as parents gain more knowledge of child development, there is more use of affection and positive reinforcement and less punishment on their children. Parents have a better understanding of the teacher`s job and school curriculum. When parents are aware of what their children are learning, they are more likely to help when they are requested by teachers to become more involved in their children's learning activities. At home, parent's perceptions of the school are improved and there are stronger ties and commitment to the school. Parents are more aware of, and become more active regarding, policies, which affect the children's education when parents are requested by the school to be part of the decision making team (Epstein & Hollifield, 1996; Epstein, 2001; Fan & Chon, 2001; Ho Sui & Williams, 1996; Jeynes, 2005; Sheldon & Epstein, 2002)..

Understanding and collaboration between parents and children reduce the characteristics in isolation of their roles. In turn it is appreciative for educators to know

that parents recognise the complexity of their roles in the classroom (Swap, 1992). It is very reassuring for parents to know that educators share their aspirations about their children.

3.5.4 Advantages for teachers and schools

Parental involvement can bring multiple benefits to both teachers and schools. The teachers' work can be made more manageable when parental involvement have a positive view of teachers and school, and parents who participate are likely to be more supportive of the school (Davies, 1993). Supported by Epstein and Dauber (1991) when they remark that parents rate teachers higher when they are involved with the school. Moreover, teachers came to know and understand parents better (Hamby, 1992). This will increase teachers' understanding of the children in their families and provide information which may be valuable in handling of specific children. Teachers have positive feelings about their school when their children's education rate all parents, including less educated and single parents, as being helpful (Epstein, 1990). Teachers are imposed by the mutuality of interest and find that collaboration both broaden their perspectives, as well as increase their sensitivity to varied parents' circumstances (Swap, 1992).

Understanding between the school and parents also increases resources available to the school, for example parents may contribute to the school as volunteers or paid aides. Parents' knowledge may help a school in the development or maintenance of the school building and grounds. Parents may also form partnership with businesses, agencies, cultural movements and other resources in the community. Parents may be political assets for the interest of children and school at board meetings or legislative meetings (Swap, 1992)

Increased collaboration between schools and community have shown to have multiple positive results, access to schools resources and facilities, capacity to solve community problems and pride (Davies ,1993). Parents and community participation in schools can also contribute to advancing the prospects of a more democratic and equitable society (Davies, 1993). Although there are a number of advantages of parental involvement, there are also challenges that the parents are faced with that

may discourage them from being associated with the schools (Cotton, 2001). The next section expounds on the challenges that the parents have to contend with.

3.6 FACTORS IMPACTING ON PARENT INVOLVEMENT

Reynolds (1996) defined parental involvement as an interaction between parents with the children and the school with the aim of enhancing academic performance of learners. McNeal (2001) further made mention of four elements of parental involvement of which one key element is interaction and discussion of educational issues. In order for the learners to achieve academically, parents have to be involved, but there are factors that hinder their involvement that will form part of the discussion in this section. The following factors are going to be discussed: negative communication, lack of time for parents, lack of resources, language barriers, lack of formal education and lack of parenting skills.

In the South African perspective, the study made by Van Wyk (1996) found that parents were not involved in the education of their children, due to various problems of a more practical nature, such as illiteracy, working long hours, and getting home late, children in the care of grandparents, and extreme poverty in the communities, amongst others. Communication is also cited as a concern (Mestry & Grobler, 2007).

3.6.1 Communication

Parents and schools are supposed to communicate on a regular basis in order to help learners to achieve their educational objectives. However, what is happening in schools contradicts this phenomena of communication as expected, because of negative communication from the school (Mestry & Grobler, 2007; Chatman *et al.,* 2006). To strengthen parental involvement, such as in the child's developments, we need some nurturing in order to bear positive results, because they are treated as adversaries rather than as assets (Madekunye & Ndaba, 2011; Chatman *et al.*, 2006). Negative communication scares parents, even if they were willing to participate (Dumas *et al.*, 2008). This applies to less educated parents who usually view the school as in the right.

In South Africa, Mestry and Grobler (2007) found that the school does not communicate effectively and frequently with the parents about learners academic progress. The researcher regards that this situation hinders the learners' progress, and also affects the enhancement of parental involvement in a negative way. It is supported by Jasso (2007) who found that some school in the United States of America creates an unwelcoming environment that discourages parental involvement. McDermott and Rothenberg (2000) found that poor communication intensifies low face-to-face interaction with the parents. The schools must develop communication policies that will encourage parents to be more visible in the school in order for them to advance the children's education programs.

3.6.2 Lack of time

Both parents and teachers play a very significant role in enhancing learners' academic achievement in schools. The two parties are expected to find time for each other to discuss educational matters affecting the learners both in school and at home. Both parties need to be available in order to develop strategies for learners, sharing quality time between the two parties, but eventually this does not happen, because parents do not always find time to attend school meetings (Modisaotsile, 2012). Parents usually complain about the inconvenient times of the meetings (Koonce & Horper Jr, 2005), which disrupt not only the child's progress, but also that of both parents and teachers. When parents do not attend meetings it hampers the school, which could have strengthen the general growth and progress of the school.

Mmotlane *et al.* (2009) state that parents have to find the time to take part in the activities at school such as, attending meetings, sporting activities and social events organised by the school. Du Plessis *et al.* (2007) indicate that school activities require time and commitment, especially for working parents. Parents work far from home, leave in the early hours and come back home late. The same sentiments were echoed by Arias and Morillo-Campbell (2008) who said parents have labourintensive jobs that make it difficult to attend school activities. According to Mncube (2007), some schools organise meeting in the evening, which make it difficult for parents to attend, because of the lack of transport. The unavailability of time on the side of parents to interact with

the school can in the long run derail positive education programs, designed by the school to enhance the academic performance of learners.

3.6.3 Lack of Resources

Parents are expected to organise resources at home and in the community to help the school to reach its potential. When both parents and school share, more resources can be made available to enhance the academic performance of learners in schools. When resources are available in the school that stimulate both parties, teachers and parents, exert more effect for the achievement of learners. Lack of resources from the parents underlines their involvement and participation. Hill and Taylor (2004) state that when parents do not have money for transport, they cannot afford to attend meetings, because they stay far from school. To those parents who do not have transport, it is difficult to attend meetings to contribute positively. The lack of resources makes it difficult for parents to attend meetings at school.

3.6.4 Language Barriers

Language serves as an instrument that connects two or more people. In a normal situation it is expected that messages be conveyed in a language familiar to the sender and the receiver. Mncube (2009) found that parents and teachers or schools cannot find one another, because of the foreign language that teachers use during the SGB and parents meetings. Singh *et al.* (2004) indicate that the use of foreign languages serves as a barrier to effective communication and interaction between parents and schools. Furthermore, Sanders (2008) indicates that school-parents and community partnership are difficult when they not share a language in which to discuss issues that are relevant to school development. The school can overcome these challenges by using a language that parents can understand. It is the responsibility of the school to make sure that they are consistent in the use of language, if not parental involvement in the school will over time decline.

3.6.5 Lack of formal education for parents

The lack of formal education for parents may be the impediment towards parental involvement in schools, in order to enhance academic performance of learners. The level of formal education of parents usually determine the extent to how far they can contribute to the social and economic development of learners (Singh *et al.*, 2004). The lack of formal education is an internal factor, hence it is within individual control to live with it and change it.

Mestry and Grobler (2007), Yinusa and Basil (2008), Chikoko (2007) and Jasso (2007: 16) all have identified low levels of formal education among the parents as obstacles to legible and useful engagement . Even if parents are willing to assist, their low level of formal education stands between them. They cannot help their children and give that needed support as expected. The lack of formal education sometimes provides a fertile environment for the elites who hold institutional power to manipulate the parents and advance their interests (Mncube, 2009). When parents do not have proper education, it becomes difficult for them to perform their responsibilities as expected in schools.

In order to alleviate the level of illiteracy in South Africa, adult basic education is provided for free.

McDermott and Rottenberg (2000) state that parents were engaged in the education of their children through the provision of the literacy classes that were offered to parents every Friday. It is the responsibility of each and every parent to make sure that she/he is capacitated enough in educational matters. Schools can come up with strategies to help parents with lesser educational knowledge. The department of basic education can also assist with extended opportunities to help improve their education and understanding.

3.6.6 Lack of parenting skills

The lack of family structure to give support to learners' education in school, implies that parents are said to be neglecting their children (Bojuwoye, 2009). Simon (2004) states that good parenting entails three main areas of parenting. Firstly, parents have to know the career the child intends to follow after completing high school education.

That implies that parents have to familiarise themselves with the subjects that a child takes at school to see if that combination can help the child to achieve his/her goals. Parents must attend career exhibitions at school or tertiary institutions with the child. Parents must be able to know the financial implications involved, in order to assist the child for the future. Secondly, parents should assist a child to make an application for admission to tertiary institutions after completing high school education, thus parents must share their interest in shaping the career of the child. Parenting skills can be learned by contact sessions provided and interaction opportunities among parents. Thirdly, parents have to assist the child to make an application for employment after completing high school. Parents should be knowledgeable on how to complete or compile a curriculum vitae and prepare the child for the interviews. Parenting skills need to be developed and matured by the district or provincial education department.

3.7   STRATEGIES TO ENSURE PARENTAL INVOLVEMENT

3.7.1   Introduction

Parental involvement should be planned with a purpose so that learners can positively benefit (Ademola & Olajumoke, 2009; Mestry & Grobler; 2007; Moles Jr Fege, 2011; Redding, 2011). They all have a common understanding that different countries use effective communication to bring parents and teachers closer to address the learners' needs. There should be a plan to be communicated to parents on how they should communicate and how often (Sheldon, 2011). This planned communication should be with the parents, in order to ensure equal power sharing between the parents and teachers (Lemmer, 2012). The following strategies are going to be discussed, if they are well planned and communicated to both parties that are scheduling meetings, teacher parents conferences, providing training for parents, and communication.

3.7.2   Scheduling meetings

Meetings provide a platform for parents to interact and to engage with teachers on a number of issues affecting the children (Wells, 2009: 10). The setup of the meeting should be conducive, as parents would not participate if the atmosphere is intimidating. According to Mncube (2010) and Moles Jr and Fege (2011), communication between

parents and the school should be conducted in the language that the parents know and understand, as well as this will increase their understanding of the issues being discussed, which is a necessary step for implementation of the decision taken. Time factors play a critical role in scheduling the meetings, because some parents arrive at home late. The cordial relationship between parents and teachers can happen in an atmosphere that promotes regular communication and mutual respect.

3.7.3 Teacher parent conference

According to Paik (2011) and Redding (2011), parents-teacher conferences are a standard in a good performing school, held at least once or twice in a school calendar; the aim is to look at various programmes to enrich learners' academic performance. The above statement is supported by Chrispeels and Rivero (2011) and Wells (2009) who state that teacher-parents conferences provide teachers and parents with a platform to discuss the performances of learners. Wolf and Stephens (1998) state that teacher-parent conferences can be regarded as a special meeting between parents and teachers to discuss the learner's academic performance, attitude, work habits and social interaction. Learners can share their views about the role parents and teachers play in their daily lives.

3.7.4 Workshop and training for parents

Henderson and Redding (2011) and Moles Jr and Fege (2011) state that for both teachers and parents to work cohesively, there should be a capacity building workshop to train parents so that they can work together as a team. Reynold (2010) argues that there are teachers who have a negative attitude against parents, and they do not know how to reach out to parents. Mole Jr and Fege (2011) state that parental involvement is a component of social justice, equality and quality education and the two parties must work together in harmony. A well trained and informed parent can contribute positively to the benefit of the school. Schools must take the initiative in reaching out to parents by enlisting their support in educational matters affecting their children. Dube (1995) and Maduna (1997) both agree that parents should be trained through seminars and workshops to be able to work with teachers in educational matters

affecting their children. The schools need to work together with the department of education to provide training to the parents so that they can engage in their children's education, Mncube (2007) states that providing training for parents in South Africa is mandatory, according to section 19 of SASA No.84 (RSA, 1996). When parents are empowered they develop a sense of self-belief and efficacy, which is necessary for parental involvement to enhance academic performance of learners in schools.

3.7.5 Communication

Communication is the basic responsibility of the school, which they have to establish and maintain between the school and the parents. This implies that the school must keep parents informed about school events and development. Schools can use platforms such as newsletters, reports, events, memos and notices to establish a two-way communication. Poor communication in schools, according to McDermott and Rothenberg (2002), result in the low distribution of letters and flyers, as well as little face-to-face interaction with the parents. The department of education must establish a positive communication channel between schools and parents, through well-formulated policies, as parental involvement is needed to enhance academic performance of learners in schools.

3.8 CONCLUSION

This chapter on the literature has highlighted the importance of parental involvement in schools to enhance academic performance of learners. The changes in schools culminated to the understanding of principles and forms, as well as theories of parental involvement to enhance academic performance of learners in schools. A proposal of a framework that endeavours to help both teachers and parents in their common goals to enhance academic performance of learners in schools was introduced. The chapter finally considered the objective in implementing parental involvement practices. The next chapter deals with the research design and the methodology that was used in collecting data to address the objective of the study.

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

This chapter focuses on the processes and procedures undertaken by the researcher to lay the foundation of the empirical study. The most important issues addressed in this chapter are the aim of the empirical study, research design, qualitative research, data collection, data analysis, trustworthiness, and the ethical consideration in the collection of data.

4.2 AIM OF THE EMPIRICAL STUDY

Martens (2005) states that, empirical study means that any conclusion drawn is based upon evidence gathered from data collection from real life experiences. Furthermore, Loseke (2017) states that the exploration in research is systematic and is also empirical, meaning that it is evidenced based. The empirical study that the researcher has executed, had the purpose of gathering information in order to provide answers to the following main research question:

How can parental involvement enhance academic performance of learners in schools?

The main research question was addressed by answering the following sub questions:

1. How do parents and teachers understand parental involvement to enhance academic performance of learners in schools?
2. What problems do schools encounter when implementing parental involvement to enhance academic performance of learners in schools?
3. What current parental involvement practices are followed by teachers to enhance academic performance of learners in schools?
4. What framework on parental involvement can be proposed that can impact on academic performance of learners in schools?

The following aim and objectives assisted towards answering the research questions:

1. To determine how parents and teachers understand parental involvement to enhance academic performance of learners in schools.

2. To understand the problems encountered by teachers and parents in implementing parental involvement to enhance academic performance of learners in schools.

3. To establish the current parental involvement practices used by teachers to enhance academic performance of learners in schools.

4. To propose a framework of parental involvement that can lead to enhance academic performance of learners in schools.

4.3 RESEARCH DESIGN AND METHODOLGY

A research design is a plan or strategy which moves from the underlying philosophical assumption to specifying the selection of respondents, the data gathering techniques to be used and data analysis to be done (Nieuwenhuis, 2007). The choice of research design is based on the researcher's assumptions, research skills and research practices, and influence the way in which he/she collects data (Nieuwenhuis, 2007). The research design that guided the research practices in this study is phenomenology, because the objective was to understand the participants' views on their own situation (Leedy & Ormorod, 2005). The implication of the preceding statements is that the research design has to do with making of critical choices on the part of the research. Punch and Oancea (2014) describe methodology as a type of theory about the design, methods, and procedures, as well as involves philosophical tools and sight. Whereas Swain (2017) emphasises that methodology can be a system of principles that guides the research, which are based on the researchers' understanding of the world, their theories and their beliefs.

4.3.1 ONTOLOGICAL AND EPISTEMOLOGICAL ASSUMPTIONS

Assumptions are prepositions that are held to be true for certain situations provided with certain attributes. Scotland (2012) suggests that every paradigm is based upon its own ontological and epistemological assumptions. The assumptions discussed in this section justify the choice the interpretive research paradigm as the paradigm that informed this study.

Gibson (2017) refers to ontology as a set of philosophical debates related to discussing the nature of being and the content of the word, whereas Scotland (2012: 9) feels every paradigm is based upon its own ontological and epistemological assumptions. This is further supported by Scotland (2012) when he says ontological assumptions are concerned with what reality is. The empirical study of this research aimed to find out what role parents can play in the education of their children, as to enhance academic performance of learners in schools. The world is populated with beings who have their own thoughts and see things differently, as well as define situations differently. In order to get reality you have to talk to the target group in a form of an interview.

Epistemology, according to Gibson (2017), refers to the theories about knowledge and debates, registering how and what we can know about the world. He further states that epistemological questions emerge when we start asking about the nature of the knowledge produced through our investigations. Epistemology, according to Cohen, *et al.* (2007) is concerned with the nature and the form of knowledge. In epistemologically, the researcher is concerned with the procedural knowledge, which is why procedural knowledge deals with procedures in the development of criticized information and is not based on the level of education. That is why this study is informed by the theatrical framework of community cultural wealth, which relies on the knowledge the community have.

According to Gibson (2017) social researchers are dealing with people, and people have a peculiar liability of different views. This is supported by Scotland (2002) who says the ontological position or assumption of interpretivism is relativism, which is of the view that liberty is subjective and will be collected from different schools and different teachers and parents who have defended views of what constitutes reality in parental involvement in school to enhance academic performance of learners.

Reception of reality may change throughout the process of this study.

4.3.2 The Interpretive Research Paradigm

Rossman and Rallis (2017) used the concept paradigm to capture the idea that definitions of science are the products of shared understanding of reality that are

worldviews, complete and a complex way of seeing and sets assumptions about the world and action within it. As is being defined by Bogdan and Biklen (1998), as a lose collection of logically related assumptions, concepts or propositions that orientate thinking and research. Scotland (2012) defines paradigm as it consists of ontology, epistemology, methodology and methods.

This study grounded in the interpretive paradigm as this paradigm resonates with the characteristics of the phenomenology. The interpretive studies generally attempt to understand phenomena through the meaning that people assign to them. The interpretive paradigm was chosen for this study, because its assumption gives direction on the attributes of successful qualitative research. According to Nieuwenhuis (2007), the assumptions of interpretive paradigm are that people are deliberate and creative in their action, meaning that they act intentionally and make meaning in and through their activity. Parents and teachers are deliberate in the teaching and learning activities they prepare in making in the development of knowledge attainable.

According to Nieuwenluis (2007) the aim of interpretavist research paradigm is to offer a perspective of a situation and to analyse the situation under study, to provide insight into the way in which a particular group of people make sense of their situation or the phenomena they encounter. The interpretive paradigm outlines the role of the individual, which means it is subjected and making a meaning is a collective responsibility. This study also looks at the constructivist paradigm, which the researcher will turn to in the next part. The two complement each other to give a holistic approach to the construction of social realities of the individual and the society.

4.3.3 Qualitative Research

In light of the fact that the study in interpretive in nature, qualitative research approaches were employed. According to Walliman (2011) qualitative research aims to collect data which is a record of the qualities, concerning people's judgements, feelings, emotions, ideas, and attitudes. Qualitative research is based on the interpretive paradigm, because emphasis is on how human beings make meaning of the phenomena in their environment (Nieuwenhuis, 2007). Qualitative research typically studies people or systems by interacting with and observing the participants

in their natural environment and focusing on their meaning and interpretation (see section 1.6). The researcher sought to get a deeper understanding on the problem, which the environment of parents in schools encounter to enhance academic performance of learners. In this study, the researcher aspired to have credible information about parents and teachers who are related to relevant schools who will participate in the construction of the framework. The framework would be developed by making inferences on the data collected, in order to achieve the objectives of the study.

Qualitative research approach was selected, because it was very much relevant for this study, as it is not about the investigation of quality of things, but it is about the investigation of social challenges, which must be addressed from the qualitative point of view. The main concern of qualitative research is to understand how people make sense of their lives, in this case how they make sense of parental involvement. In order to address the characteristics of qualitative research, the researcher conducted research in schools, which were a natural setting and also collected data in the form of words or pictures rather than numbers, focusing mainly on the process, as well as a product. Data generated in this study was analysed inductively (David & Sutton, 2011; Fraenkel, Norman & Hyn, 2012). Draper (2004) states that qualitative research has a strength, in that it is linked to different strategies for sampling, usually theoretical or purposive, that are not seeking to be representative in a static sense, but to select a unit of study that are theoretically meaningful and relate back to the original research question.

Research will be conducted in three primary schools as these schools were all more contusive to parent-teacher contact than in secondary schools. One teacher and parent per school will be contacted depending on the quintile of the school and one teacher.

4.3.4 Population

Walliman (2011) defines population as a collective term used to describe the total quality of things and uses of the type, which is the subject of the study. For the purpose of the study, the population comprises of three primary schools that are situated in the Motheo education district.

4.3.5   Sampling

Swain (2017) says sampling technique is the method used to collect a sample from the sampling frame and the research used a non-probability sampling technique that is according to qualitative research. Kumar (2014) says sampling is the process of selecting a few from a bigger group as the basis for estimating or practising the prevalence of an unknown piece of informative, situated or outermost regarding the bigger group. The wroter further states that simplifying is a trade between certain benefits and disadvantages, while on the other hand you save time and resources, and you may compromise the level of accuracy in the field. In connection with this study, the sampling frame involves the primary school and parents of that school, as well as teachers.

For the purpose of this study, the sample consists of three primary school teachers, and three parents. One teacher and one parent per school will be sampled. This sample is adequate, because Swain (2017) attains that qualitative research sampling typically focuses in depth on relatively small samples selected purposefully. The type of non-probability sampling chosen for this study, is purposive sampling, which according to (Kumar, 2014) and Draper (2004) is suitable for qualitative research, because it seeks not to be representative in a statistical sense, but to select units of study such as the individual that are theoretically meaningfully and related back to the original research questions. The study for this research where individual schools, parents and teachers who were believed to be able to provide data to answer the main research question which is: what framework can be developed of parental involvement to enhance academic performance of learners in schools?

4.3.5.1   Site Selection

Rallis and Rossman (2017) say that site selection is for whereby the proposal outlines the setting or population of interest and plans for the selection of people, places and events. They further state that, there are two waves of decision, the first identifies the setting or population of interest and the second detail how you will sample within the setting or population, for those events the researcher intends to observe. The intention is to provide the reader with the sense of the scope of the study and whether the intensity and the amount of data I can assembled will help to fully respond to the

research questions. Since the qualitative research relies on detail and thick description, the researcher is aiming for depth over break in choices. The researcher cannot gather data intensively and in depth about all possible participants, events or places. He must make a choice. Rallia and Rossman (2017) further state that, the first and the most global decision of choosing the setting, population or phenomena of interest is fundamental to the entire study, because it is a significant decision that shapes, acts, describes and justifies the study. The researcher choose three primary schools to capitalise on the experience of parents, as well as of teachers who are directly involved with learners.

4.3.5.1.1 School A

The school is a public school in the Free State. It is situated in a township area and caters for an underprivileged community, as it in a low socio-economic environment. The school caters for learners from grade R to Grade 7 and it offers all learning areas for a primary school. The governing body of the school is one that is responsible in the recommendation of teachers for their appointment. The general performance of the school is satisfactory. The school is adequately resourced with a maths Lab and a Computer Centre. Most of the learners are under the supervision of the grandparents and some are child-headed families, because of the scourge of the HIV and AIDS pandemic, and as a result learners are be able to complete the work that teachers give (Home Work).

4.3.5.1.2 School B

The school is situated in the suburb of Heidedal and the general performance of the school is good. The school is well resourced and well sponsored. There is good interaction with parents and the community. The school is within reach of the community, the school governing body is highly involved and it participates in school activities. The problem is the learner enrolment which is higher and that affects teaching and learning in the classroom.

4.3.5.1.3 School C

The school is situated in town in the suburb of Navalsig and it is a former Model C school. The general performance of this school is excellent. The school is well resourced, as well as well sponsored with top-class sporting facilities. Parental participation is very good. The mode of transport for learners is good as some learners come from a distance. The members of the school governing body are academics and their participation is good. The problem is language, as most of the teachers are white and English is the first language.

4.3.6 Data Collection

Nieuwenhuis (2007) says data is information, especially facts or numbers collected, to be examined and used to help in decision making and it is done through social interaction with participants. Furthermore according to Nieuwenhuis (2007) qualitative research is based on a naturalistic approach that seeks to understand in context and in general, where the researcher does not attempt to manipulate the phenomenon of interest, in other words, research is carried out in real-life situations and not in experimental situations. Qualitative data collection is therefore the collection of how the participants in a study, such as this one, understands the phenomenon being investigated, in this case parental involvement. Rallis and Rossman (2017) say that these ways of learning about the phenomenon and setting are often referred to as methods or techniques. They further state that a qualitative researcher decides how deeply or broadly to employ data collection techniques. However, the researcher's initial decisions are always negotiated with participants and always mediated by the context for the research. Interviewing, observing and studying material culture are the primary ways to discover and learn in the field (Rallis & Rossman, 2017). In this study interviews were used as a data collection method.

4.3.6.1 Interview as data collection method

Semi-structured interviews will be used. According to Kumar (2014), the interview is a person to person interaction, either face to face or otherwise, between two or more individuals with a specific purpose in mind. Nieuwenhuis (2007) defines an interview

as a two-way conversation in which the interviewer asks the participants questions to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of the participants. The aim of qualitative interviews are to see the world through the eyes of the participants, and they have to be a valuable source of information, provided they are used correctly, (Nieuwenhuis, 2007). The aim is always to obtain which descriptive data will help to understand the participant's construction of knowledge and social reality. This implies that the interview method is suitable for the questions that give the researcher the opportunity to probe the responses by the respondent, as well as to obtain credible information based on the actual words spoken, behaviour and attitude displayed. For the purpose of this study, semi-structured interviews will be conducted with all participants.

According to Nieuwenhuis (2007), in qualitative research we differentiate between open-ended, sometimes referred to as unstructured, semi-structured and structured interviews. For this study semi-structured interviews, with open-ended questions were used as they will provoke opinions from the participants. An interview guide was developed, and the questions centred mainly on the following: The understanding of parents and teachers on the issue of parental involvement, the current parental involvement practices used by teachers and parents in schools and the understanding of the problems encountered by teacher and parents in implementing parental involvement. The responses to this expound the practices in relation to the principles of CCW. These interviews were audio-taped (cf.)

4.3.7 Data Analysis

Qualitative data analysis is usually based on an interpretative philosophy that is aimed at examining meaningful and symbolic content of qualitative data (Nieuwenhuis 2007: 99). The approach to data analysis that the researcher used for this study is interpretative analysis of qualitative data. It tried to establish how participants make meaning of specific phenomenon by analysing their perceptions, attitudes, understanding, knowledge, values, feelings and experiences in an attempt to approximate their construction of the phenomenon (Niewunhuis; 2007). Furthermore, the analysis procedures for the data collection through interviews, are presented.

4.3.7.1 Analysis of data from the interviews

The researcher used question analysis to show how teachers and parents, who participated in the interviews, responded to each question. Content analysis will be used by the researcher in the analysis by the researcher in the analysis of data from the interactions. According to Nieuwenhuis (2007) defining content analysis was a systematic approach to qualitative data analysis that identifies and summarises message content. He further states that sometimes analysis is used when working with normatives such as diaries and journals, or to analysis qualitative responses to open-ended questions on surveys, interviews or focus groups. It is a process of working at data from different angles, as well as presenting a view to identify in the text that will help us to understand and interpret the raw data (Nieuwenhuis; 2007). Kumar (2014) says that using content analysis is another way of ensuring whether you are truly reflecting the situation, transcoding the interviews or observations written and shaming them with the respondents or research participants for confirmation and approval. Kumar (2014) further states that by content analysis you are analysing the content of the interviews or observational field rates, in order to identify the main themes that emerge from the responses given by your respondents or observations rated by you. This process involves the following steps:

Step 1: identify the main theme used by carefully going through descriptive responses given by your respondents to each question, in order to understand what they wanted to communicate.

Step 2: assign a code to the main theme. Whether or not you assign a code to a main theme is dependent upon whether or not you want to count the number of themes that have occurred in an interview.

Step 3: classify responses according to the order of the main theme. Having ideally identified the theme, the next step is to go through the transcripts of all your interviews or your notes and classify the responses or contents of the theme under the different themes.

Step 4: integrate themes and responses into the text of your report. Having identified responses that follow different themes, the next step is to integrate them into the text of your report.

4.3.8 Reliability

The same interview guide was used with the six participants that were three teachers and three parents in three different schools to enhance understanding. Pietersen and Marce (2007) are of the view that when we speak of the reliabilities of an instrument we mean that if the same instrument is used at different times or administered to different subjects from the same population, the findings should be the same. In other words, reliability is the extent to which a measuring instrument is repeatable and consistent (Pietersen & Maree, 2007).

This study also applied in interview schedules, the judging by the pilot study's participants, of the supervisor and co-supervisor for a check of their reliability. It was suggested by Imendar and Mayongwa (2006) that reliability refers to a measure of consistency. They also refer to the subject reliabilities threat, where the researchers gain trust by explaining the purpose of the research to the participants, and this was achieved by outlining the purpose of the study to the participants. They also refer to the instrument reliability threat, which was achieved by having the interview schedules approved by the supervisor before they were used for data collection.

4.3.9 Validity

Kumar (2014) says validity is the ability of an instrument to measure what it is designed to measure. Furthermore validity refers to the extent to which an empirical measure adequately reflects the real measuring of the concert under consideration (Kumar, 2014). This study considered content visibility in coming up with the items for the intentions. The items will be purposed with referral to the research questions and the objectives of the study, so as to ensure that data collected helped answer the research questions and to explain the objectives.

4.3.10 Trustworthiness

Nieuwenhuis (2007) suggests that the notion of trustworthiness addresses both reliability and validity of learners. In qualitative research, the researcher is the data gathering instrument. This is when a qualitative researcher speak of research validity

and reliability, they are usually referring to the research that is credible and trustworthy (Nieuwenhuis, 2007). Reliability is related to the proceeded trustworthiness of observation or data, where validity relates to the trustworthiness of interpretation or conclusion.

4.3.10.1 Credibility

Trochim and Donnelly (2007) say that credibility involves establishing that the result of qualitative research are credible or believable from the perspective of the participants in the research. As qualitative research studies explore people's perception, experiences, feelings, and beliefs, it is believed that the respondents are the best judges of whether or not the research findings have been able to reflect their opinions and feelings accurately. Kumar (2014) furthermore states that, credibility, which is synonymous with validity in qualitative research, is judged by the extent of respondents' concordance when you take your findings to those who participated in your research for confirmation, congruence, validation and approval. The higher the element of the respondents' agreement with the findings, the higher the validity of the study.

4.3.10.2 Transferability

Trochim and Donnelly (2007) state that transferability refers to the degree to which the results of qualitative research can be generalised or transferred to another context or setting. Though it is very difficult to establish transferability, primary because of the approach you take in qualitative research, to some extent this can be achieved if you extensively and thoroughly describe the process you adapted for others to follow and replicate. This was done by providing a thorough description of the findings of the study by presenting a descriptive analysis, which includes equalisations of actual words spoken by the participants during interviews. This enables the readers to experience the findings in their lives, which augur well for transfer to their own context.

4.3.10.3 *Confirmability*

Conformability refers to the degree to which the results could be confirmed or corroborated by others (Trochim & Donnelly, 2007). Furthermore Kumar (2014) says conformability is also similar to reliability in qualitative research, it is only possible if researchers follow the process in an identical manner for the results to be composed. Voice-recording will be done in order to capture the actual experience and ideas of the participants. The transcripts with the data that was used as quotations from the participants were made available for creating.

4.4   ETHICAL CONSIDERATION

Research ethics is defined by Rallis and Rossman (2017) as gaining the informed consent by the participant, understanding what their agreement entails; participants give that consent willingly and the participant understands that they may withdraw from the study at any time without prejudice. They further state that this means that the participants are not deceived about the study and their participation is voluntary. Marce and Van der Westhuizen (2007) state that, an essential ethical aspect is the issue of the confidentiality of the results and findings of the studies and the protection of the participants' identities. It is important for the researcher to familiarise himself with the institutional policies. Halai (2006) says the universities lay down principles and guidelines for conducting research in an ethically and appropriate manner and require the researcher to obtain approval from Ethics committees before doing the research. The researcher have to seek approval to conduct research from the University of the Free State Ethics committee. After receiving an Ethics approval letter, the researcher sought permission to do research in the three primary schools. Letters of approval from these authorities would be attached to the informed consent forms that were distributed to the teachers and parents who will participate in the research.

4.4.1   Informed and voluntary consent

The participants are informed what the research is about and how their participation is necessary (Adams & Lawrence, 2014). By giving the participants consent forms to

sign with dates as evidence, indicate that they voluntary agreed to participate in the study. The participants were assured that the study is done on a voluntary basis.

Participants would be allowed to leave the research study at any time.

4.4.2   Confidentiality and anonymity

To achieve confidentiality the researcher made sure that he does do not share the information about the research with unauthorised people (Kumar, 2014). He further states that you need to make sure that the information provided by respondent is kept anonymous. It is unethical to identity an individual respondent and the information provided by him/her. The researcher has to make sure that after information has been collected, its source cannot be identified. The researcher will inform the participants that the findings of the research will be communicated to their school. The participants will be invited to ask questions concerning the research and get clarification, to enable them to participate from an inferred point of view.

4.4.3   Protection against harm

The researcher has to make sure that the participants are protected against any form of harm. The researcher make sure that learners selected for the interview separate from the non-participants to avoid being under pressure by the presence of their colleagues. The research should ensure that participants are not exposed to any other physical or psychological harm (Creswell & Clark, 2007). During the study the researcher will strive to be honest, respectful and sympathetic towards all participants and if by any chance the participant require debriefing, an interview can be arranged.

4.5   CONCLUSION

The focus in this chapter was to clarify the research design and the methodology. The key aspects discussed in the chapter are qualitative research and qualitative methodology, the purpose of the empirical study, the pilot study, the data collection methods, the sampling procedures and the analysis and the interpretation of data. The

following chapter focuses on the presentation, analysis and the interpretation of the findings of the empirical study.

CHAPTER 5: DATA INTERPRETATON AND ANALYSIS

5.1 INTRODUCTION

In this chapter, data will be presented, analysed, and presented in accordance with the four objectives of the study. These objectives relate to the understanding of parental involvement by teachers and parents in schools, problems encountered when implementing parental involvement, the current parental involvement practices and the final objective will be to find the component of the framework of parental involvement to enhance the academic performance of learners.

Data and the objectives were analysed and interpreted on the basis of the themes and construct that emerged from the literature study. The findings of the study will be used to confirm or not to confirm the literature study, in order to build towards a framework for parental involvement.

5.2 ESTABLISH THE NEED TO DEVELOP A FRAMEWORK OF PARENTAL INVOLVEMENT

This section of the study examines the challenge to justify the need to develop a framework of parental involvement to enhance academic performance of the learners in schools. In pursuance of the aim of the chapter and the study, the following challenges emerged: the understanding of parental involvement by teachers and parents, the problems schools encounter to implement parental involvement, current parental involvement practices that are being followed by teachers and parents and the components of the framework of parental involvement to enhance academic performance of learners in schools.

5.2.1 Data addressing the first objective: understanding of parental involvement by teachers and parents

The aim of this section is to show how parents and teachers understand the concept of parental involvement. A careful study of the literature has shown how teachers and

parents comprehend the concept of parental involvement (cf. 3.3.1.). In responding to the question: **what is your understanding of parental involvement?** The respondents gave comprehensive responses that generated the following sub themes: parental involvement as communication, parental involvement as participation in extramural activities, parental involvement in homework and parental involvement as parenting.

5.2.1.1   *Parental involvement as communication*

Communication is viewed as one of the ways in which involvement of parents in the affairs of the schools take place. When parents are able to receive and respond to messages from the school, or parents initiating communication   on their own with the school, it is understood as parental involvement (cf. 3.2.2). Communication is viewed as parental involvement, because it brings parents and teachers closer to address the learners' needs (Ademola & Olajumoke, 2009; Mestry & Grobler, 2007; Moles Jr & Fege, 2011; Redding, 2011).

There seems to be a general agreement between literature study and the responses that were given by the participants, with regard to the level of communicative in the understanding of parental involvement. The interviewees were asked the following questions:

What is your understanding of parental involvement?

The teacher in school A responded by saying…

I think parental involvement is when I am able to take part in my child's school work. I keep regular communication with my learners' teachers and the principal of the school. Regular letters are send to us as parents to tell us or ask us about issues relating to our kids. The school is able to communicate to the parents, by means of letters inviting them to school to discuss about the progress of learners and their behaviour in general.

The above response was supported by the teacher in school C who responded to the same question by saying…

For me when a parent is actively involved in their children's education, which might take different forms, but most importantly the parent who respond to communication is always

there when the school needs him. There is nothing as frustrating as a parent who does not respond to messages from the school.

It is interesting to note that some of the responses from the parents also concurred with the teachers' answers on communication as displayed in this response from a parent in School B…

Parental involvement is when I am called to go to school and I respond positively. If the school sent a letter telling me about a meeting to discuss school issues, I have to attend to show that I am participating.

A parent in school C responded by saying…

For me I keep regular contact with the register teacher of my child via WhatsApp, she insists that we respond to the messages and even to discuss our kids' performance.

From these responses it can be deduced that communication is seen as part of what is parental involvement. What is of concern is how the communication is initiated and controlled. It seems like parents are always on the receiving end. They have to wait for the messages from the school, respond to specific messages from the school and they rarely initiate a conversation. This is not in line with the principles of community cultural wealth that seeks to affirm parents and the knowledge that they have (cf 2.2.).

On the other hand, where communication exists there are possibilities of working closer together between the school, teachers and the parents, including learners who are in most cases, the carriers of the messages between the school and their parents (cf 3.2.2).

5.2.1.2   *Parental involvement as participating in extramural activities*

The literature identified participating in extramural activities, as another form of understanding the concept of parental involvement (cf 3.2.2). This takes on different forms where you have parents attending their children's extramural activities and where parents are volunteering to train and/or become actively involved during learners' extramural activities (cf 3.2.2). Parents volunteering at schools help the schools to perform well in cultural activities, as the parents will be assisting educators through the skills being demonstrated in different activities (Hoberg, 1999). It is assumed that schools share responsibilities with parents for the socialisation and

education of children (Chindanya, 2011). According to the editorial of Educamus (Katz, 1999), the essential ingredients of parents and the community in the school as a whole, is one of the essential ingredients of the successful schooling of the child.

Some of the responses below agree with literature on parental involvement being able to take part in extra-mural activities, as demonstrated in this response below from the teacher in school A, when saying…

Parental involvement is being able to participate in my children's extramural activities and to make sure that they have the necessary resources.

Similar sentiments were echoed by the teachers from schools B and C. Parent B illuminated it further by adding that…

I see it as parental involvement when I have to contribute towards extramural activities, at times also having to collect my child from the games.

Parent C brought a very important contribution by indicating that…

…parental involvement for me is taking part during cultural activities.

Teachers' responses on the conceptualisation of parental involvement seem to agree with the responses from the parents. Teacher A mentioned that…

…parental involvement is when parents are able to pay for their children's participation in the extramural activities.

Teacher B added to this response by saying…

…parental involvement is when parents are able to buy attire for sports when they are requested to do so.

Teacher C's response acknowledged parents' knowledge and skills when he said that…

…parental involvement is when parents help in training learners and preparing things and even participating during sports and cultural events.

These responses from both teachers and parents indicate that parental involvement at school is understood is how far parents are involved in extramural activities.

5.2.1.3   Parental involvement as assisting with homework

Another way in which the concept parental involvement is understood is through parents' ability to assist their children with homework (cf 3.2.2). Homework is when learners are given work to complete at home. Thus the ability for parents to assist in that regard is seen as parental involvement. According to Singh *et al.* (2004) and Mestry and Grobler (2007) parents assisting with homework actually enhance their childrens' performance in school (cf 3.3.2).

From the responses received, parent B said that he understood involvement as…

> *…filling an expectation to help their children with homework and assignments to make sure that they succeed at the end of the day.*

Parent C added…

> *It is when I help my children at home and helping them with homework and helping them to find the resources for them to succeed.*

Perhaps even a more comprehensive response was Teacher C who viewed…

> *Parental involvement is seen as the participation of parents in every facet of children's education and development from birth to adulthood, recognising that parents are the primary influence in children's lives as they have to help their children with the homework every day.*

This way of conceptualising parental involvement seem to be acknowledging that parents can make a contribution in learners' construction of new and meaningful knowledge. This then resonates well with Yosso's (2005) views that most parents, irrespective of their level of education, possess the aspiration and cultural capital, which if well used, would benefit the school in many ways. Pushor (2007) sees this as a natural thing as parents were already involved in the teaching and raising of their children from childbirth to the time they started schooling and beyond, using their skills and knowledge. Therefore, it is only natural that parents must be allowed to assist in their children's learning.

5.2.1.4   Parental involvement as parenting

Parenting is another way in which the concept parental involvement is being understood (cf. 3.2.2). According to Simon (2004) good parenting entails three areas of parental engagement. Firstly, parents have to know the career that the child intends to follow after high school and this must be detected at an early stage. This includes familiarising themselves with the subject that a child takes at school. This can also be done when parents attend career exhibitions at school or in the tertiary institution. Secondly, parenting requires that the parent should help with the child's application to a tertiary institution after completing high school. Showing interest in the child's future and assisting the child every step of the way will enhance parental skills. Thirdly, parenting includes assisting the child to make an application for employment after completing school. This means that parents should be knowledgeable about how to compile the curriculum vitae and prepare the child for job interviews. (Moles Jr & Fege, 2011) state that in the USA, schools are expected to expose parents to good parenting practices so that they can engage in the education of their children. Parenting is also providing for the diverse needs of the learner. This means buying books, paying school fees and giving learners emotional and psychological support. The following are the responses of both parents and teachers when asked about their understanding of parental involvement.

Parent A:

I think parental involvement is when I as a parent am able to provide for all the things that my children need at school like paying school fees and buying school uniforms.

Parent B:

I think in addition to financial support I also need to be there for my child. Provide moral and emotional support as they do their school work in order to keep them motivated.

Teacher A:

Parental involvement for me moves beyond the parent's ability to pay fees and buy stuff for the kids but also being able to keep them motivated and interested in their school work.

Teacher B:

Being there for their kids and keeping them disciplined.

From the responses received from the participants, emotional and psychological support plays a critical role in the learners' academic achievement .The responses by both parents and teachers show that there are factors that makes the researcher see that there is an understanding of parental involvement. There is a need for support for both parents and teachers, in order to enhance academic performance of learners. A study by Pushor and Ruitenberg (2005) shows that parents can engage themselves in the school affairs if they are continuously invited to be part of the set up.

5.3 DATA ADDRESSING THE SECOND OBJECTIVE: PROBLEMS ENCOUNTERED WHEN IMPLIMENTING PARENTAL INVOLVEMENT IN SCHOOLS TO ENHACE ACADEMIC PERFORMANCE OF LEARNERS INSCHOOLS

5.3.1 Introduction

The purpose of this second objective is to establish the problems encountered by both teachers and parents when implementing parental involvement to enhance academic performance in schools.

The attempts by parents to play a role in their children's education are sometimes influenced by different factors. Some of these problems include the economic status of the parents, communication, the lack of formal education of parents and lack of time of parents (cf 3.9). These problems impact negatively on the academic performance of learners in schools (cf 3.10) and somewhat justify the need to develop a framework of parental involvement to enhance academic performance of learners in school.

The following responses were as a result of the question posed to both teachers and parents:

What do you think are the factors that are making parents not to be involved in their children's work?

5.3.1.1 *The economic status of parents*

Parents are expected to help mobilise resources at home and in the community, in order to enrich the quality of children's' education (cf 3.1.1). When the school work

together with the parents, more resources can be gathered to enhance learner achievement. The availability of resources can serve as a motivation for parents to work closely with the school, in order to realise the educational goal of the learners. However the lack of resources in terms of finance from the parents, as well as in terms of money for transport to attend school activities, can hinder their participation. According to Jasso (2007) and Chimedza (2009), parents have to travel long distances to attend school meetings. Parents who have no money for transport (Hill & Taylor, 2009), because they stay far away from the school, only attend some school meetings. Mncube (2009) has found that parents are unable to attend school meetings in KwaZulu Natal, because meetings are often held in the evening and they do not have transport to travel at night. The economic status makes it difficult for parents to attend school activities that are very important. This is illustrated further by the following responses:

Teacher A responded by saying…

Parents from poor backgrounds who do not have a sustainable income feel inferior to participate in school activities.

This was supported by the teacher C who added…

Some of the schools are far and requires us to use transport. It is sometimes difficult as some parents do not have cars and others cannot afford public transport which is also very expensive.

The above statements were also supported by a parent at school B when responding to the same question saying…

Parents must regularly visit schools where their children attend to discuss their children's behaviour and school with educators, so that they can help educators and their children, but as parents we have a challenge of many because we live too far from the school.

It is clear from the responses from teachers at school C, A and B that there is a serious problem encountered by parents when they want to be involved in their children's education. Parents feel very much inferior, because of their economic status, some parents do not work and they are highly dependent on a social grant. Parents, because of their demographic situation, live far from school therefore they cannot afford transport as it has been envisaged by the responses of participants.

Parent B also lamented her…

…inability to provide support with homework as the activities are too difficult. I only attended school up to standard 1 so it is sometimes difficult for me to assist. I just sign the books after my child has done the homework.

In addition to not being educated enough Parent A felt that his…

…lack of IT skills are affecting my ability to assist my kids. Most activities they want me to do is research on the internet and to get answers to some difficult questions. Teachers in schools think we are like them. Even data is expensive and we cannot afford it.

The same is said about the responses of parents at school B and A, who commented about their lack of technological skills, which is playing a critical role in the 21st century. Lack of skills is addressed to most of the parents and as a result they cannot help their children with homework that requires research. Data is also a challenge, because they have to buy it, in order to load it onto a mobile phone in order to google, which is a problem.

5.3.1.2   *Communication*

In the previous section, communication as a way of conceptualising parental involvement, was presented (cf. 5.2.1.1). The value of proper and effective communication was also affirmed in the process (cf. 5.2.1.1) and its contribution as one of the factors that impacts on parental involvement, was also highlighted (cf. 5.2.1.1)

Parents and teachers are supposed to communicate regularly in order to help learners achieve their educational objectives (sec 3.6.2). In the instances where communication is not happening effectively, is not clear and is ambiguous, or it does not reach the parents or the school on time (Mestry & Grobler, 2007, Chatmon *et al.*, 2006; Damans *et al.,* 2008), the quality of parental involvement will be compromised.

The responses form the parents identified the language used, the use of cellular phones and scheduling of meetings, as some of the challenges related to communication.

Parent A felt that their participation in the school matters is compromised by the school…

…always sending messages in English and Afrikaans and sometimes I do not understand what is said. I have to ask someone to assist in interpreting for me.

This view is supported by Parent B when mentioning that…

I can read English but the terminologies that teachers are using sometimes takes for granted that we know what it means.

Teacher C seems to be concurring with the parents' concerns with issues of language by saying…

The issue of cultural and language differences that are not considered when communicating with the parents have an impact on the quality of parental involvement.

This statements are very important as they show the language that the school uses to communicate with the parents, is very important. Schools need to make sure that they use the language that parents can understand and relate to, so that they can easily reciprocate and participate meaningfully in the school matters. It is difficult to tap into the forms of capital that parents might be having, if the way of communicating with them is not clear and explicit to them.

About the mode of communication Parent A further added that…

Schools have resorted to using electronic media to send messages to parents and no longer send messages with learners who would ensure that the message reaches the parents. Sometimes I do not have access to my messages.

Teacher C's views were in line with those above...

I like using WhatsApp to communicate with the parents but not most of them participate and I do not think they all receive my messages.

The use of technology in maintaining good communication between the parents and the school has been hailed as important. The only challenge with it is when it is not used well or when its use leads to problems that are mentioned by both Parent A and Teacher C. There might be a need to look at how technology is used and to guard against the hick-ups that might occur.

5.3.1.3　Parents' level of education

The literature study has indicated the parents' levels of education is crucial in influencing the level of involvement in their children's education (cf 3.3.5). The low level of formal education of the parents may act as an impediment on how they get involved in their children's educational matters (Singh *et al.,* 2004). Parents' low level of education sometimes provides a fertile ground for the elites who hold institutional power to manipulate the parents and advance their own selfish interest (Mncube: 2009). On the other hand, parents who are somewhat educated also contribute and participate in different ways in their children's education. In some instances they assist in keeping the school accountable and providing better service to the learners.

Teacher C commented…

> *You give learners homework that requires their parents to assist them, they do not do it, because their parents did not understand it.*

The sentiments of the teacher at school A have been echoed by Teacher B who said…

> *I have stopped requesting parents to assist with homework as they mislead learners or sometimes give wrong answers. I think some of our parents' level of education is poorer than that of their children hence they cannot assist their kids properly.*

Teacher A also commented on the above…

> *Sometimes these educated parents are problematic as they do the homework and projects for the children, not giving them the chance to learn.*

The challenge of parents' ability to assist with school work was also highlighted by (cf. 5.3.1.3). It is brought by, amongst other factors, parents' level of formal education, the knowledge and the skills that they possess.

5.3.1.4　Lack of time for parents

Teachers and parents play a significant role in enhancing learner's educational performance, the two parties being expected to find time to discuss all educational matters that affect the learner's performance both in school and at home. It is expected that each party must avail itself in order to develop a plan for learners. The sharing of quality time between the two does not happen as expected, because parents do not

always find time to attend learners' school meetings (Modisaotsile, 2012). They indicate that parents often complain about inconvenient meeting time (Koone & Harper Jr, 2005), which affects not only the child's progress, but also that of both the parent and the school.

The statement was illuminated by these comments from the parents, Parent A:

The school seem to arrange their meeting during awkward times, in most cases it is around 5 and 6pm in the evening when we just knock off from work.

Parent B is of the opinion that it…

…is never easy to have all the parents at all the times for a meeting, because parents are busy and for some the timing is not right. In my school we sometimes meet during the weekends to make sure that most parents are able to attend.

Another issue linked to the issue of time was raised by Parent C when saying…

…letters and messages that are sent at the last minutes to inform us about the meeting. This does not give one time to make arrangements at work and at home in order to attend the school meetings.

Teacher A also supports the views from the parents by sharing that *as "schools we also struggle to get parents coming to school when requested as most of the parents are working and are not able to report positive to the call."* Teacher B added that…

Our parents' meetings are not well attended, because they are in the evening and most of our parents are from the township that is a few kilometres from the school.

Based on the above, it really shows that time is a real problem, and the unavailability of time for interaction of stake-holders, who are the parents and teachers, affect not only the educational programme of the child, but also the parents and the equal performance of the schools as a whole.

5.4 DATA THE THIRD OBJECTIVE: ADDRESING THE CURRENT PARENTAL INVOLVEMENT PRACTICESS

In an attempt to develop a framework of parental involvement to enhance academic performance of learners in schools, the researcher has to look at the current parental involvement practice that are taking place in our schools. The study in this section is

guided by the literature, which alluded to few of these practices, but according to the participants' views the following common themes emerged: homework, attending meetings, financial support, extramural activities and parenting. The researcher attempted that the discussions below would address these 5 points identified.

5.4.1 Homework

According to literature (cf. 3.3.2) the role that parents play in assisting their children with homework, can be of great importance in the academic performance of learners. The one way of parents understanding their involvement in the academic performance of their children, is by helping them with homework. Homework is one way of getting parents involved with education at home and is a mechanism of connecting home and school (Ferlix *et al.*, 2008). The statement is further supported by Mestry and Grobler (2007) who stated that parental involvement in education is envisaged by the effort parents made at home, doing homework. In support of the statement, the interviewees were asked the question:

When the teachers were asked how they make it possible for parents to be involved in enhancing their children's academic performance? Teacher A indicated that…

We give regular homework and projects where we ask parents to support the kids and to make sure that they have all the necessary resources to do the work effectively.

Teacher B added that…

Sometimes activities require research that learners might not be able to do, so parents will have to assist in doing research, print and make copies for the learners.

Parents also indicated that one of the ways that they participated in is through assisting their children with homework. Parent A indicated that…

I think helping my children with homework can be seen as my way of being involved in their learning. I usually help with Maths and English.

Parent B added…

Since my children are still in primary I spend a lot of time assisting with different activities, including reading to them from the different story books.

For parent C....

…assisting with homework also included helping the kids with study methods and developing a timetable to do homework.

From the responses it is clear that homework is a very popular way of ensuring that parents are involved in their learners' school work. Both the parents and the teachers acknowledge that they use homework a lot as a way of ensuring parental involvement to enhance learners' academic performance. In so doing by affirming the talents, skills and knowledge that parents have can add value in the academic performance of their children. Some parents take this role of helping with homework seriously even taking it a step further by reading to their children.

There seems to be common understanding between both parties that in order to engage parents, homework is the only catalyst.

5.4.2 Attending meetings

The other form of parent involvement currently, is by attending meetings. Mncube (2010) mentions that parents and teachers believe that the only way they can fully be involved in the academic performance of their children, is through attending meetings at school (cf. 3.2.2). Georgian (2007) made mention of five dimensions of parental involvement: one of these is participation in school decision making through meetings. According to Moles and Fege (2011) Paik, (2011), Mncube (2010), meetings provide a platform for parents to interact with teachers on a range of issues affecting their children.

The interview question that was asked of the participants in regards to the current parental involvement practices was:

Parent A responded by saying one of the ways of getting involved in their children's school work is through…

Receiving invitations to attend meetings at the school to discuss the progress of learners and other issue." Parent B and C also mentioned meetings as one of the ways that is used to ensure parental involvement.

Parent B elaborated by saying that…

We are invited to attend grade meeting every term to discuss our children academic progress." Some of the meetings happens *"when parents are invited to come to a school to discuss their children disciplinary issues.*

Teachers' responses also identified meetings as one of the ways of getting parents to be involved in their children's education. Teacher A had this to say…

Quarterly parents' evenings, where we discuss general school related matters, including such as the curriculum and school rules. In these meetings parents respond positively and they feel welcomed, they highly appreciate one on one discussion with the teacher.

Teacher B added by saying they have meetings where…

We invite parents to spend little time in the classroom with the child just to discuss the performance of the child and both parents and children sense to enjoy it.

Looking at the responses of both parents and teachers it shows that the only way parents feel their involvement at school, is through attending meetings.

5.4.3 Parents financial contribution

The other way parents fulfil their involvement in the academic performance of their children, is when they only contribute financially towards the school needs, programmes (cf. 3.4.5), and (cf. 3.5). Parents fulfil as individuals participating, by becoming involved in the education of their children by supporting the school projects financially. Supported by Van Schalkwyk (1990: 180) where he alluded to the fact that parents as individuals are supposed and expected to contribute to these programs by sending money to the school. The availability of resource can serve as a stimulus, which motivates parents to work closely with the school, in order to realise the educational goals of the participants when they responded to the question:

How do you support your child to do well in the different school subjects?

One parent at school B responded by saying that…

Parents must provide the school and children with equipment and resources that are needed. Parents must contribute financially to help the school by any material needed.

While a parent from school C responded by saying…

As parents we have to pay school fees, and contribute to fund-raising projects to help the school financially. That is how I feel in by supporting my child.

Thus from the responses of the two parents, the only way they are involved in the school is when they have contributed financially and helping in the school projects that used financial assistance.

This has been supported by the teachers when asked the question…

How do you involve your learner's parents to enhance academic performance?

The teacher in school B stated that…

…the only way that parents feel they are involved is during fundraising programmes like cavies, raffles and during fundraising projects at school organised daring Saturday.

This was supported by the teacher at school C who responded by saying that…

During open day at our school parents will come and participate with their children. By whatever they like and contribute or donate money for the school project and you will see parents fully participating.

It is concluded in order for the development of a framework of parental involvement to enhance academic performance of learners in schools, where both teachers and parents support each other, support for parental involvement needs to be strengthened. Financial support plays a critical role in school development; parents are oblige to contribute towards school development in order to enhance academic performance of learners in schools.

5.4.4 Extramural activities

Involvement of parents as individuals take place at school, specifically when parent show support to their children during extramural activities that are taking place at school. Parents as individual's can support the efforts of teachers early by cooperating whenever the school is opposing the efforts made by teachers (Lightfoot, 1990). It is a positive influence for the children when parents appreciate the endeavours of teachers, in order to assist the child during extramural creativities at school. This type

of involvement benefits the child in the long run and his or her learning becomes simplified and above all, the child enjoys learning under such healthy and happy conditions.

The following were the responses that were given by the participants when asked about their current parental involvement practices. The teacher at school A alluded to the fact that…

> …parents feel that when they have contributed or paid extra mural activities, they feel comfortable". Teacher C stated that: "we usually write notices to parents, informing them that they should accompany their children during sporting activities and the parents respond positively.

The sentiments of teacher A and C were supported by the parents who responded by saying: "Parents A said…

> I usually support my child during extramural activities by giving children money, when they visit other schools outside Bloemfontein.

Parents in school B responded by saying…

> As parents are expected to support the school and attend functions and events organised by the school even during extramural activities" the parent in school C said "during the extramural activities I usually accompany may child to support during the extramural activities.

The response above clearly indicates support is very critical for parents in school in order to enhance academic performance of learners. Parents as individuals can be important, because involvement in the education of the child is crucial by supporting school projects financially. There are various projects aimed at enhancing the child's development, even physical, that parents need to support. According to the editorial of Educamus (Katz, 1999), the active involvement of parents' community in the school as a whole, is one of the essential ingredients of the successful schooling of the child.

5.4.4 Parenting

According to (Baumrid, 1991), the parenting style is characterized by parents who encourage verbal communication and children's initiative and they also make

conclusions together, as supported by literature (cf. 3.2.2). Authoritative parenting recognises their rights as older persons, but also have a special interest of the child, they recognise current qualities of a child and set standards for future behaviour. Strategies of parenting, according to Baumrid and Thompson (2002) include the following: scaffolding of children's competence, including children's social competence through school activities and conversation, reliance on persuasion rather than on coercion, monitoring of off springs and use of contingent reinforcement, consistency with the minimum sufficient principle and when it is necessary to use pressure to gain the respect of children, instantiation of the ethical principle of reciprocity and the involvement and engaged participation in a child's life.

The following are the responses of the participants when asked the question: how they can improve their involvement to enhance academic performance of learners in school. The parent at school A said…

I usually give my child support when he has not done well in activities at school. I tell him if he does not understand he must ask the teacher in class.

The response was supported by the parent at school B who said…

I assess my child's school work and realised that it needs to be upgraded, I can look for help outside the school, meaning that I can look for people offering extra classes in the afternoon or during weekends and register my child to such institutions.

The parent at school C support by saying…

I give my child moral support by making sure that I follow what the child is doing in class everyday so that in the evening I do revision with him about what is done on daily basis.

The teacher at school B alluded to the fact that…

…every Friday at our school we have assembly; we invite parents to give moral and emotional support to the learners.

The teacher at school C said that…

Some of the parents are social workers, policemen and women, they usually come to the school to address the learners about their social behaviour in general and it helps a lot.

In the conceptualizations of a parenting style, Darling and Steiberg (1993) claim that although parents can use different practices, parenting styles will continue to influence

child development and in the adoption they give emotional context, which can easily change the meaning of many parental practices. Parental practices and a parenting style support reaching parental gaols and values. Parenting directly influence the development of specific behaviour, starting with table manners and furthermore leading to academic achievement.

5.5 SUMMARY

The chapter presented, analysed and interpreted the findings of the study. The need to develop a framework of parental involvement to enhance academic performance of learners in schools was unrevealed by showing the need for both teachers and parents in trying to create such an environment. Their objectives were discussed, the understanding of parental involvement, the problems schools encounter when implementing parental involvement and the current parental involvement practice followed by teacher and parents at schools. The objectives discussed the strengths and limitations of the practices in use, providing the basis on which the aim of the study is achievable, which is to develop a framework of parental involvement to enhance academic performance of learners. The next chapter focuses on the synopsis of the study, a summary of the literature study and the findings and the framework to be considered by the concerned stakeholders in order to put the findings of this study into practice.

CHAPTER 6: A FRAMEWORK FOR PARENTAL INVOLVEMENT TO ENHANCE ACADEMIC PERFORMANCE OF LEARNERS IN SCHOOLS: SUMMARY, FINDINGS AND CONCLUSION

6.1 INTRODUCTION

The study intended to develop a framework of parental involvement to enhance academic performance of learners in schools. The aims and objectives of the study are presented through a synopsis of the lesson learned and what was covered in the preceding chapters, with the aim of presenting the findings. Attention is also given to the recommendation of the study, with the view of developing a sustainable parental involvement in schools. The limitations of the study are listed with the view to highlight the gaps for future study interventions. The chapter concludes by presenting the way forward in terms of what has been learned.

The study is driven by the following research questions:

How can parental involvement enhance academic performance of learners in schools?

The main research question was addressed by answering the following sub questions:

- How do parents and teachers understand parental involvement to enhance academic performance of learners in schools?
- What problems do schools encounter when implementing parental involvement to enhance academic performance of learners in schools?
- What current parental involvement practices are followed by teachers to enhance academic performance of learners in schools?
- What framework on parental involvement can be proposed that can impact on academic performance of learners in schools?
- The following aim and objectives assisted towards answering the research questions:
- To determine how parents and teachers understand parental involvement to enhance academic performance of learners in schools.

- To understand the problems encountered by teachers and parents in implementing parental involvement to enhance academic performance of learners in schools.
- To establish the current parental involvement practices used by teachers to enhance academic performance of learners in schools.
- To propose a framework of parental involvement that can lead to enhance academic performance of learners in schools.

6.2   SYNOPSIS OF THE RESEARCH METHODOLOGY

6.2.1   Achieving the aims and objectives of the study

This research is grounded in a thorough study of the literature on the theoretical and conceptual framework that are reported in chapter two of this presentation. This was done in order to understand the parameters of operation in conducting the research and to bring to the foreground the research design and methodology. It was used as the corner stone on which the envisaged parental involvement is founded. An extensive literature study also focused on the issue of parental involvement to enhance academic performance of learners in schools, which are detailed in chapter three. The literature study presented in chapter three provides the basis for drafting the data collection instruments, needed for the empirical study. The data collection instruments or methods were the interviews (Appendix). The data gathered, using this instrument was presented, analysed and interpreted in chapter five.

6.2.2   Qualitative research

The research is a product of a qualitative research, which was undertaken based on the theoretical framework of critical theory, which originates from a naturalistic design in research. This is in section (cf. 1.6 and 4.3.2). Purposive sampling was used to define the sample of the study, which comprised of three primary schools in Motheo education district, where three teachers and three parents were chosen from each school.

6.3 SUMMARY OF FINDINGS FROM THE LITERATURE STUDY AND THE EMPIRICAL RESEARCH

6.3.1 Objective 1: understanding of parental involvement

The need for a framework of parental involvement to enhance academic performance of learners in schools, is clear from the objectives and what transpired from the literature and the empirical study findings. The first question which addressed the first objective which is: understanding of parental involvement by teachers and parents resulted in the emergence of the following four themes: parental involvement as communication, parental involvement as participating in extramural activities, parental involvement as assisting in homework and parental involvement as parenting.

6.3.1.1   *Parental involvement as communication*

This theme highlights the reality that teachers and parents believe that communication is the manner in which they understand parental involvement. They also believe that communication can be used as the strategy to involve parents in schools. Data also highlights the actuality that, where there is enough and effective communication, there is a closer working relationship between teachers, parents and learners (cf. 5.2.1.1).

6.3.1.2   *Parental involvement as participating in extramural activities*

By virtue of parents' willingness to participate in extramural activities organised by the schools, is how both teachers and parents understand parental involvement. There is glaring evidence from data collected that a conducive atmosphere is created at schools when parents participate in extramural activities.

6.3.1.3   *Parental involvement as assisting in homework*

Parents' understanding of their involvement in the education of their children is by helping them with their homework. Parents regularly check the children's homework in order to see that the work is done. Parents should be aware that their involvement

is not to be mistaken by them doing the corrections of homework of the child (Kroth and Scholl, 1992: 32).

6.3.1.4   Parental involvement as parenting

It is the responsibility of every individual parent to make sure that the child has the necessary requirements needed by the school, such as a school uniform and paying of school fees. Potgieter *et al.* (1997), state that it is the responsibility of the parents to cater for the children requirements, furthermore it is the adult who should decide on behalf of the child what is good and appropriate for them. The responses by both parents and teachers show that there are factors that make the researcher see that there is a real understanding of parental involvement.

6.3.2 Objective 2: problems encountered when implementing parental involvement

The need for a framework of parental involvement to enhance academic performance of learners in schools is on the problems emerging from literature and the empirical study findings. These problems are classified as the economic status of parents, communication, parents' lack of education and lack of time for parents.

6.3.2.1   Economic status of the parents

There is a plethora of evidence provided by literature that economic status play a critical role in the education of a child (cf. 3.9 and 3.10). Parents are expected to mobilise resources in order to enrich the quality of their children's education (cf. 5.3.1.1). As supported by data collected, unemployment plays a very critical role in the success of children at school. Most of the parents, as per their responses, do not feel that it hinders their involvement at schools.

6.3.2.2   Communication

The language that the parents and teachers use to communicate is very critical for the information to flow easily. Mncube (2009) found that the parents and the teachers were unable to find one another, because of the foreign language that teachers often use during SGB and parents meetings. Another problem was the use of technology to communicate with the parents who are under privileged (cf. 5.3.1.2).

6.3.2.3   Parents level of education

Although many parents are willing and wish to assist their children, their low level of schooling stands between their wishes. When parents do not have proper education, it becomes difficult for them to perform their duties and responsibilities as expected in the schools (cf. 3.10).

6.3.2.4   Lack of time for parents

Du Plessis *et al.* (2007) state that as school activities require time and commitment it becomes difficult, especially for working parents. The statement is supported by data collected, most parents cannot attend school activities because they work till late. Some parents work far from home, leave early in the morning and finish work late, thus arriving home at midnight, which hinders their participation in the school activities.

6.3.3 Objective 3: the current parental involvement practices

This section presents the findings of the current practices schools use to involve the parents. Five points were identified: homework, attending meetings, parent's financial contributions, parent's involvement in extramural activities and parenting.

6.3.3.1   Homework

There is enough evidence shown by literature that homework is the one way of getting parents involved with the education of the child (cf. 3.3.2). From the collected data it

is clear that it is the most popular way of ensuring that parents are involved in the learners work. It further affirms the skills and values that parents have to add in the academic performance of learners in schools.

6.3.3.2   Attending meetings

According to Heystek (2004), the school and the parents should work closely together, show similar norms, values and vision for their schools so that learners can benefit. The statement is defined by the responses of the participants and literature, that constant communication by means of meetings between the parents and the teachers make it easy for the parents to be involved in the school activities. The close relationship between the teachers and the parents can only happen in an atmosphere that promotes free regular communication and mutual respect during meetings.

6.3.3.3   Parents financial contribution

The availability of resources serve to motivates parents to work closely with the school, in order to realise the objective of the learners. The more the parents contribute financially, the more they feel involved in the education of their children. As parents attend fund raising projects organised by the school, they believe they are part of the achievement in the school. The statement is supported by Caldwell, 2008) stating that parents' contribution to fund raising and other activities provide the school with financial capital that they highly need to achieve their mission of educating the children.

6.3.3.4   Parents involvement in extramural activities

The sentiment showed by both parents and teachers during their participation in the research, clearly shows that parental involvement in extramural activities boost the confidence of learners. According to Yosso (2005), African people possess cultural capital, which is often not recognised, that means if parents can be allowed to share their knowledge of activities for e.g. morabaraba, diketo and kgati that can add enhancement to the confidence of the learners in class.

6.3.3.5 *Parenting*

There is sufficient evidence in the literature that parents play a useful role in inspiring children to learn and achieve (Jordan *et al.,* 2002). When parents are actively involved in the education of their children, the results are that children are likely to do well in their studies. Moral and psychological support that is given by parents to children at school, plays a prominent role.

6.3.4 The proposed framewok for parental involvement to enhance academic performnce of learners in schools

The diagram below proposes a framework that could be implemented for parental involvement to enhance academic performance of learners in schools.
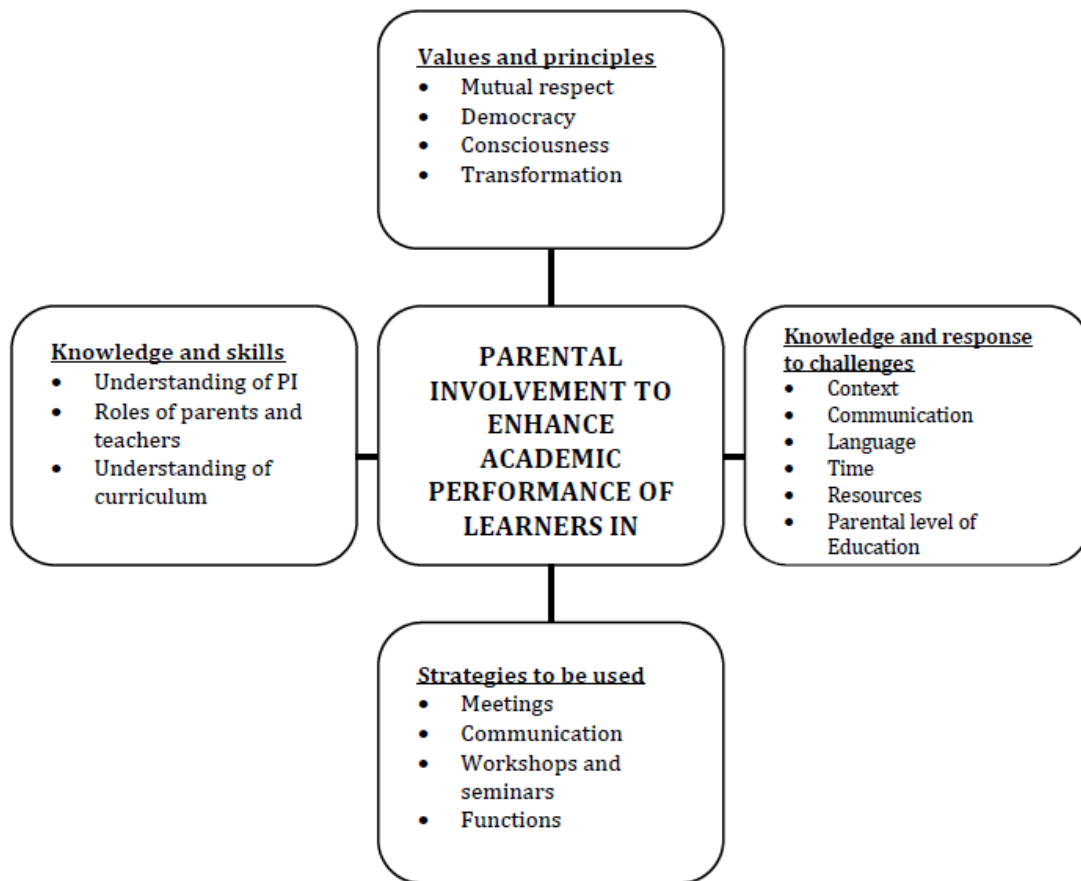
Figure 1: Framework for parental involvement

6.3.4.1 Definition of parental involvement

Parental involvement suggests a deeper mutual commitment, participation, as well as a warmer, friendly relation between parents and teachers. Harris and Goodall (2007) defines parental involvement as the involvement of parents in school activities. These are activities that attract parents to schools, such as sporting and open-house activities and meeting the school staff. Although these provide opportunities for parents to get to know the school, they do not specifically focus on enhancing the academic performance of learners. The researcher believes in parental involvement that is learner-driven, that is strategic and shows that the school knows the needs of its community in terms of how it should educate the learners to improve their academic performance. Parental involvement should focus the effort of parents in helping to address the needs of the learners at school and form relationships with the teachers.

Parental involvement must assist the learners with homework and open purposeful communication channels with the teachers in aim of enhancing academic performance of learners in schools. Parental involvement should connect the parents to the community resources that can advance the learners' educational needs.

The term 'parental involvement' is authoritative and prescript according to Pushor and Ruitenberg (2005), because it gives direction to the parents to do things that teachers want them to do, such as attending parent meetings, assisting with homework and be engaged in extra-co-curricular activities, while teachers are responsible for decision-making. The researcher needs parental involvement that engages parents in critical issues that have a direct implication in learning. Parents must work collaboratively with the teachers in schooling their children. Parental involvement, where parents have some knowledge that they impart to their children even before they come to school, such as narrating stories of their culture, the way of living in general, as well as skills and knowledge for survival, is capital wealth that parents possess.

6.3.4.2 Values and principles

a) Mutual Respect

According to Campbell (2011), teachers and parents should work together as equal partners and they should treat each other's work with mutual respect. The Michigan Department of Education (2011) further states that the implementation of legislation ensures that parents are treated with respect and their knowledge of education is also recognised. Legislation creates a focus in the sense that parental involvement is not treated in isolation, but rather as part of the school's daily operation to obtain quality teaching and learning. The framework seeks to provide guidelines for the achievement of the desired form of parental involvement to enhance academic performance of learners in schools. The accountability of the framework, relating to parental involvement, makes it a priority, which requires everyone to participate. In this way it will not be left to individual schools to decide whether to involve parents or not. The implementation of the framework will ensure both parents' and teachers' compliance and accountability for parental involvement to enhance academic performance of learners in schools.

b) Democracy

The DoE's (2001: 13) manifesto defines democracy as society's means to engage critically and act responsibly with itself. Government is based on the will of the people. The researcher believes in the framework proposed, that democratic processes in schools are governed by policy and legislation demands teaching and practices of democratic values, which are instilled by our education policy, guided by the CAPS document. Parts of the CAPS assessment is group work, whereby a child in a group has a specific task and the rules are listed to one another; to criticise and not to judge, and actually be participating in the group. Also it must be indicated to the parents in the School Governing Bodies (SGB) that democracy provides the opportunity for the freedom of speech and is implemented through the school curriculum and education policies. It must also be shared with the parents that, although this opinion was the voice of the majority, some minority opinions shed a different light on the roles of democracy in the school. There are values underpinning democracy, the one that is the cornerstone of this framework, which will be Ubuntu (Human Dignity), which is defined as mutual understanding and active appreciation of the value of human differences (DoE, 2001). The parents and the teachers felt that these notions of Ubuntu in schools would assure the rights and human dignity of the children.

c) Consciousness

Consciousness is the first step to emancipation that implies making people aware of what they have to impart to other people. The framework proposed on consciousnessbased education will ensure the following strategies are addressed.

Make sure that parents understand practical ideas that will develop learners from within, the theoretical understanding of consciousness that gives use to a unifying framework for knowledge for enabling both parents and teachers to grasp the understanding of the fundamental principle of learners' personal growth. Consciousness that set classroom practices, arising from the understanding that also helps teachers and parents to promote effective teaching and learning to enhance academic performance of learners in schools.

d) Transformation

Transformation founded in the principle of CCW is grounded in the purposeful inclination forwards the notion of appreciative enquiry to further the aims of parental involvement. According to Mahlomaholo (2012: 4), communication among people is an extremely important force for change and transformation, as revealed in the competition for the human mind in the public domain. Through the transformation nature, parents and teachers have the opportunity of reincarnating new identities with new emotional dispositions and understanding, regarding the implementation strategies that would truly create an impact of parental involvement to enhance academic performance of learners in schools. The framework the researcher intends to propose will seek to transform and bring about change in the education system, to take into consideration parental involvement in schools.

6.3.4.3   Knowledge and response to challenges

a) Context

The study has found that the reasoning ability of the parents pose a serious challenge in the quest to address the problem of low parental involvement in schools to enhance learner academic performance. Through the framework the researcher intends to propose, marginalised parents, because of the context in educational matters, would be in a position to enter the educational space with the teachers and other community members who hold power in their areas of expertise. This will help parents and other stakeholders to cooperate and give support and engage in collaborative efforts of the school. This tends to create opportunities and awareness for all stakeholders to learn from each other. Furthermore, parents who have been marginalised, because of low context in education matters, would gradually regain their confidence and build their moral in the education of their children. Regaining confidence gives parents hope that they will consider themselves as equal parents who wield power in contributing to their children's education to enhance academic performance.

b) Communication

The framework the researcher is developing of parental involvement to enhance academic performance of learners in schools, will establish different types of communication ways that parents and teachers can use. The main threats and weaknesses to poor communication between parents and teachers is a one-way form of communication, whereby only the teachers are the ones that communicate with the parents. The type of communication the researcher is developing is one that will balance the power relations between parents and the teachers. Chrispeels and Gonzalez (2011) state that communication included assessing the availability of resources, the type, means and rate of communication, and the flow of communication power from one angle to the other or whether there is a balance of power. Some schools have resources, they can use the latest means of communicative technology that parents can have access to, whereas some schools struggle to communicate. Parental involvement is not only about the number of parents who attend or do not attend meetings, but rather the quality of communication that parents are afforded to shape the direction of the children's education (Carreon *et al.*, 2005). The framework will develop a communication type that will afford the parents an opportunity to share their inputs with teachers that will strengthen family ties, enabling the two parties to converge with one common goal of enhancing the academic performance of learners in schools.

c) Language

In the study, language was one of the impediments among parents and teachers, whereby invitations to parents were written in English. The agenda for the meetings was also written in English. This by itself excludes parents who cannot speak English as a language. It has been discovered that the use of foreign language excludes parents from the main educational discourse that affects their children. The framework that the researcher intends to develop in the study for parental involvement will strengthen the use of language that the majority of the parents understand in a particular school. By so doing it will show that the parents are part of the discussion and may feel motivated to participate in meetings and parent-teacher sessions. In the framework, emphasis will be made on the language policy of the school that it should

be structured in such a way that communication between the school and the parents is viable at the end as it enhances the academic performance of learners.

d) Time

In the study the researcher found that lack of time by parents to participate in their children's education as one of the challenges towards positive parental involvement that will enhance academic performance of learners in schools. Lack of time to attend school activities was evident, as well as low attendance of parent meetings. Parents will arrive late at SGB meetings and some parents would leave early to show that they do not have time. The framework will include the training of time management for both parents and teachers. This will show parents the importance of time in attending school activities. Proper time management will also ensure that parents and teachers prioritise issues that are of great benefit to their children's education, to enhance their academic performance.

e) Resources

One of the findings in the study is that the majority of the parents survive on social grants, thus parents do not have money. The study found that some of the school programs have stopped, because of the lack of resources. Parents are exposed by lack of financial planning to support their children in schools. As a result, this embarrasses the child, and in the end the child becomes self-conscious.

The framework will come up with programs that will help parents with financial assistance, as well as financial training. Parents should be exposed to career expos, so that they have an idea of the career their children would like to follow and the financial constraints. Parenting skills programs will also be recommended for training.

f) Parent level of education

The study has found that one of the challenges of parents in their involvement in educational matters, is a challenge to their level of education, this has been manifested in their low level of participation in meetings and their sense of withdrawal in

educational matters. Teachers do not want parents to be decision-makers regarding key fundamentals in schools. The study found that parents and teachers were not sharing a common vision regarding the development of their school, because of the level of education of the parents. This has resulted in parents being banned from taking initiatives of how and what their children should be taught. The framework will recommend the sharing of a common vision by both parents and teachers, as well as members of the community. The community will value the school as its centre for community development and growth. The framework will emphasise the opening of ABET centres in schools for parents to upgrade their knowledge.

6.3.4.4 *Knowledge and skills*

a) Understanding of parental involvement

The study found that there is a lack of parental involvement between the parents and teachers, because the decision-making was still vested entirely in the hands of the teachers. The chairing of meetings was dominated by the teachers and it could not give parents the opportunity to address other parents. Parents would be called to school about issues of discipline about the learners in schools. In terms of power sharing, it was left for the levels of the teachers. The study found that there was a need for parents and teachers to form partnerships that is sustainable and that will benefit the learner in enhancing their academic performance. Parents and teachers were working in silos and that detrimental to the school.

The framework would suggest that parents and teachers should work together as equal partners in the educational benefit of the children. Working together will ensure that both parents and teachers share power and make inclusive decisions in enhancing the academic performance of learners in schools.

b) Role of parents and teachers

The study found that the role of the parents and teachers are isolated, each and everyone work against each other; they do not work with each other. The study has shown that both parents and teachers possess capital needed to foster good working

relations to the benefit of the learners. There is a need for parents and teachers to clearly define their needs to converge a partnership and to work as a team, because working together will benefit all involved. The inability to work together does not appreciate the skills and knowledge that both parties have to benefit learners.

The framework the researcher intends to develop will seek to reconnect that parents and teachers know their role in the school education; the roles that will seek to forge good working relations. Working together will strengthen the knowledge capital each of the parents possess and will enrich learners' understanding and ultimately will enhance their academic performance.

c) Understanding of curriculum

The study has shown that parents had no knowledge about the latest development in curriculum matters (CAPS), and that has been the underlying factor that accounts for poor parental involvement in schools. Teachers give homework that are challenging to parents, not taking into account the educational background of the parents, parents feel very inferior and ultimately they withdraw their involvement in schools. Parents feel very much neglected and do not know how they can contribute in the curriculum matters.

The framework will recommend training for parents in matters of curriculum so that they should be aware of the latest developments. The framework will also reconnect homework policy, so that parents are aware of curriculum matters they need to understand to help learners at home. The framework will also recommend collaborative planning between parents and teachers. Collaborative planning ensures that community needs are taken into consideration and schools become relevant to the community they serve and that will benefit and enhance academic performance of learners in the schools.

6.3.4.5 Strategies to be used

a) Meetings

The study has found that meetings are the most integral part of parental involvement to enhance academic performance of learners in schools. The challenging part was the timing of the meeting, taking into consideration that most of the parents arrived at home late. The distance that parents have to travel in order for them to attend these meetings was also a challenge to them. The language that is used in the meeting is an impediment to most of the parents, seeing that English is the most used language in the meetings.

The framework that the researcher intends to develop will recommend that these challenges be addressed. With the assistance of the SGB, which have the legislative power to develop policies at school, the framework recommends that a policy on the timing of the meetings should be developed at schools. The language policy should also be developed, which clearly defines which language must be used during meetings in order to accommodate the majority of parents, even the use of an interpreter. Taking into cognisance that the majority of schools do not have space for the meeting, the framework recommends that the SGB could be expected to help with the resources, such as a venue for the meeting that can accommodate the majority of parents with the aim of involving them to enhance the academic performance of learners in schools.

b) Communication

In the study it has been found that lack of proper communication is one of the factors that is a challenge to effective parental involvement in schools. Parents do not receive information on time for them to prepare for any engagement at the school. One of the threats that weaken parental involvement in schools, has been discovered as poor communication between parents and teachers. Channels of communication also plays a critical role in order to induce parents to enhance academic performance of learners in schools.

The strategies that the researcher is going to recommend in the framework is that there should be proper communication channels that need to be developed at schools.

New technology should be used to communicate with parents, taking into consideration that the majority of parents have mobile phones that they can use to communicate with the school. Register class teachers can develop a WhatsApp Group with parents of learners in that class, only to communicate class development. Community radio stations can also be used to communicate with parents for emergency matters. The language of communication should be one that accommodates the majority of parents in a particular school. Proper means of communication will harmonise parental involvement to enhance academic performance of learners in schools.

c) Workshops and seminars

The study has found that there were no school-based workshops and seminars to ensure continuous training of parents with the aim of developing potential involvement. Further than that, the study found that parents were expected to perform duties which they were not trained to do. Depriving the marginalised of necessary training and seminars may be a ploy by the powerful to the marginalised; this amounts to control of the powerful over the less powerful.

The strategies to be recommended in the framework is that schools must have a workshop and seminars once per term. In that workshop or seminar, training must be provided, in order to empower parents to be involved fully in their children's education.

Workshops or seminars help to track progress made and a regular reflection is made. The framework will recommend that training should address the needs of the parents in areas of weakness. In these workshops or seminars, parents can present their reports, share their experience and unravel their social challenges; how to overcome them to be involved in their children's schooling to enhance academic performance.

d) Functions

One of the findings related to lack of parental involvement, is whereby parents are not taking part in the functions organised by the school or the lack of participation in school programs. The study found that neither school had parenting programmes so that

parents could be exposed to activities or functions taking place at schools. As a result, schools will always blame the parents for not assisting with learner discipline. They conclude that the lack of parenting function at the participating school, is one of the contributing factors in poor parental involvement.

The framework recommends that the school must have dates for functions or programmes in a year at the participating schools. Parents should be exposed to these annual basis programmes or functions to follow and how to support them to realise these objectives. These programmes or functions should be drawn with the parents so they can also list the things that they feel should be addressed for empowerment. These functions should be evaluated to determine their effectiveness on whether they are enhancing learner academic performance.

6.4 DIRECTION FOR FUTURE STUDY OR RESEARCH

The research addressed the problem that was identified at the beginning of the study (cf. 1.2). In order to expand in the current study I recommend further research must be conducted on the basis of a comparative study of parental involvement in former model C schools and township schools. Learning in terms of the best practices with impetus to sustain parental involvement practices across the cultural barriers would strengthen parental involvement to enhance academic performance of learners in schools.

From the study the most important areas to be followed are:

- Suggesting ways of equipping parents with different strategies they can use to be more involved in schools to enhance academic performance.
- Finding out what practices that can be used to overcome challenges encountered by parents when they want to be involved in schools to enhance academic performance of learners in schools.
- Identifying measures which can be instituted in schools to ensure meaningful parental involvement to enhance academic performance of learners in schools.
- Suggesting ways of incorporating community cultural wealth so as to encourage parents to be more involved in schools to enhance learners, academic performance.

- Investigating the teachers' perception on the challenges they encountered when they want to involve parents in different subject matters in schools.

6.5   GENERAL CONCLUSION

An attempt has been made in this last section of the study to summarize all relevant issues discussed in the previous chapters. The recommendation are flowing from the findings of the investigation that have been suggested. I hope the contributions I have made in this research, will contribute to a more sound methods of parental involvement to enhance academic performance of learners in schools.

The disappointingly poor parental involvement in schools has been widely cited as the main reason behind poor academic performance of learners in schools. The parental duties, choices, and responsibilities regarding the learning of their children and the success of the country are emphasized by the National Education Policy Act of 1996. There should be a conducive atmosphere that is being created by the school for parents to feel part of the school, this will encourage parents to contribute their time, knowledge, skills and resources in the development their children education to enhance academic performance.

The school should report the effectiveness of their parental involvement, so as to ensure cordial relations between school and community. The study conclude that both parents and teachers possess knowledge which if well natured and blended can benefit the whole community specifically the school in enhancing learner performance.

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APPENDICES

APPENDIX 1

Faculty of Education

16-Oct-2017

Dear Mr Zwelinjane Mbatha

Ethics Clearance: **Developing a framework of parental involvement to enhance academic performance of learners.**

Principal Investigator: **Mr Zwelinjane Mbatha**

Department: **School of Education Studies (Bloemfontein Campus)**

APPLICATION APPROVED

With reference to you application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research.

Your ethical clearance number, to be used in all correspondence is: **UFS-HSD2017/0975**

This ethical clearance number is valid for research conducted for one year from issuance. Should you require more time to complete this research, please apply for an extension.

We request that any changes that may take place during the course of your research project be submitted to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours faithfully

Prof. MM Mokhele
Chairperson: Ethics Committee

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www.ufs.ac.za

APPENDIX 2

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear Sir/Madam

I am doing a research at UFS and I would like to request permission to conduct my research at your schools.

Date: 1 August – 31 September 2017

Title of my research project

Developing as framework of parental involvement to enhance academic achievement of learners.

Principal investigator/researcher's name and contact numbers

Zwelinjane Meshack Mbatha: 2006123430: 083 4334209

Faculty and department

Faculty of education

Curriculum studies

Study leader name and contact details

Co-supervisor: Mr Ntsala

Contact number: 051 401 2709

What is the aim/purpose of the study?

The aim of the study is to develop a framework of parental involvement to enhance academic performance of learners in schools.

Who is doing a research?

I, Zwelinjane Mbatha, a Master student at the University of the Free State, am the one carrying out the research project, which will involve some parents and teachers.

Has the study received approval?

Approval number:

Why is your //organisation/company invited to take part in this research?

I choose to carry out the research project at your schools because it is they seems to be recognising parental and also nearer to where I live. I would also want to observe how parental involvement is being done, and find out if there are any challenges that teachers and parents during their interaction, and how they go about overcoming the challenging. Two teachers and two parents per school will be contacted.

What is the nature of participation in this study?

Teachers and parents will take part in the study by giving their views on parental involvement and challenge they face during their interactions. Teachers will also will help to share their experience during the interaction with the parents, as a co-research I will decide on the time suitable for the participants. While in discussing the information or date will be audio taped but kept safe with the main researcher. During the discussion there will be interviews and a detailed information.

What are the potential benefits of taking part in this study?

It might happen that during the discussion, there might be same issues which as participants did not realise that they be detrimental in their schools, so taking part in the research will help us all going to improve the practices that might not be considerate. Taking part in the research will be confidential but the information provided will help us all. If only participant is not comfortable to carry out with the research he/she can pull out at any time.

What is the potential risk taking part in this study?

It is foreseeable that someone it might be possible for all co-researchers to meet at one time .In that case, if the co-researcher will not be able to in the meeting ,other coresearchers have to be alerted on time. Again the absent one will get a report of what was discussed during his or her absence because every participant is important in the group .There will separate meeting for both parents and teachers.

Will the information be kept confidential?

What we will be discussing as a group, will be confidential, but the information provided will be audio taped and be published for future use, but individual participants will not

be identifiable. Their names will not be recorded and no one outside the group will connect any participants to the information you provided. Records that identify you, will be avoidable(?) only to people working on the research study. While every effort will be made to ensure that the participants will not be connected to the information that they share during the meeting, I cannot guarantee that other participants in the group would treat the information confidentially. I would however encourage them to do so. For this reason, I advise participants not to disclose personally sensitive information in the group and any participant can pull out of the project if he/she feels like it without getting into trouble.

How will the information be stored and ultimately be destroyed?
Hard copies of the information will be stored for a period of five years in a save locked place for future use or academic purposes. Electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further research ethics review and approval, if applicable.

Will there be payment or any incentives for participants this study?
After the completion of the research project, participants will be accorded certificates to appreciate their participation in the project.

How will the institution/organisation/company be informed of the findings/result of the copy?
If you would like to be informed of the final research findings, please contact Zwelinjane Mbatha at 083 433 4209 or e-mail at Zwelinjane.mbatha@gmail.com. Should you have any concerns about the way in which the research has been conducted, you may contact: _____

Yours sincerely

_____
Zwelinjane Meshack Mbatha

CONSENT FORM: DEPARTMENT OF EDUCATION

Enquiries: Zwelinjane 083 433 4209 e-mail address: zwelinjane.mbatha@gmail.com

10352 GRASSLAND

EXT. 22

HEIDEDAL

BLOEMFONTEIN

9301

Dear Sir/Madam

Request to participate in a research

I am currently doing a research with UFS on developing a framework of parental involvement to enhance academic performance of learners in schools. Based on your experience on parental involvement, your participation in this research will lend credibility to the study.

This study complies with the ethical rules and regulations of conducting a research project.

Details of supervisor:

Name: Dr B Moreeng Tell:

073 269 1760

e-mail: Boitumelo.moreeng@spu.ac.za

Please indicate by cancelling what is not applicable and sign below to give consent and return it to me if you would like to participate in this study.

Thank you.

_____

Zwelinjane Meshack Mbatha

I agree/not agree to participate

Name: _____

Sign: _____

Date: _____

Contacts: _____

REQUEST TO PARTICIPATE IN RESEARCH: PRINCIPAL

Enquiries: Zwelinjane 083 433 4209 e-mail
address: zwelinjane.mbatha@gmail.com

10352 GRASSLAND

EXT. 22

HEIDEDAL

BLOEMFONTEIN

9301

Dear Sir/Madam

Request to participate in a research

I am currently doing a research with UFS on developing a framework of parental involvement to enhance academic performance of learners in schools. Based on your experience on parental involvement, I request your school to take part in this research to give the study credibility.

This study complies with the ethical rules and regulations of conducting a research project.

Details of supervisor:
Name: Dr B Moreeng Tell:
073 269 1760
e-mail: Boitumelo.moreeng@spu.ac.za

Please indicate by cancelling what is not applicable and sign below to give concert and return it to me if you would like to participate in this study.

Thank you.

_____

Zwelinjane Meshack Mbatha

I agree/not agree to participate

Name: _____

Sign:_____

Date: _____

Contacts:_____

REQUEST TO PARTICIPATE IN RESEARCH: TEACHER

Enquiries: Zwelinjane 083 433 4209 e-mail
address: zwelinjane.mbatha@gmail.com

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EXT. 22

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Details of supervisor:
Name: Dr B Moreeng Tell:
073 269 1760
e-mail: Boitumelo.moreeng@spu.ac.za

Please indicate by cancelling what is not applicable and sign below to give consent and return it to me if you would like to participate in this study.

Thank you.

_____

Zwelinjane Meshack Mbatha

I agree/not agree to participate

Name: _____

Sign:_____

Date: _____

Contacts:_____

APPENDIX 6

REQUEST TO PARTICIPATE IN RESEARCH: PARENTS

Enquiries: Zwelinjane 083 433 4209 e-mail
address: zwelinjane.mbatha@gmail.com

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EXT. 22

HEIDEDAL

BLOEMFONTEIN

9301

DATE: 12 JULY 2017

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Dear Sir/Madam

Request to participate in a research

I am currently doing a research with UFS on developing a framework of parental involvement to enhance academic performance of learners in schools. Based on your experience on parental involvement, I request you to take part in this research in order to give it credibility. Your role in this study will be to encourage other parents to participate in school activities. Participation is not compulsory and you are free to withdraw participation at any stage if you like. We will discuss the issues also confidentiality, credibility and other legal issues about the study with you, as it is important that you fully understanding the nature at purpose of this study.

If you like any additional information, you are welcome to contact me on the supplied contact details.

Details of supervisor:

Name: Dr B Moreeng Tell:

073 269 1760

e-mail: Boitumelo.moreeng@spu.ac.za

Please indicate by cancelling what is not applicable and sign below to give consent and return it to me if you would like to participate in this study.

Thank you.

_____

Zwelinjane Meshack Mbatha

I agree/not agree to participate

Name: _____

Sign:_____

Date: _____

Contacts:_____

RESEARCH QUESTIONS FOR TEACHERS

1. What is your understanding of parental involvement?

2. Do you think parental involvement can enhance academic performance of learners? In which way?

3. What is the value of parental involvement according to you?

4. How do you involve your learners parents to enhance academic performance?

5. Why do you think are the factors making parents to be involved not to involved in their children school work?

6. What is that you think can be done to encourage parental involvement that will enhance academic performance in your school?

RESEARCH QUESTION FOR PARENTS

1. What do you understand by the concept parental involvement?

2. How do you support your child to do well in different school subject?

3. What are some of the factors that impact on your being fully involved in your child school work?

4. In which way do you think you can improve your involvement to enhance your child academic performance?

5. What is it that your child can do to improve your participation?