

**PARENTAL INVOLVEMENT IN GRADE 7 LEARNERS'
ACADEMIC ACHIEVEMENT IN EMPANGENI
UMHLATHUZE DISTRICT, KWAZULU-NATAL**

Mkhwanazi Tholinhlanhla Rhinos Clerence

Student number: 20033020

Submitted in partial fulfilment of the requirements for the degree

of

**MASTER OF EDUCATION
(EDUCATIONAL PSYCHOLOGY)**

SUPERVISOR : Professor M. M. Hlongwane

2015

DECLARATION OF ORIGINALITY

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

.....

Mkhwanazi Tholinhlanhla Rhinos Clerence

2015

DEDICATION

To my late mother Miss Y.P.N. Mkhwanazi

Brother and sister

True friends are life's greatest treasure

They give without demanding

They love without condition...

ACKNOWLEDGEMENTS

Grateful acknowledgements are extended to the following people and institutions that assisted in the development and completion of this study:

1. My supervisor, Professor M. M. Hlongwane, with his vast knowledge in the field of research who was never too busy to encourage and assist, for his patience, concern and valuable advice at all stages of this study.
2. The heads of all the research sites for allowing me to conduct my research at their sites and for their patience, advice and support.
3. Participants in this study for their patience and cooperation.
4. The Writing Centre coordinator, Mr Jeff Mkhize, who went beyond the call of duty.
5. My family, my late mother, Yvonne Peggy Nompumelelo Mkhwanazi, my siblings, Jayson and Alida, for their love, encouragement and support towards the educational level I am in now.
6. My colleague Zinandi Nyasulu and Nhlanhla Phetha for their support and patience.
7. My grandparents, S. Mkhwanazi and the late J.D. Mkhwanazi, who groomed me during my childhood, for their support.

I can never thank these people enough. May the dear Lord bless them abundantly.

Thank you Lord for enabling me to undertake this fulfilling task.

TABLE OF CONTENTS

| | |
|---------------------------------|-----|
| DECLARATION OF ORIGINALITY..... | i |
| DEDICATIONS..... | ii |
| ACKNOWLEDGEMENTS..... | iii |
| TABLE OF CONTENTS..... | vi |
| LIST OF TABLES..... | v |
| LIST OF FIGURES..... | ix |
| LIST OF APPENDICES..... | x |
| ABSTRACT..... | xi |

CHAPTER 1 OVERVIEW OF THE STUDY

| | |
|--|---|
| 1.1. Introduction..... | 1 |
| 1.2. Problem statement..... | 1 |
| 1.3. Aims of the study..... | 2 |
| 1.3.1. Assumptions of the study..... | 3 |
| 1.3.2. Intended contribution to the body of knowledge..... | 3 |
| 1.4. Research methodology..... | 3 |
| 1.5. Ethical considerations..... | 4 |
| 1.5.1. Compliance with law and standards..... | 4 |
| 1.5.2. Informed consent to conduct research..... | 5 |
| 1.5.3. Plagiarism..... | 5 |
| 1.6. Harvesting the research..... | 6 |

| | |
|---------------------|---|
| 1.7 Conclusion..... | 6 |
|---------------------|---|

CHAPTER 2: LITERATURE REVIEW

| | |
|--|----|
| 2.1 Theoretical framework..... | 7 |
| 2.2 An overview of parental involvement..... | 8 |
| 2.2.1 Benefits of parental involvement..... | 9 |
| 2.2.2 Parental involvement in management of learner discipline... | 9 |
| 2.2.3 Parental involvement in school financing..... | 11 |
| 2.3 Nature of relationship between learners and parents..... | 12 |
| 2.3.1 Parenting styles as a factor in the nature of the relationship between parents and learners..... | 13 |
| 2.4 Cooperation between home and school..... | 15 |
| 2.4.1 Effectiveness of home-school partnership..... | 16 |
| 2.5 Conclusion | 20 |

CHAPTER 3 RESEARCH METHODOLOGY

| | |
|--|----|
| 3.1 Introduction..... | 21 |
| 3.2 Research Design..... | 21 |
| 3.2.1 Research Paradigm..... | 22 |
| 3.2.2 Research Setting..... | 24 |
| 3.2.3 Description and Selection of Participants..... | 24 |
| 3.2.4 Description of Procedures | 24 |

| | |
|---------------------------------------|----|
| 3.2.5 Method of data collection | 26 |
| 3.2.6 Sampling criteria..... | 26 |
| 3.3 Data collection instrument..... | 26 |
| 3.4 Validity and Reliability..... | 28 |
| 3.4.1 Validity..... | 28 |
| 3.4.2 Reliability..... | 28 |
| 3.4.3 Limitations..... | 29 |
| 3.5 Ethical considerations..... | 29 |
| 3.6 Data Analysis..... | 30 |
| 3.7 Conclusion..... | 30 |

CHAPTER 4 DATA ANALYSIS AND INTEPRETATION

| | |
|---|-------|
| 4.1 Introduction..... | 31 |
| 4.2 Discussion of results..... | 31 |
| 4.2.1 The aims of the study..... | 31 |
| 4.2.2 Objectives of the study..... | 32 |
| (i) Findings for the first aim..... | 32 |
| (ii) Findings for the second aim..... | 32 |
| (iii) Findings for the third aim..... | 33 |
| Parent questionnaire School X---School Z..... | 33-40 |
| 4.3 Learners Responses | 41 |
| 4.3.1 Table distribution..... | 41 |

| | |
|---|----|
| School X..... | 41 |
| 4.3.2 Table distribution..... | 41 |
| School Y..... | 46 |
| 4.3.3 Table distribution..... | 46 |
| School Z..... | 51 |
| 4.4 Parent questionnaire of all schools combined..... | 58 |
| 4.4.1 Parents' role in the management of the school..... | 58 |
| 4.4.2 Parental role in the budgeting process of the school..... | 58 |
| 4.4.3 Parental role in the management of learner discipline.... | 59 |
| 4.4.4 Parental knowledge of the school's written policy..... | 50 |
| 4.4.5 School workshops on parental involvement..... | 50 |
| 4.5 Learners' scholastic performance..... | 61 |
| 4.5.1 School X..... | 61 |
| 4.5.2 School Y..... | 62 |
| 4.5.3 School Z..... | 63 |
| 4.6 Relating these results..... | 63 |
| 4.7 Analysis of results..... | 64 |
| 4.8 Conclusion..... | 65 |

CHAPTER 5 CONCLUSION AND RECOMMENDATIONS

| | |
|-----------------------|----|
| 5.1 Introduction..... | 66 |
|-----------------------|----|

| | |
|---|----|
| 5.2 Conclusion | 66 |
| 5.3 Recommendations | 67 |
| 5.3.1 Parental role in the management of the school..... | 67 |
| 5.3.2 Parental role in financial management of the school..... | 67 |
| 5.3.3 Parental role in the management of learner discipline.... | 67 |
| 5.3.4 Parental knowledge of the school's written policy..... | 67 |
| 5.3.5 Parental involvement in school workshops..... | 68 |
| REFERENCES..... | 69 |
| APPENDICES..... | 77 |

LIST OF TABLES

| | | |
|-------------------|---|-------|
| Table A | Frequency distribution: gender of learners..... | 43 |
| Table 1 | Frequency distribution: learner age group..... | 43 |
| Table 2 | Frequency distribution: attending school meetings..... | 43 |
| Table 3 | Frequency distribution: parent-teacher cooperation..... | 44 |
| Table 4 | Frequency distribution: parent support..... | 44 |
| Table 5 | Frequency distribution: child's contribution towards school fees..... | 5 |
| Table 6 | Frequency distribution: learner school materials..... | 45 |
| Table 7 | Frequency distribution: timeous payment of school fees..... | 46 |
| Table 8 | Frequency distribution: parents' knowledge of school policy..... | 46 |
| Table 9 | Frequency distribution: parents' supervision of homework..... | 47 |
| Table B | Frequency distribution: gender of the learners..... | 47 |
| Table 10-Table 18 | Frequency distribution: | 47-52 |
| Table C | Frequency distribution: gender of the learners | 53 |
| Table 19-Table 27 | Frequency distribution: | 53-57 |

LIST OF APPENDICES

| | | |
|-------------------|---|----|
| Appendix 1, 2 & 3 | Research question..... | 77 |
| Appendix 4 | Request for permission to use research sites..... | 78 |
| Appendix 5 | Permission to conduct research: School 1..... | 79 |
| Appendix 6 | Permission to conduct research: School 2..... | 80 |
| Appendix 7 | Permission to conduct research: School 3..... | 81 |
| Appendix 8 | Request for permission to conduct research: D.O.E. (KZN)... | 82 |
| Appendix 9 | Consent form for research participants..... | 83 |
| Appendix 10 | Consent form for research participants..... | 84 |

ABSTRACT

There is compelling evidence that parental involvement positively influences children's academic achievement. Its benefits occur across all socio-economic classes. This study sought to establish parental involvement in grade 7 learners' achievement in Empangeni in the uMhlathuze District, KwaZulu-Natal. The attribution theory was used not only to substantially explain the status of parental involvement in uMhlathuze District, but also to generate strategies to promote parents' participation in their children's school education. Open-ended questions for school management teams and for parents were used in this study covering three primary schools in three settings. Respondents were selected through the use of random sampling in the three schools (one rural school, one township school, and one multiracial school). A total of 75 participants were selected. This study confirms that parental involvement has an effect on learner performance. The empirical findings indicate that parental involvement alone is not sufficient in the achievement of learners. It can therefore be concluded that parental involvement alone does not lead to the improvement of learner achievement. There could be other factors associated with academic achievement such as learner motivation, Intelligent Quotient (IQ), Emotional Intelligence/Quotient (EQ) and teachers' support which could also be at play. It seemed to be the case that children coming from rural schools sometimes do not perform well because they lack facilities and infrastructure. However, no such research analysis has been undertaken to support or disprove this hypothesis. This study recommends further investigation as this can be another gap that needs attention from researchers in the field.

Key words: parental involvement, learners' achievement

CHAPTER 1

OVERVIEW OF THE STUDY

1.1 Introduction

This study considers parental involvement or lack thereof as a possible factor that will influence school performance positively or negatively. LaBahn (1995) stated that parental involvement is a combination of commitment and active participation on the part of the parent to the school and to the student. It is common for parents to feel unwelcome in schools particularly if they lack knowledge. The number of strategies that can be used to improve parental involvement are substantial. The most important of these, however, is for the parents and the principal of the school to be totally committed to academic excellence of the learners. When these strategies are implemented, the effects are not always great, especially for the learners. Improved learner achievement is the key objective.

Ireland (2014: 1) states that, "parental involvement refers to the amount of participation a parent has when it comes to schooling and her child's life". This is particularly so in ex-model C schools where they foster healthy parental involvement through events and volunteer opportunities, but sometimes it is also up to the parents to involve themselves in their children's education. Parents can ensure that their children receive the benefits from their involvement by staying up to date on what is happening in the classroom, helping their children with scholastic opportunities and knowing the correct procedures for the school.

1.2 Statement of the problem

The researcher indicated that learners are obtaining bad results in schools as shown by studies and statistics, there is lack of communication between the home and the school, and insufficient parental involvement in the education of their children. Secondly,

government is putting money in the Department of Education with the aim of improving the education system for children as stated in the following study: on 25 October 2012 it was stated that South Africa had a budget of R234-billion for education in 2013/14 as the country continues to increase funding for the grade R year and steps up its school infrastructure backlog programme. Gordhan said that South Africa's provinces spent 98, 7% or R368, 3-billion of their adjusted budgets of R373-billion in 2011/12, while the national departments spent 97, 7% or R498, 9-billion of their R510, 9-billion adjusted appropriations, yet learners are under-achieving.

It has been stated that the government has allocated only about half the money needed in 2013/14 to supply all pupils with textbooks in each subject that they study, unreleased official data in the Mail & Guardians' possession). The same data shows that, without intervention, the 2015 grade 12 classes will be undersupplied with books they will need to write matric. These factors contribute to disadvantaging the learners' performance leading the learners to obtain poor results (Nkosi, 2014).

The researcher observed that educators experience pressure from society due to results obtained by learners in their school work. The researcher believes that it is not sufficient that learning should take place only in the school environment. Parents and educators should form a partnership so that learning can also continue in the home environment. It is observed that parents in multiracial schools are found to be actively involved in enhancing their children's development and educational progress. This brings the researcher to the motivation of the study as this has not been observed in underdeveloped schools.

The research questions that the study hopes to answer are as follows:

- (i) Does parental involvement have an effect on learners' achievement?
- (ii) What is the nature of the relationship between parents and learners?
- (iii) Is there co-operation between home and school?

1.3 Aims of the study

- (i) To find out if parental involvement has an effect on the learners' achievement.

- (ii) To determine the nature of the relationship between parents and learners.
- (iii) To determine if there is co-operation between school and home.

1.3.1 Assumptions of the study

- (i) Parental Involvement has an effect on learner achievement.
- (ii) There is a poor relationship between parents and learners with regards to school involvement.
- (iii) There should be co-ordination between home and school.

1.3.2 Intended contribution to the body of knowledge

According to the National Research Foundation, this research has been done on an academic study on this topic in South Africa. The study seeks to explore parental involvement in grade 7 learners' performance. In this research the researcher hope that identification of the gap between parents and learners or lack of parental involvement will improve the performance of learners in their school activities. The researcher's findings also hope to equip parents and schools with learning aids or implementing strategies that can assist learners to improve their performance. The study also intends to improve the communication link between the school and the parents in the aim of improving the learners' achievements. Findings can also contribute to the Department of Education, where programmes can be implemented to contribute more to learners' improved achievements.

1.4 Research methodology

The study employed both qualitative and quantitative approaches. The qualitative approach gives an in-depth perspective on parental involvement in the education of their children. Furthermore, it helped to understand some of the issues that have contributed to their performance. On the other hand, a quantitative approach assisted to give statistical information on the learners' performance, comparing those who have

parents that are involved with those whose parents are reportedly not involved in their education.

The study focused on the schools of UMhlathuze District. The initial intention was to draw a sample of 100 participants, however the circumstances dictated otherwise at the time of data generation and hence the sample was reduced to 75 participants. Purposive sampling was used, and this type of sampling refers to the selection of participants to meet the particular goals of the researcher, such as ensuring heterogeneity or involving key persons in the research samples (Karma, 2014). Only grade 7 learners from each sampled school together with their parents and educators were selected.

A sample of three schools was chosen for this study as follows: one rural school; one township school; and one multiracial school. The main participants of this study were ten parents, ten learners and five educators per school at uMhlathuze District in the selected sample. All participants were required upon arrival at the schools to read and sign an informed consent form (Appendix 1). Educators were requested to select learners for participation in the study. A questionnaire was used for data collection. The questionnaire comprised open-ended questions to facilitate open views. Interviews were conducted in a room allocated by the school, which should preferably be quiet with few distractions. Interview questionnaires and consent forms were written in English and translated into isiZulu to accommodate the sample population. Interviews were audio-recorded as the researcher was not able to capture all the information during interviews.

Assessment files (mark schedules) of grade 7 educators were requested in order to review learners' performance. This information helped to affirm the level of performance in connection with parental involvement. Notes and audio-records are kept in a safe place where only the researcher has access. Pseudonyms were used for anonymity instead of the real names of the participants. The data was field-coded to allow for data analysis.

1.5 Ethical considerations

1.5.1 Compliance with law and standards

The researcher planned and conducted the research in a manner consistent with the law, internationally acceptable standards governing the conduct of research, and particularly those nationally acceptable standards governing the conduct of research, and particularly those nationally and international standards governing research with human participants and animal subjects.

1.5.2 Informed consent to conduct research

According to Sections 3.10, 8.02, and 8.04 of the American Psychological Association's. Ethical Principles of Psychologists and Code of Conduct, there are several essential elements of informed consent. There include telling participants clearly about:

The researcher shall use language that is reasonably understandable to research participants in obtaining their appropriate informed consent.

Inform the participants of the nature of the research, purpose, and the procedure.

Inform the participants that they are free to participate or to decline to participate or to withdraw from the research.

Explain the foreseeable consequences of declining or withdrawing.

Inform the participants of the significant factors that may be expected to influence their willingness to participate (such as risks, discomfort, adverse effects or limitations on confidentiality).

1.5.3 Plagiarism

The researcher shall not present substantial portions or elements of another person's work or data as his/her own. Another person's work will be acknowledged and referenced accordingly.

1.6 Harvesting the research

The dissertation will create the possibility of publishing articles from the material generated. It is the researcher's wish to write an article based on research findings

1.7 Conclusion

This chapter presented an overview of what this research study seeks to accomplish and how it aims to do this. The research design, methodology, aims and objectives, sampling issues and outline of the study have been identified.

In the next chapter, a review of literature and of the theories on parental involvement will be presented in order to show how the involvement of parents in schools has developed over the years and its impact on the learners.

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical framework

The critical foundation of this study is based on the social development theory of Lev Vygotsky. The understanding that social interaction precedes development in general and cognitive functions in particular is relevant for this study in two ways:

- i. Social interaction from home is critical and precedes scholastic achievement.
- ii. Social interaction facilitates consciousness and cognitive development.

Vygotsky uses the Zone of Proximal Development and More Knowledgeable Others in illustrating the importance of socialization of the child, particularly from home to more complex school related tasks.

Vygotsky (1978) emphasizes the construct of the More Knowledgeable Other (MKO). The idea behind this is that anyone who has a better understanding or a higher ability level has the capability of helping the other person who is less knowledgeable. The MKO is normally thought of as being a teacher, coach, or an adult or parent. The MKO could also be peers, a younger person, or even computers. Individuals make meanings through the interactions with each other and with the environment they live in.

Vygotsky (1978) also introduced the construct of the Zone of Proximal Development (ZPD). The ZPD refers to the difference between what a learner can do with the support of an adult. Vygotsky stated that a child follows an adult's example and gradually develops the ability to do certain tasks without help. Vygotsky and some other educators believe that the role of education is to give children experiences that are within their Zones of Proximal Development, thereby encouraging and advancing their individual learning. Vygotsky argued that rather than examining what a student knows to determine intelligence, it is better to examine his or her ability to solve problems independently and his or her ability to solve problems with an adult's help.

Vygotsky believed that knowledge is constructed by the individual. Individuals make their own meanings from the world around them. A child would actively engage in the environment and interact socially in order to create knowledge. New knowledge would be constructed by an individual during participation in social activities. This information would then be internalized once the concepts are taken on by the child. One can imagine that performance of a learner may be affected as mentioned in the above process of learning as it contributes to social participation and interaction in learning activities. This may result in hindering the learning of the child in the classroom if there is no parent participation. Participation of parents in children's learning is believed to enhance positive academic performance (Mahn, 1999; Santrock, 2002).

Another closely related theory is that of Albert Bandura which stresses the importance of observational learning. The individual learns through modelling and imitation of others. Because of its reliance on observation of others, a social phenomenon, the perspective taken by Bandura is referred to as the social cognitive approach to learning (Bandura, 2004, 2009). Social cognitive theory holds that when people observe a model performing behaviour and the consequences of that behaviour, they remember the sequence of events and use this information to guide subsequent behaviours. This indicates that people do not learn new behaviours solely by trying them and either succeeding or failing, but rather, the survival of humanity is dependent upon the replication of the actions of others. Parents who are academics are likely to influence their children in similar ways as modelled by their experiences (Corey, 2005; Santrock, 2002).

2.2 An overview on parental involvement

Most researchers view parental involvement as a major attribute that has an effect on learners' achievement. Christenson and Conoley (1992) define parental involvement as any variety of activities that allow parents to participate in the educational process at home or in school. Different constructs have been identified which contribute to the learners' success or achievement around parental involvement. This study investigated

parental involvement in three settings in KwaZulu Natal (KZN): rural, township or schools in cities. Some studies have been oriented in single settings.

2.2.1 The benefits of parental involvement

Mchunu (2012) indicates that in spite of the benefits and the overwhelming agreement on the importance of parental involvement, there isn't much commitment and participation of parents. She further says that parents are not aware that they have important roles to play in the education of their children.

Henderson and Mapp (2002) concluded that learners with involved parents no matter what their income or background were more likely to get the following benefits: obtaining better results, enrolling higher level courses, pass their classes and be promoted to the next grade, good school attendance, better social skills, and improved behaviour both in and out of school.

Ngirande (2014) suggests that parents have high expectations of their children's education and performance. Three parental involvement constructs, that is, parenting, parent-teacher communication and home and family support were found to be positively related to performance. Results further indicate that home and family support is the most significant factor that determines learner's performance.

Guðlaug (2010) claims that parents' attitudes, together with their behaviour and activities with regard to their children's education, have an effect on academic achievement. To further support this claim Chowa, Masa and Tucker (2013) found that good parental involvement was predictive of children's school engagement and socio-emotional adjustment.

2.2.2 Parental involvement in the management of learner discipline

There is generally a lack of parental involvement in the disciplinary problems displayed by learners at schools (Nthebe, 2006). Although the research did not extend to cover reasons for this, it is clear that educators and schools would want parental involvement and see it as one amongst the possible solutions to this problem.

The study done by the Western Cape Department of Education during the 2007 academic year on learner discipline and school management stipulates that for positive discipline the role of parents is to know the school's code of conduct and encourage the child to uphold it and to strengthen the code of conduct by taking primary responsibility for the child's discipline. It further recommends the creation of a safe atmosphere for the child so that he/she can grow and develop positively. The study further revealed that the child's regular and punctual attendance at school is significant. Finally, parents should communicate reasons for the child's absence from school.

Moreover, parental involvement in the educational development of their children also involves regular communication with their children about school activities, guiding them through their homework/assignments as well as other engagements that can stimulate afterschool parent-child relationships. This, without doubt, will bring about a strong sense of security and happiness in the home. In other words, parents are expected to serve as partners in the progress of their children's learning and well-being by getting involved in extra-curricular activities and career-path discovery of their worlds, and by guiding them against peer-pressure and abuse of drugs as well as other societal menaces that can arise as a result of their interactions with peers and society at large.

Altschul (2011) claims that parental involvement in education is a key focus of current policies and programmes aimed at improving the academic outcomes of students at risk for academic underachievement. The study examines six forms of parental involvement in education to determine which have the strongest relationships with youths' academic outcomes. Using nationally representative data (N = 1,609) from the National Education Longitudinal Survey, the study focuses specifically on Mexican American families and youths, a population at high risk for academic underperformance.

Findings by Altshul (2011) indicate that the positive effects of parental involvement among Mexican American parents occur through involvement in the home, whereas parental involvement in school organizations is not associated with youths' achievement. Parents' investment of financial resources in their children's education was found to have a somewhat higher impact on achievement than forms of

involvement that require parents' investment of time. Findings also suggest that the impact of these forms of parental involvement occur prior to high school.

2.2.3 Parental involvement in school financing

The South African Schools Act 84, 1996 (SASA) which came into effect at the beginning of 1997 stipulates that all public state schools in South Africa must have democratically elected School Governing Bodies (SGBs) comprising parents, learners, educators, non-teaching staff and the school principal. The functions of the SGBs include creating an environment conducive to teaching and learning, developing a mission statement for the school, promoting the best interests of the school, ensuring quality education for learners together with the safety and security of learners, and deciding on school uniform policy, disciplinary action and policy regarding determination of school fees (Mncube, 2008; Republic of South Africa, 1996).

Singh, Mbokodi, and Msila (2004) state that the South African Schools Act (SASA) of 1996 provides formal power in education to parents as well as communities. SASA creates the expectation for parents to be meaningful partners in school governance, that is, developing collaboration among educators and parents.

Findings by Mncube (2009) indicate that the main functions of SGBs in which parents actively participate were decisions on school fees, discipline issues, and the daily running of the school. According to the SASA this suggests that parents should be involved in their children's education through SGBs.

Across all socio-economic groups, parents face major challenges when it comes to providing optimal care and education for their children (Lemmer, 2003). Lemmer (2003) also claims that learners from families with low socio-economic status are at greater risk of attaining poor academic performance resulting in failure, dropping out of school or attaining lower educational qualifications than their peers from families with medium or higher socio-economic status if neglected and not supported by their parents.

Asian parents are perceived to invest a great deal in their children's education, mainly by maintaining interest in schoolwork, creating a study friendly home environment, paying for expensive tuition (cram schools or tutors), and controlling and restricting their children's after school activities (Braxton, 1999; Chao, 1996; Kim, 2002; Schneider, Hieshima, Lee, & Plank, 1994). All of these aspects are perceived to contribute to students' school success.

2.3 Nature of the relationship between parents and learners

The nature of the relationship between parents and learners may be determined by the different parenting styles used in different home environments.

According to Lemmer (2007) parental involvement in South African schools has been primarily limited to financing schools and parent volunteering. Legislation extended the right to parents and the community to participate in the school's governing structures. Partnership between school and home should be implemented so as to create a framework for formal parental involvement and can provide a broader view of family, community and school relations. This can prepare teachers to implement effective school programmes that can boost learners' results.

Positive association between parental involvement and learners' grades improves rates of participation in advanced courses, lowers drop-out rates, and creates motivation towards school work and the valuing of education (Gonzalez, Borders, Hines, Villalba, Henderson, 2013; & Hoover-Dempsey, 2005). Hoover-Dimpsey and Sandler (1995) concluded that parental involvement influences children's development and educational outcomes through such mechanisms as modelling, reinforcement, and instruction.

Findings by Hoover-Dimpsey and Sandler (1995) revealed that parents who like reading, for instance, are likely to influence their children also to like reading. Makgopa and Mokhele (2013) concur that every adult, including parents and teachers, is accountable for student learning. Findings in Makgopa and Mokhele (2013) indicate that children tend to perform better at school when there is parental involvement. Makgopa and

Mokhele (2013) in their study of the South African schools noted that “to date, no systematic research has been carried out to determine what type of involvement has the strongest connection with achievement” (p.219). Specifically, the study sought to investigate parents’ view that schools should develop strategies to involve them.

Both teachers and parents can benefit from the interaction when they work collaboratively as a unit in the best interests of the learner. It improves their relations and they get to know and understand one another better and also share the responsibility for all learners.

Findings by Erlendsdóttir (2010) suggest that in spite of much research on what affect parental involvement has on academic achievement, in order to enhance educational achievement of students, educators need to scrutinize possibilities to develop and form partnerships with parents. Sheldon (2009) further proclaims that a partnership is essential in secondary schools, where parents often lack the confidence in their ability to assist their children with the curriculum.

Sanders and Sheldon (2009) concluded with the notion that the school is the major influencing factor of parental involvement. However, they mention that students and parents are also part of the factors influencing the quality of such a partnership. Factors such as parental role construction, time, energy and skills rest with families, while other factors, such as age, academic needs and temperament, rest with students. Still other factors rest with schools, such as experience, professional knowledge and resources.

2.3.1 Parenting styles as a factor in the nature of the relationship between parents and learners

Mupinga, Garrison and Pierce (2002) explored the link between parenting styles and family functioning. Mupinga, Garrison and Pierce (2002) revealed that balanced family types, which tended to function more effectively, were positively linked to authoritative parenting styles and negatively linked to authoritarian parenting styles. Well balanced

families that engaged in effective parenting were more likely to have an increase in stability and well-being.

Lee, Daniels and Kissinger (2006) conducted a study linking parenting style and adolescent adjustment. Baumrind (1991) initially separated her topologies for parenting styles into three discrete models of parental control, namely: authoritative parenting, authoritarian parenting and permissive parenting. She further subdivides permissive parenting by naming it as neglecting/indifferent parenting. Baumrind's parenting style subtypes was a key concept within this study. The results indicated that each of the subtypes had an effect on adolescent self-concept, locus of control and academic achievement. More specifically, Lee *et al.* (2006) found that parents who engage in authoritative parenting were most likely to have adolescents with positive self-concepts and an internal locus of control.

Seth and Ghormode (2013) view that among many factors that directly or indirectly govern the educational performance of the student at school, parenting style continues to occupy the position of centrality. Seth and Ghormode (2013) further say that authoritative parents are accessible and approachable. Authoritative parents are emotionally warm, supportive and considerate. The three studies by Mupinga, Garrison and Pierce (2002), Lee, Daniels and Kissinger (2006) and Seth and Ghormode (2013) revealed that the positive self-concept of a child is a result of a well-balanced family and a position of centrality supported by parents.

Seth and Ghormode (2013) define authoritative parenting as a strategy that seeks to set reasonable rules and guidelines that are in the best interests of the child. Further to this definition, Seth and Ghormode (2013) cite Kordi (2010) who claims that there is a strong relationship between children's school achievement and parenting attitude. The study further revealed that authoritative parenting styles were associated with higher levels of children's school achievement, though findings remain inconsistent across cultures and societies. This study on parental involvement in grade 7 learners also includes different societies, e.g. rural, location and urban societies.

Another finding of the study revealed that perceived maternal permissive, authoritarian, and authoritative parenting styles were not significantly correlated with learners' academic achievement. For Seth and Ghormode (2013), their findings state that there are linkages which do exist between the authoritative parenting style and educational performance of children at high school level. It indicates that the authoritative parenting style has a positive impact on all subjects at high school level.

Findings in the research done by Abesha (2012) reveal that although there are some inconsistencies in research findings, parenting styles play a crucial role in affecting the academic achievement of students. Specifically, the authoritative parenting style, because of the abovementioned reasons, has a significant and positive effect whereas non-authoritative parenting styles (authoritarian, indulgent, and neglectful parenting styles) have significant and negative effects on the academic achievement of students at different levels of education.

According to Turner, Chandler, and Heffer (2009), authoritative parenting positively and significantly predicts academic performance of college students, whereas permissive and authoritarian parenting styles did not have significant relationships with academic performance. Based on the findings of their study, these researchers suggested that parents play an important role through their parenting styles in influencing their young adults' academic achievement even during a time of transition to higher education institutions.

2.4 Cooperation between home and school

Steyn and Marietjie (2005) argue in their study on the attitudes of educators towards the involvement of parents from a disadvantaged community that the past education system minimized the role of parents in education, thus distancing them and leaving them with a lack of ownership towards their children's education. This was disadvantaging communities, as well as learners as their parents were unable to be involved in their education. Consequently, the National Department of Education has identified the lack

of parental involvement in children's education as one of the main barriers to quality education in South Africa.

A recent study on home-school partnerships both nationally and internationally points to positive effects on learners, families and schools when all the parties concerned work together. That is, schools, parents and communities continuously support and encourage their children's learning and development (Deslandes & Betrand, 2005; Reay, 2005; Sanders & Lewis, 2005).

Wright and Bogotch (2006) further revealed that the effectiveness of parental involvement depends on the schools' attitudes toward parents, and they should have the willingness to accept and work with them.

Epstein (2008) cited in Olsen & Fuller (2008) extended the term 'parent involvement' to school, family and community partnerships to show how children learn and develop in the school, the home and the community. Furthermore, Epstein suggests that parent involvement should be broadly defined as a comprehensive programme.

According to Nojaja (2009) it is suggested that positive parent involvement and partnership with schools is a prerequisite of effective schooling and that co-operation between home and school can raise educational achievement.

2.4.1 Effectiveness of home-school partnerships

Home and school represent the primary environments in which children grow up and develop. It is important that the school should realize the importance of parental involvement and the home-school relationship.

According to the article in the Department of Education (2008) the school community is seen by passionate school leaders as the real context in which they work. They actively involve parents, guardians and other stakeholders in the school's activities – not just through the SGB but in all aspects of the school's life. These school leaders spend a large amount of time engaging with the broader community to inform them how they run

their schools and the path they are following. The community is seen as a partner and also an integral part of the school.

Conway (2008) states that schools need to increase remedial education per-learner to achieve the same results that are gained with parental involvement. There are a number of theories about why girls seem to garner more attention from their parents than boys. One possibility is that girls are more communicative with their parents so these conversations about academics are easier for parents to have with their daughters.

According to Conway and Houtenville (2008) research shows that students do much better in school when their parents are actively involved in their education. The researchers found that parents spent more time talking to their daughters about their school work during dinnertime discussions. It is also suggested that parental involvement has a strong, positive effect on student achievement.

Findings in the research done by Erlendsdóttir (2010) indicate that in spite of profound research on the affects parental involvement has on academic achievement, Obeidat and Al-Hassan (2009) declare that it is essential for teachers to contact the homes to notify parents of a job well done or their child's progress, not only when they are lacking in their performances or when their behaviour is causing problems. The teachers and parents must take the initiative in ensuring that there is rapport between the school and home. This implies that it is the responsibility of both partners (teachers and parents) to make sure that they have good relations and also ensure that they work together to assist the children to give their best performance.

Rubin and Abrego in Obeidat and Al-Hassan (2009) and Christenson and Sheridan (2001) claim that many researches have shown that there are numerous challenges facing the formation of school-home-community partnerships. In support of the above mentioned, Glasgow and Whitney (2009) argue that parents and teachers have a misconception about each other's true desire and support for parental involvement, such as, since parents do not always respond to communication from school, teachers may feel that parents are not interested in becoming involved.

Hill and Tyson (2009) propose that “family-school relations and parental involvement in education have been identified as a way to close demographic gaps in achievement and maximize students’ potential” (p.740). This relates to this study as it aims to address the demographic gaps between the home-school relationship and parental involvement viewed in three different settings, i.e. rural, township and schools in cities. Parental involvement is a powerful influence on educational outcomes of children.

Christenson (2001) further claims that educators deny parental involvement in their schools because they believe that the parents and the community may infringe on their professional terrain in becoming involved in school activities. If teachers have a negative perception on parental involvement in school, a stumbling block in enhancing students’ academic achievement will be created. In support of Christenson (2001), Barge and Loges (2003) argue that parents of high socio-economic status (SES) are more concerned about their children’s academic achievement by frequently enquiring from teachers about their children’s progress in school.

According to Henderson and Berla (1994), the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to:

- (i) Create a home environment that encourages learning
- (ii) Express high (but not unrealistic) expectations for their children's achievement and future careers
- (iii) Become involved in their children's education at school and in the community.

Henderson and Berla (1994) review and analyze eighty-five studies that documented the comprehensive benefits of parent involvement in children's education. The above studies show that parental involvement activities, when effectively planned and well implemented, result in substantial benefits to children, parents, educators, and the school.

Nyama (2010) claims that it is important that the parents use the opportunity to be involved in their children’s education and understand that the educational processes do

not only motivate children but also give them confidence and courage to continue achieving in education. Nyama (2010) further claims that many parents do not know how to help children with their education with encouragement, assistance, guidance and support. Those that know how to keep their children motivated may become more interested and more involved at home with their child's learning activities and find themselves active and involved in their children's education. Whilst this claim may be credible, it would have been worthwhile if it was quantified and put into context.

Topor, Shelton, and Calkins (2010) argue that parental involvement in a child's education is consistently found to be positively associated with a child's academic performance. The study examines two potential mechanisms: the child's perception of cognitive competence and the quality of the learner-teacher relationship. If the child is positively engaged in school work and the learner-teacher relationship is healthy, results tend to be positive.

Turney and Kao (2009) confirm that parents who are involved send a message to their children that education is important and these children are more likely to value education themselves. Various studies show that it is evident that when parents are involved, learners take into consideration the fact that they are not only accountable to their teachers, but also to their parents in terms of behaviour and performance.

According to Olsen and Fuller (2010) in Eccles & Harold (1993) and the Illinois State Board of Education (1993) there is evidence for the positive effects of parents' involvement on children, families, and school when schools and parents continuously support and encourage the children's learning and development.

Findings by Erlendsdóttir (2010) indicated that in spite of their acknowledgement of multiplicity of factors affecting school, family and community partnerships, they claim that studies have shown that when schools develop the culture that supports partnership activities and programmes, other factors can be minimized.

Parent involvement differs from culture to culture. Some groups view it as to contribute something valuable in this relationship (for example, money, support and transmission of skills). This is supported by Latino parents who are believed to offer moral support

and encouragement as these activities play a crucial role in their cultural strengths and are available to them even if they are still acquiring English or do not understand the structure of the school curriculum (Auerbach, 2007). Therefore, instead of describing Latino parents as “not involved,” a more accurate statement would be that their style and rate of school-based involvement may differ from other groups.

In support of the above mentioned research, the National Model American School Counselor Association (ASCA) (2012) recognizes the importance of a school counsellor’s involvement with parents as part of the indirect services that promote positive student outcomes. The purpose of the ASCA is to aid school counsellors in their efforts to increase parental involvement of Latino immigrant families.

2.5 Conclusion

The focus of this chapter was to explore parent involvement in learner achievement in different contexts. The reviewed study proves how important it is for parents to understand and know their responsibilities, educationally, towards their children. Parents have the important responsibility of helping their children succeed within the guidelines established by the school culture. Most studies revealed that positive association between parental involvement and learners’ grades improve rates of participation in advanced courses, lowers drop-out rates, and provides motivation towards school work and the valuing of education (Gonzalez, Borders, Hines, Villalba, Henderson, 2013; & Hoover-Dempsey, 2005).

In (Chapter 3) the researcher will discuss the research design of the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology as well as procedures that were followed in conducting the study. This study further includes research design, research instrument, validity and reliability, data analysis and procedures followed in the administration of the questionnaires. The geographical area where the study was conducted is also described.

3.2 Research design

The researcher opted for a mixed method research design. A non-experimental retrospective design was used to examine responses with regard to parent participation and involvement in the teaching and learning processes of their children.

A survey may be used for descriptive, explanatory and exploratory research. A survey is used to collect original data for describing a population too large to observe directly (Mouton, 1996). A survey obtains information from a sample of people by means of self-report, that is, the people respond to a series of questions posed by the investigator (Pilot & Hungler, 1993). In this study the information was collected through self-administered questionnaires distributed personally by the researcher to research participants.

A descriptive survey was selected because it provides an accurate portrayal or accounts of the characteristics, for example, behaviour, opinions, abilities, beliefs, and knowledge of a particular individual, situation or group. This design was chosen to meet the objectives of the study, namely to find out if parental involvement has an effect on the learners' achievement and to determine the nature of the relationship between

parents and learners as well as to determine if there is co-operation between school and home (Burns & Grove, 1993).

Welman, Kruger and Mitchell (2009) define 'research design' as the plan according to which a researcher obtains research participants and collects information from them. Durrheim (2002) suggests that in developing the research design the researcher must focus on four dimensions along which a series of decisions have to be made. These are in relation to the purpose of the study, the theoretical paradigm informing the research, context or situation within which the research is carried out and research techniques employed to collect and analyses data.

The purpose of conducting research into theories and other research problems is to define, and explain consequently, predict, modify or control, human behaviour, its organization, products and/or events (Durreim, 2002). Thus we can say that the research design is therefore a plan according to which data will be collected in order to investigate the hypothesis in the most précis and economically manner.

This study used a quantitative approach to investigate parental involvement as an important factor in learner achievement. Burns and Grove (1993) define quantitative research as a formal, objective, and systematic process to describe and test relationships and examine cause and effect interactions among variables.

3.2.1 Research paradigm

A mixed method approach was selected on dimensional methodology. Creswell (2009) claims that a mixed methods approach is one in which the researcher tends to base knowledge claims on pragmatic grounds, i.e. consequence-oriented, problem-centred, and pluralistic. It employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research problems. The data collection also involves gathering both numeric information, i.e. on instruments as well as text information, i.e. on interviews so that the final database represents both

quantitative and qualitative information. In this study interviews and questionnaires were used in the gathering of information.

The advantage of using a mixed methods design is to capture the best of both the quantitative and qualitative approaches. A researcher may want to both generalize the findings to a population and develop a detailed view of the meaning of a phenomenon or concept for individuals. In this research the inquirer first explores generally to learn and study variables with a large sample of individuals. The researcher followed up with a few individuals to obtain their specific language and voices about the topic. Other advantages of collecting both closed-ended quantitative data and open-ended qualitative data prove advantageous to best understand a research problem.

The merit of this method is that it enables the researcher to investigate the hypothesis in the most precise and economical manner. The quantitative aspect involved a paper and pencil questionnaire that was filled in by both teachers and parents. The questionnaire also included qualitative items where participants were expected to elaborate on their answers on specific questions.

Tashakkori and Creswell (2007) revealed that mixed method encompasses more than simply combining qualitative and quantitative methods but rather reflects a new “third way” epistemological paradigm that occupies the conceptual space between positivism and interpretivism. Therefore, Tashakkori and Creswell (2007) claim that mixed method can be advantageous because one method can be used to overcome the inherent weaknesses of another method. It can provide stronger as well as more robust data to support a conclusion or set of recommendations. It may generate new knowledge, provide new insights or uncover hidden insights, patterns or relationships that a single methodological approach might not reveal.

3.2.2 Research setting

The study focused on the schools in the uMhlathuze District. The sample was drawn from learners of the three schools from which 75 participants were chosen. Out of the 30 questionnaires distributed to the parents, only 23 were returned. Therefore on the sample that was drawn only 68 participants participated. UMhlathuze is one of the 11 district municipalities under uThungulu District of the 61 municipalities in the KwaZulu-Natal province in South Africa. UMhlathuze was chosen because the majority of the people speak IsiZulu and it is part of the metropolitan surrounded by rural areas. The schools were mixed and chosen along the spectrum.

Purposive sampling was used, and this type of sampling refers to the selection of participants to meet particular goals of the researcher, such as ensuring heterogeneity or involving key persons in the research samples (Karma, 2014). Only grade 7 learners from each sampled school together with their parents and educators were selected. A sample of three schools was chosen for this study as follows: one rural school, one township school and one multiracial school.

3.2.3 Description and selection of participants

The study used a mixed method approach, as in the introductory paragraph of the research mentioned. "A qualitative approach was given an in-depth or detailed investigation on parental involvement in the education of their children". Further, it was used to understand issues that have contributed to learner performance. On the other hand, the quantitative approach was used to assist to give statistical information on the learners' performance, particularly with those who have parents involved and those that were not involved in the education of their learners.

3.2.4 Description of procedures

The principal of each school was contacted telephonically, given information about the purpose of the study and given a chance to (or not to) agree to an appointment to discuss the research further. A letter addressed to the principal

was delivered to the school requesting their permission for participation in the study. The principals in different schools agreed to a meeting to discuss the focus of the research. Days were agreed upon for delivery and collection of questionnaires in the schools.

Questionnaires were hand delivered to principals to save time and to prevent loss of information if questionnaires were sent by post. The agreements were made with the principals to meet and collect information with all the respondents. It was emphasised that a time period for responding to the questionnaires would be within a minimum of one day and a maximum of five days including delivery at each school. The researcher waited for respondents to fill in the questionnaires in his presence.

Participants were required upon arrival at schools to read and sign an informed consent form (Appendix 1). Educators were requested to select learners for participation in the study. Data was collected from the first day of school re-opening in the second term of the year to look at the learners' results before their parents were informed or involved. In responding to certain sections a part of the questionnaire, educators were taken as *in loco parentis* in assisting learners at schools for mastering school work.

Assessment files of grade 7 educators were requested in order to find out how these learners performed in the first term activities. This information was an aid in affirming the level of performance during the first term where there was little or no support rendered by parents to the learners. This was also to verify whether educators and learners were implementing any strategy to improve their teaching and learning activities respectively on a daily basis since there was no or little support from parents.

3.2.5 Method of data collection

The study focused on the population of UMhlatuze District where the sample was drawn from 75 participants. Data was collected from 30 parents, 30 learners and 15 educators from three different schools. This was done through administering questionnaires to all the participants.

Prior to the commencement of the empirical research, consent was obtained from the KwaZulu-Natal Education Department as well as the schools where the research was conducted, after which the researcher continued with the selection of participants. As mentioned earlier, the researcher was assisted by the educators to select the learners that matched the types of learners required for the study. This was done through the use of mark schedules that showed learners academic performance in the first term.

3.2.6 Sampling criteria

The sample as stated in McMillan (2008) and Leary (2004) refers to the single elements/respondents from which the data has been obtained. Criteria for inclusion in the individual sample were the following:

A sample of three schools was chosen for this study as follows: one rural, one semi-urban, and one urban settlement (multiracial school). The main participants of this study were ten parents per school, ten learners per school and five educators per school in uMhlatuze District in the selected sample. Total number of participants was 25 per school and the total number of schools was three. The total number of participants in all schools was 75. The researcher ensured that there were parents who had children who performed poorly and those that did well in the study by previewing the learners' results. This was done in order to cater for the research questions and aims of the study.

3.3 Data collection instrument

Jansen in Maree and Robson (2007) agrees that the research question indicates the focus of a study, directs literature and provides focus for the collection of data.

Data was collected with the aid of a questionnaire to evaluate the parents and educators' perceptions on learners' academic performance in relation to parental involvement. Questionnaires were decided upon because of the following: They ensure a high response rate as the questionnaires were distributed to respondents to complete and were collected personally by the researcher; they offered the possibility of anonymity because subjects' names were not required on the completed questionnaires; and there was less opportunity for bias as they were presented in a consistent manner.

In spite of the advantages that have been mentioned above, questionnaires have their weaknesses. One major weakness of open ended questions is that they consume time to compare and contrast the responses and items.

Eight questions were used to collect the data from educators and seven questions were for parents. The questionnaires consisted of eight open-ended questions, as these provide more diverse details. Seven questions for teachers and five questions for learners were closed-ended questions. In the open-ended questions participants were required to respond in writing, whereas closed-ended questions had options which were determined by the researcher (Burns & Grove, 1993). Open-ended questions were included because they allow subjects to respond to questions in their own words and provide more detail. Close-ended questions were included because they are easier to administer and analyse. They are also more efficient in the sense that a respondent is able to complete more closed-ended items than open-ended items in a given period of time (Polit & Hungler, 1993).

The questions were both in English and isiZulu to enable those who did not understand English to complete them in isiZulu. For those who could not read and write, the researcher read and wrote their answers for them. They were given the assurance that the answers would not be able to link their responses to them at the stage of data analysis, therefore ensuring anonymity. The questionnaires consisted of sections and its aim was to gain demographic data. Section A focused on personal details of respondents without identifying who they were. Section B focused on age, grade, and gender. The Likert-type scale questionnaire was used. Respondents were limited to four

responses i.e. strongly agree (SA), agree (A), disagree (D) or strongly disagree (SD). This arrangement would enable the researcher to interpret the results more accurately, for example whether participants lacked knowledge of parental involvement, i.e. if it has a positive or negative effect on their children's academic performance.

3.4 Validity and reliability

3.4.1 Validity

Questionnaires were formulated and checked by the supervisor to see whether they answered the research questions. In quantitative research meaningful and useful inferences can be withdrawn from scores on the instruments. The three traditional forms of validity to look for are: (a) content validity (do the items measure the content they were intended to measure?), (b) predictive or concurrent validity (do scores predict a criterion measure?), (c) construct validity (do items measure hypothetical constructs or concepts? (Humbley & Zumbo, 2011). Questionnaires were administered to research participants to check if the questions answer the research questions. Establishing the validity of the scores in a survey helps to identify whether an instrument might be a good one to use in survey research. This form of validity is different from identifying the threats to validity in experimental research.

3.4.2 Reliability

Reliability is the consistency of a measure. There is a close relation between the between the construct of reliability and the construct of validity. Reliability refers to report measures of internal consistency whether the items' responses are consistent across constructs and test-retest correlations whether scores are stable over time when the instrument is administered a second time (Borg & Gall, 2006).

Reliability and validity are central issues in all measurements for a research study. Reliability and validity are relevant because constructs are often ambiguous, diffuse and not directly observable (Neuman, 2006).

3.4.3 Limitations

This study was limited to the uMhlathuze District in Empangeni. The extent to which the result could be generalized would be similarly limited. The study, however, gives a good understanding of the phenomenon that was investigated.

3.5 Ethical considerations

Conducting research requires not only expertise and diligence, but also honestly and integrity. This is done to recognize and protect the rights of human subjects. To render the study, the rights to self-determination, anonymity, confidentiality and informed consent were observed.

Researchers need to protect their research participants, develop trust with them; promote the integrity of research; guard against misconduct and impropriety that might reflect on the organization or institutions; and cope with new, challenging problems (Israel & Hay, 2006).

Written permission and ethical clearance to conduct research was obtained from the Research Committee of the University of Zululand and written permission from the Head of the Department of Education in Pietermaritzburg was also granted to work in schools.

Participants' consent was obtained before they completed the questionnaires. As a researcher you need to have participants sign informed consent forms agreeing to the provisions of your study before they provide data. This form contains a standard set of elements that acknowledges protection of human rights (Sarantakos, 2005). The subjects were informed of their rights to voluntarily consent or decline to participate, and to withdraw participation at any time without penalty.

Participants were informed about the purpose of the study, and the procedures that would be used to collect the data. They were also assured that there were minimal risks and no cost implications.

Anonymity and confidentiality were maintained throughout the study. In this study anonymity was ensured by not disclosing the respondents' names on the questionnaire and research reports and detaching the written consent from the questionnaire.

When subjects are promised confidentiality, it means that the information they provide will not be publicly reported in a way which identifies them (Pilot & Hugler, 1995). In this study, confidentiality was maintained by keeping the collected data confidential and not revealing the subjects' identities when reporting or publishing the study (Burns & Grove, 1993).

The ethical principle of self-determination was also maintained. Participants were treated as autonomous agents by informing them about the study and allowing them to voluntarily choose to participate or not. Lastly, information was provided about the researcher in the event of further questions or complaints.

3.6 Data analysis

After the data was collected it was organized and analysed. Frequency tables were drawn and from these the data was presented in diagrams and tables. A full analysis of the data is presented in chapter 4.

3.7 Conclusion

The purpose of this chapter was to present the methodology that was used in this study. The researcher used both qualitative and quantitative methods. Eight questions were administered to educators and seven to parents to collect the data from a convenient sample of 68 participants. It explained the rationale behind choosing the mixed methods approach and how the research was conducted. The research methods and procedures followed in conducting the study, including the research design, research instrument, validity and reliability, data analysis and procedures for administration of questionnaires, were discussed. The study ensured that all ethical considerations as outlined in the research manual were observed.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the results of the study. It opens with a discussion concerning the questionnaire that was developed for the research survey and its target group. The population size and sample are followed by the analysis of the results on each question asked. The chapter concludes with a synopsis of the main ideas derived from the data analysis and interpretation.

The questionnaires (Appendix 1, 2 and 3) were developed by the researcher and were adapted to suit the research questions that the study hoped to answer. The questionnaires addressed specific questions around parental participation in the school activities of their children. The questionnaires were prepared in two languages, English and IsiZulu.

4.2 Discussion of results

The study sought to establish parental involvement in grade 7 learners' achievement in Empangeni in the uMhlathuze District, KwaZulu-Natal. The results of the study were summarized and discussed in the following paragraphs, and were interpreted in the light of qualitative and quantitative data obtained. The study aimed at addressing the following questions:

- (i) Does parental involvement have an effect on learners' achievement?
- (ii) What is the nature of the relationship between parents and learners?
- (iii) Is there co-operation between home and school?

4.2.1 The aims of the study

- (i) To find out if parental involvement has an effect on the learners' achievement.
- (ii) To determine the nature of the relationship between parents and learners.

- (iii) To determine if there is co-operation between school and home.

4.2.2 Objectives of the study

This section of the analysis discusses how the objectives of the study were met.

(i) Findings with regard to objective number one

The empirical data found in the three schools which were used as a sample indicate variation with regards to parental involvement and learner achievement. This has been observed as the township school produced 54, 42 per cent average results which is higher than the urban school 53, 46 percent that is perceived by most researchers to produce good results as compared to other schools. The results indicate that the rural school has produced lower average results 42, 13 percent than the other schools in the township and urban environment. Therefore these results indicate that there is no one way of proving that parental involvement indeed improves learner achievement, but it can be said that it all depends on the learner's inner ability and the capability of the school due to the facilities and/or infrastructure it has.

(ii) Findings with regard to the nature of the relationship between parents and learners

This objective was covered both by the literature review and the empirical data. Most of the studies in the reviewed literature showed that if there is a mutual relationship between parents and learners there is positive impact in their results.

However, the empirical findings differed with the literature review; for instance, in the sample of three schools in the urban school, where participation of parents is high. The school average results were lower 53, 46 percent than the township school 54, 42 percent. Therefore this denotes that the positive impact of the learners' results is not caused by the parent-learner relationship. There are some other factors beside the relationship such as the learner's innate abilities as has been observed in the three schools that were used in the sample such as the rural school where 40% of learners were found to be competent. This is due to the fact that facilities and infrastructure in rural schools are inadequate.

(iii) Findings with regard to objective number three (is there cooperation between home and school?)

This objective was also covered both by the literature review and the empirical data; most of the earlier studies showed that parenting, parent-teacher communication and home or family support were found to be positively related to performance. This is found to correlate with the empirical findings whereby the findings show that 26% of participants suggested that parents play a role in the management of learner discipline by enforcing discipline from home, hence it shows the effect in learner achievement. It is also indicated by 22% of participants that discipline is enforced through a sub-committee of the SGB. However this denotes that learners' positive school results cannot be perceived as co-operation between school and home.

a) Parent questionnaire

Themes on parental involvement from the parents' perspective were discussed as indicated here under. The three schools are given pseudonyms.

A. School X

The responses of parental involvement in learners' achievement in School X are analysed in this section. Out of the eight questionnaires distributed to the parents, eight were returned. Therefore the analysis in this section is based on the retrieved questionnaires.

Question 1

It required the participants to tell about the role played by parents in the management of the school.

The qualitative and quantitative analyses of data suggest that 50 percent of the respondents were of the view that parents are involved in the management of the school through the SGB. They stated that the SGB is the body that is responsible for the management of the school on behalf of parents. The other 50 percent of participants mentioned that they are invited to meetings but do not have time to attend because of

their work and the conditions of their employment. Another reason is that they believe that they are involved because they pay school fees and attend meetings.

Question 2

Question 2 required the participants to tell about the role that is played by parents in the budget process of the school.

Sixty (60) percent of the respondents claimed that parents are involved through the SGBs which inform parents about budget changes. Ten (10) percent of participants stated that sometimes parents are invited to meetings but never have time to attend because of the working conditions which prohibit them. Twenty (20) percent of participants stated that they have no idea of the budgeting process but are sometimes invited to meetings. Another 10 percent of participants stated that parents are not involved but are responsible by paying school fees and by buying uniforms when requested to do so.

Question 3

It required participants to tell about the role that is played by the parents in the management of learner discipline.

Thirty (30) percent of the participants believed that parents are involved in the management of learner discipline by enforcing discipline at home before learners may be disciplined in schools. Another 30 percent of participants believed that discipline management is handled by SGB committee members. Forty (40) percent of participants believed learners are disciplined by the school for misbehaving. Parents receive communication by means of homework books. Some parents were confused and got their roles mixed up.

Question 4

It required participants to tell if the school has a written policy on parental involvement. Fifty (50) percent of the participants agreed to knowing the written policy on parental involvement which stipulates good behaviour, school uniform, etc. Twenty (20) percent

of participants believed that if there is one they have never been exposed to it. Thirty (30) percent of participants stated that they are not aware of any.

Question 5

It required participants to tell if the school conducts annual workshops/meetings on parental engagement.

Sixty (60) percent of the participants agreed that general meetings are held quarterly. Participants also indicated that the progresses of learners are discussed in those meetings and nothing is mentioned in relation to parental engagements. Thirty (30) percent of participants claimed that parental annual workshops are held and communicated through the SGB's quarterly meetings whereby parents are informed of changes. Ten (10) percent of participants indicated that the school does not conduct workshops on parental involvement in the education of their children.

b) School X Management Team

Question 1

Question 1 required participants to tell about the role played by parents in the management of the school.

The management team indicated that parents play a role in the management of the school through SGBs.

Question 2

It required participants to tell about the role that is played by parents in the budgeting process of the school.

The participants indicated that parents do play a role in the budgeting process of the school through SGBs.

Question 3

It required participants to tell about the role that is played by the parents in the management of learner discipline.

Participants indicated that the SGB is there as the body that oversees the school's management, teaching and learning functions.

Question 4

It required participants to indicate if the school does have a written policy on parental involvement.

The participants indicated that the SGB is responsible for drafting policies, i.e. policy on elections and structures are the function of the SGB.

Question 5

It required participants to indicate whether the school has annual workshop/meetings on parental involvement/engagement.

The participants' response indicated that the SGB does conduct workshops and it involves parents in its activities.

B. School Y

The responses of parental involvement in learners' achievement in School Y were analysed in this section. Out of the eight questionnaires distributed to learners, only eight were returned. Therefore the analysis in this section is based on the questionnaires that were received.

c) Parents 'responses

Question 1

It required the participant to tell about the role played by parents in the management of the school.

Forty (40) percent of the participants believed that parents play a role in the management of the school since they stated that the parent-teacher association is crucial because it gives good results to learners. Twenty (20) percent of participants' claimed that parents are informed with annual meetings which they do not attend every time. These participants did not state much about school management issues being addressed during those meetings. Ten (10) percent of participants believed that parents are involved in the management of the school because they fulfil children's academic needs. Another 10 percent of participants stated that the SGB is responsible for the school management as the body that represents parents.

Question 2

It required the participant to tell about the role that is played by parents in the budgeting process of the school.

Most participants recognized parents as not part of the budgeting process of the school. It was indicated by 20 percent of the participants that parents have no idea of the budgeting process of the school because some of them are illiterate and feel less important. Ten (10) percent of participants also believe that parents have no role in the budgeting process of the school; however 20 percent of participants claimed that parents are informed of the meetings but not involved in the budgeting process. Twenty (20) percent of participants suggested that parents are normally involved when there are needs related to the paying of money. Another 20 percent of participants concurred that they are not involved in the budgeting process of the school except that they are informed about the budget when money is needed from them. Ten (10) percent of participants agreed that parents play a role in the budgeting process of the school through the SGB which is taking part by drafting the budget and it is presented to parents in meetings for approval.

Question 3

It required participants to tell about the role that is played by the parents in the management of learner discipline.

Thirty (30) percent of participants suggested that parents play a role in the management of learner discipline. They suggested that discipline is enforced first in homes so that learners can be controllable at school. It was also suggested that once discipline is enforced at home teachers are also requested to discipline learners when necessary. According to 40 percent of participants parents do not play much role in the management of learners' discipline. It is indicated that parents give authority to teachers to discipline learners at school. Ten (10) percent of participants claimed that parents play a role in the management of learner discipline since they are part of the disciplinary team through the SGB.

Question 4

It required participants to tell if the school has a written policy on parental involvement.

The majority of participants - 60 percent - agreed that the school has a written policy on parental involvement, they are given it to read and they also follow it. However, 20 percent of participants concurred that they were never exposed to it and have no idea when it comes to the policy of the school on parental involvement.

Question 5

It required participants to tell if the school conducts annual workshops/meetings on parental engagement.

According to 50 percent of the participants it was agreed that the school has annual workshops/meetings on parental involvement. Ten (10) percent of the participants indicated that, although the school has annual workshops, there is little participation by parents; however, another 10 percent of participants claimed that there are workshops where they come to listen. Twenty (20) percent of participants concurred that the school has annual workshops but they are unable to attend because of their work shifts.

d) School Y Management Team

Question 1

It required participants to tell about the role played by parents in the management of the school.

The School Management Team indicated that parents play a role in the management of the school through the SGB.

Question 2

It required participants to tell about the role that is played by parents in the budgeting process of the school.

The participants indicate that parents do play a role in the budgeting process of the school through SGBs.

Question 3

It required participants to tell about the role that is played by the parents in the management of learner discipline.

Participants indicated that the SGB is there as the body which draws up and implements the code of conduct.

Question 4

It required participants to indicate if the school does have a written policy on parental involvement.

The participants indicated that it is the SGB function to write policy on parental involvement

Question 5

It required participants to indicate whether the school has annual workshops/meetings on parental involvement/engagement.

The participants' response indicated that the SGB conducts workshops in school on parental involvement annually.

C. School Z

The responses of parental involvement in learners' achievement in School Z were analysed in this section. Out of the eight questionnaires distributed to the parents, only five were returned. Therefore the analysis in this section is based on the questionnaires that were received.

e) Parents responses

1. Could you please tell me about the role played by parents in the management of this school?

Thirty (30) percent of the participants indicated that parents are invited to meetings. Ten (10) percent of participants indicated that the governing body meets on behalf of parents. Another 10 percent of participants reported that parents are not informed or involved in the management of the school.

2. Could you please tell me about the role that is played by parents in the budgeting process of this school?

Ten (10) percent of participants indicated that parents are only informed at the end of each year about fee increments. The other 70 percent of participants indicated that parents play a role in the school budget through the SGB. Another 20 percent of participants indicated that parents do not play any role except that they form part of the meeting but do not participate.

3. Could you please tell me about the role that is played by parents in the management of learner discipline?

Ten (10) percent of the participants indicated that parents assist teachers in disciplining misbehaving children. The other 10 percent indicated that parents give authority to teachers by giving permission to discipline learners, whilst 30 percent of participants indicated that parents do not play a role in the management of learner discipline. Another (50) percent of the participants mentioned that SGB has its policy in discipline management on misbehaving learners.

4. Does your school have a written policy on parental involvement?

Twenty (20) percent of the participants mentioned that the school has a written policy on parental involvement and they follow it. The other 30 percent of participants indicated that the school does not have a school policy on parental involvement and or they have never been exposed to it if there is one. Fifty (50) percent of the participants indicated that SGB write policy on parental involvement.

5. Does your school have an annual workshop/meeting on parent involvement/engagement?

Forty (40) percent of the participants indicated that parents are invited to general meetings, whilst 10 percent of participants reported that there are not aware of any. Another (50) percent of the participants' indicated that their school conduct workshops.

f) School Z Management Team

Question 1

Question 1 required participants to tell about the role played by parents in the management of this school?

The management team indicated that parents play a role in the management of the school through the SGB.

Question 2

Question 2 required participants to tell about the role that is played by parents in the budgeting process of this school.

The participants indicated that parents do play a role in the budgeting process of the school through the SGB.

Question 3

It required participants to tell about the role played by parents in the management of learner discipline?

Participants indicated that the SGB is there as the body that oversees the school's management, teaching and learning functions.

Question 4

It required participants to indicate if the school does have a written policy on parental involvement.

The participants indicated that the SGB writes school policy and parents sign.

Question 5

The question required participants to indicate whether the school has an annual workshop/meeting on parent involvement/engagement.

The participants' responses indicated that the SGB does conduct workshops in school and it involves parents in its activities.

4.3 Learners Responses

4.3.1 School X

The responses of parental involvement in learners' achievement in School X were analysed in this section. Out of the ten questionnaires distributed to the learners, ten were returned. Therefore the analysis in this section is based on the questionnaires that were received.

1. Gender

Table A:

Frequency distribution: gender of the learners

| Gender | Frequency | Percentage |
|---------------|------------------|-------------------|
| Males | 6 | 60 |
| Females | 4 | 40 |
| Total | 10 | 100 |

Table A shows an equitable distribution of males and females. The reason for this was to ensure a gender balanced response. This was an expected result because the research sample was randomly selected to ensure an equal gender percentage.

2. Age

Table 1

Frequency distribution: learner age group

| Age group | Frequency | Percentage |
|------------------|------------------|-------------------|
| 14 years | 2 | 20 |
| 13 years | 1 | 10 |
| 12 years | 7 | 70 |
| Total | 10 | 100 |

According to table 1 the largest number of respondents (70 percent) in the research sample is in the age group of 12 years, whilst the lowest percentage (10 percent of respondents) is in the age group of 10 years.

3. Grade 7

4. My parents attend school meetings.

Table 2

Frequency distribution: attending school meetings

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
| SA | 5 | 50 |
| A | 4 | 40 |
| SD | 1 | 10 |
| D | 0 | 0 |
| Total | 10 | 100 |

According to the findings in the table 2 a large percentage (90 percent of the respondents) indicated that their parents attend school meetings. The lowest percentage (10 percent of respondents) suggested that their parents do not attend.

5. My parents cooperate with the teachers.

Table 3

Frequency distribution: parent-teacher cooperation

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
| SA | 6 | 60 |
| A | 4 | 40 |
| SD | 0 | 0 |
| D | 0 | 0 |
| Total | 10 | 100 |

All the participants (100 percent) as indicated in table 3 stated that parents cooperate with the teachers about their schooling.

6. My parents assist me with my school work.

Table 4

Frequency distribution: parent support

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
|------------------|------------------|-------------------|

| | | |
|--------------|-----------|------------|
| SA | 4 | 40 |
| A | 6 | 60 |
| SD | 0 | 0 |
| D | 0 | 0 |
| Total | 10 | 100 |

Table 4 shows that all the participants (100 percent) in the research sample indicated that their parents assist them with school work whenever they need assistance.

7. Sometimes I help my parents acquire my school fees.

Table 5

Frequency distribution: child's contribution towards school fees

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
| SA | 0 | 0 |
| A | 1 | 10 |
| SD | 2 | 20 |
| D | 7 | 70 |
| Total | 10 | 100 |

The majority of the participants (90 percent) do not participate in helping their parents to acquire school fees, whilst 10 percent indicated that they assist their parents in acquiring school fees.

8. My parents always provide me with scholastic materials.

Table 6

Frequency distribution: learners' school materials

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
| SA | 7 | 70 |

| | | |
|--------------|-----------|------------|
| A | 3 | 30 |
| SD | 0 | 0 |
| D | 0 | 0 |
| Total | 10 | 100 |

Table 6 shows that all the participants (100 percent) in the research sample indicated that their parents always provide them with scholastic materials.

9. My parents pay my school fees in time.

Table 7

Frequency distribution: timeous payment of school fees

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
| SA | 2 | 20 |
| A | 7 | 70 |
| SD | 1 | 10 |
| D | 0 | 0 |
| Total | 10 | 100 |

Table 7 shows that a large percentage (90 percent) of participants in the research sample indicated their parents pay school fees in time. Another low percent (10 percent) indicated that parents do not pay school fees in time.

10. My parents know school policy.

Table 8

Frequency distribution: parents' knowledge of school policy

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
| SA | 8 | 80 |
| A | 2 | 20 |
| SD | 0 | 0 |

| | | |
|--------------|-----------|------------|
| D | 0 | 0 |
| Total | 10 | 100 |

Table 8 shows that all participants (100 percent) in the research sample indicated that parents know school policy.

11. My parents regularly check my school work.

Table 9

Frequency distribution: parents' supervision of homework

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
| SA | 5 | 50 |
| A | 5 | 50 |
| SD | 0 | 0 |
| D | 0 | 0 |
| Total | 10 | 100 |

All participants (100 percent) in the research sample indicated that parents regularly check school work.

4.3.2. School Y

The responses of parental involvement in learners' achievement in School Y were analysed in this section. Out of the ten questionnaires distributed to the learners, ten were returned. Therefore the analysis in this section is based on the questionnaires that were received.

1. Gender

Table B

Frequency distribution: gender of the learners

| Gender | Frequency | Percentage |
|---------------|------------------|-------------------|
| Male | 5 | 50 |
| Females | 5 | 50 |
| Total | 10 | 100 |

Table B shows an equitable distribution of males and females. The reason for this was to ensure a gender balanced response. This was an expected result because the research sample was randomly selected to ensure an equal gender percentage.

2. Age

Table 10

Frequency distribution: learner age group

| Age group | Frequency | Percentage |
|------------------|------------------|-------------------|
| 14 years | 10 | 1 |
| 13 years | 30 | 3 |
| 12 years | 60 | 6 |
| Total | 100 | 10 |

Table 10 shows that a large percentage (60 percent) of respondents in the research sample are 12 years and are in grade 7, whilst the lowest percentage (30 to 10 percent) of respondents are 13 years and above.

3. Grade 7

4. My parents attend school meetings.

Table 11

Frequency distribution: attending school meetings

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
| SA | 4 | 40 |
| A | 5 | 50 |
| SD | 1 | 10 |
| D | 0 | 0 |
| Total | 10 | 100 |

Table 11 shows that 90 percent of participants indicated that parents attend school meetings, whilst 10 percent of participants suggested that parents do not attend school meetings.

5. My parents cooperate with the teachers.

Table 12

Frequency distribution: parents-teacher cooperation

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
| SA | 1 | 10 |
| A | 7 | 70 |
| SD | 2 | 20 |
| D | 0 | 0 |
| Total | 10 | 100 |

A large percentage (80 percent) of participants in the research sample indicated that parents cooperate with teachers about schooling. 20 percent of participants suggested that parents do not cooperate with teachers about schooling.

6. My parents assist me with my school work.

Table 13

Frequency distribution: parents' supervision of homework

| Responses | Frequency | Percentage |
|--------------|-----------|------------|
| SA | 8 | 80 |
| A | 2 | 20 |
| SD | 0 | 0 |
| D | 0 | 0 |
| Total | 10 | 100 |

All participants (100 percent) in table 13 indicated that parents assist with school work whenever help is needed.

7. Sometimes I help my parents acquire my school fees.

Table 14

Frequency distribution: timeous payment of school fees

| Responses | Frequency | Percentage |
|--------------|-----------|------------|
| SD | 1 | 10 |
| A | 1 | 10 |
| SD | 2 | 20 |
| D | 6 | 60 |
| Total | 10 | 100 |

Table 14 shows that 80 percent of participants indicated that learners do not help parents acquire school fees, whilst 20 percent suggested that learners assist parents acquire school fees.

8. My parents provide me with scholastic materials.

Table 15

Frequency distribution: learners' school material

| Responses | Frequency | Percentage |
|-----------|-----------|------------|
|-----------|-----------|------------|

| | | |
|--------------|-----------|------------|
| SA | 7 | 70 |
| A | 2 | 20 |
| SD | 1 | 10 |
| D | 0 | 0 |
| Total | 10 | 100 |

Table 15 shows that a large percentage of participants (90 percent) indicated that parents provide learners with scholastic materials. Another 10 percent of participants suggested that parents do not provide them with scholastic materials.

9. My parents pay my school fees in time.

Table 16

Frequency distribution: parents' contribution to school fees

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
| SA | 7 | 70 |
| A | 2 | 20 |
| SD | 1 | 10 |
| D | 0 | 0 |
| Total | 10 | 100 |

The majority of participants (90 percent) in the research sample indicated that parents pay school fees in time, whilst 10 percent of participants indicated that parents do not pay school fees in time.

9. My parents know the school policy.

Table 17

Frequency distribution: parents' knowledge of school policy

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
|------------------|------------------|-------------------|

| | | |
|--------------|-----------|------------|
| SA | 8 | 80 |
| A | 2 | 20 |
| SD | 0 | 0 |
| D | 0 | 0 |
| Total | 10 | 100 |

All participants (100 percent) in the research sample indicated that parents know the school policy.

10. My parents regularly check my school work.

Table 18

Frequency distribution: parents' supervision of homework

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
| SA | 1 | 10 |
| A | 6 | 60 |
| SD | 3 | 30 |
| D | 0 | 0 |
| Total | 30 | 100 |

The majority of participants (70 percent) in the research sample indicated that parents regularly check school work whenever needed. Another 30 percent of participants suggested that parents do not check school work regularly.

4.3.3. School Z

The responses of parental involvement in learners' achievement in School Z were analysed in this section. Out of the ten questionnaires distributed to the learners, ten were returned. Therefore the analysis in this section is based on the questionnaires that were received.

1. Gender

Table C

Frequency distribution: gender of the learners

| Gender | Frequency | Percentage |
|---------------|------------------|-------------------|
| Males | 2 | 20 |
| Females | 8 | 80 |
| Total | 10 | 100 |

Table C shows an equitable distribution of males and females. The reason for this was to ensure a gender balanced response. This was an expected result because the research sample was randomly selected to ensure an equal gender percentage.

2. Age

Table 19

Frequency distribution: learners' age group

| Age group | Gender | Frequency |
|------------------|---------------|------------------|
| 14 years | | 3 |
| 13 years | | 3 |
| 12 years | | 4 |

Table 19 shows that a larger percentage of participants (40 percent) are 12 years and are in grade 7, whilst another lower percentage of participants (30 percent) are ages 13 and 14 years.

3. Grade 7

4. My parents attend school meetings.

Table 20

Frequency distribution: attendance of school meetings

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
| SA | 4 | 40 |
| A | 3 | 30 |
| SD | 2 | 20 |
| D | 1 | 10 |
| Total | 10 | 100 |

Table 19 shows that a large percentage of participants (70 percent) indicated that parents attend school meetings whilst (30 percent) of participants suggested that parents do not attend school meetings.

5. My parents cooperate with the teacher.

Table 21

Frequency distribution: parent-teacher cooperation

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
| SA | 3 | 30 |
| A | 6 | 60 |
| SD | 0 | 0 |
| D | 1 | 10 |
| Total | 10 | 100 |

The majority of participants (90 percent) indicated that parents cooperate with teachers and another 10 percent of participants suggested that parents do not cooperate with teachers about schooling.

6. My parents assist me with my school work.

Table 22

Frequency distribution: parent support

| Responses | Frequency | Percentage |
|--------------|-----------|------------|
| SA | 7 | 70 |
| A | 3 | 30 |
| SD | 0 | 0 |
| D | 0 | 0 |
| Total | 10 | 100 |

Table 21 shows that all the participants (100 percent) in the research sample suggested that parents assist with school work whenever assistance is needed.

7. Sometimes I help my parents acquire my school fees.

Table 23

Frequency distribution: child's contribution towards school fees

| Responses | Frequency | Percentage |
|--------------|-----------|------------|
| SA | 1 | 10 |
| A | 0 | 0 |
| SD | 2 | 20 |
| D | 7 | 70 |
| Total | 30 | 100 |

Ninety (90) percent of the participants in the research sample suggested that learners do not help parents to acquire school fees while 10 percent indicated that learners help parents to acquire school fees.

8. My parents always provide me with scholastic materials.

Table 24

Frequency distribution: learner school materials

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
| SA | 9 | 90 |
| A | 0 | 0 |
| SD | 0 | 0 |
| D | 1 | 10 |
| Total | 10 | 100 |

The majority of participants (90 percent) in the research sample indicated that parents always provide learners with scholastic materials. A lower percentage of participants (10 percent) suggested that parents do not provide learners with scholastic materials.

10. My parents pay my school fees in time.

Table 25

Frequency distribution: timeous payment of school fees

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
| SA | 7 | 70 |
| A | 2 | 20 |
| SD | 1 | 10 |
| D | 0 | 0 |
| Total | 30 | 100 |

Table 24 shows that large percentage of participants (90 percent) indicated that parents pay school fees in time, whilst a lower percentage (10 percent) of participants indicated that parents do not pay school fees in time.

11. My parents know school policy.

Table 26

Frequency distribution: parents' knowledge of school policy

| Responses | Frequency | % |
|------------------|------------------|------------|
| SA | 7 | 70 |
| A | 3 | 30 |
| SD | 0 | 0 |
| D | 0 | 0 |
| Total | 10 | 100 |

All participants (100 percent) in the research sample indicated that parents know school policy.

12. My parents regularly check my school work.

Table 27

Frequency distribution: parents' supervision of homework

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
| SA | 0 | 0 |
| A | 5 | 50 |
| SD | 5 | 50 |
| D | 0 | 0 |
| Total | 10 | 100 |

According to the findings, the table shows that 50 percent of participants indicated that parents regularly check school work, whilst another 50 percent indicated that parents do not check school work regularly.

4.4 Parent questionnaire of all schools combined

Themes on parental involvement from the parents' perspective were discussed as indicated hereunder.

4.4.1 Parents' role in the management of the school

A significant number of respondents of above 65 percent regarded themselves as fully involved in the management of the school in various ways. These findings include 30 percent of participants regarding themselves as being involved in school management by virtue of their involvement through SGBs. Working parents (30 percent) were not fully involved due to their work commitments. A further 5 percent of the participants' involvement was passive and limited to paying school fees. In support of the above findings the study conducted by Christenson and Conoley (1992) acknowledged that parental involvement can be defined as any activities that allow parents to participate in the education process. It was also revealed that there was another group of parents (35 percent) who felt uninvolved and unimportant, particularly because of their own poor education background.

4.4.2 Parental role in the budgeting process of the school

35 percent of the parents claim to play a role in the budgeting process of the school through the governing body whereby the SGB informs parents about budget change. Seventeen (17) percent of participants stated that parents are invited to the annual general meeting (AGM) to discuss budgeting for the following year. Findings by Mncube (2009) correlate the presented data whereby it was indicated that the main functions of SGBs in which parents actively participate were decisions on school fees, discipline

issues, and the daily running of the school. According to the (SASA) this suggests that parents should be involved in their children's education through SGBs.

Five (5) percent of participants indicated that parents are prohibited by work commitments from being part of the budgeting process of the school. However, 26 percent of participants indicated that parents have no idea because of illiteracy but pay school fees and feel less important. Seventeen (17) percent mentioned that parents are only informed when money is needed. However, the findings of the study conducted by Henderson and Mapp (2002) disagreed that learners with involved parents, no matter what their income or background, were likely to get the following benefits: obtain better results, pass their classes, have good school attendance, have better social skills and have improved behaviour both in and out of school.

4.4.3 Parental role in the management of learner discipline

The findings of the study indicated that 26 percent of participants suggested that the parents play a role in the management of learner discipline by enforcing discipline from home. The findings was affirmed by the study done by the Western Cape Department of Education (2007) on learner discipline and school management which stipulates that for positive discipline the role of parents is to know the school's code of conduct and encourage the child to uphold it and strengthen the code of conduct by taking primary responsibility for the child's discipline. It is also stated by 22 percent of participants that discipline is enforced through a subcommittee of the SGB.

On the other hand, the findings by Mncube (2009) indicate that the main functions of SGBs in which parents actively participate were decisions on school fees, discipline issues, and the daily running of the school. According to the SASA this suggests that parents should be involved in their children's education through SGBs. Thirty nine (39) percent of participants indicated that parents assign teachers to discipline their children. The finding from the empirical literature gathered by Nthebe (2006) disagrees with the present findings as it is stated that there is generally a lack of parental involvement in the disciplinary problems displayed by learners at school. The finding suggested further

that educators and schools would need parental involvement and see it as one amongst the many possible solutions to this problem. Thirteen (13) percent of participants indicated that parents have no role in disciplining their children.

4.4.4 Parental knowledge of the school's written policy

Of the 23 parents that participated 14 indicated that schools have a written policy on parental involvement and it is followed, whilst nine reported to have never been exposed to it.

| School policy | | | |
|---------------|------------|-----------|------------|
| Yes | | No | |
| Frequency | Percentage | Frequency | Percentage |
| 14 | 61 | 09 | 39 |

4.3.5 School workshops on parental involvement

The table below shows that the majority of respondents (20 of the 23 parents) suggested that schools conduct workshops or meetings annually on parental engagement in their learner education. However, of the 23 parents three indicated that parents are not invited to school workshops and that workshop have never been conducted.

| Yes | | No | |
|-----------|------------|-----------|------------|
| Frequency | Percentage | Frequency | Percentage |
| 20 | 87 | 03 | 13 |

4.5 Learners' scholastic performance

Tables 4.4.1 – 4.4.3 below indicates the achievement of the learners in terms of their results

4.5.1 School X

| LEARNER | FIRST ADDITION | ENGLISH | MATEMATIS | TECHNOLOGY | SOCIAL SCIENCE | NATURAL SCIENCE | EMS | LIFE ORIENTA | CREATIVE ARTS | TOTAL | AVERAGE % | |
|------------------|----------------|-------------|-------------|-------------|----------------|-----------------|-------------|--------------|---------------|---------------|-----------|----|
| 1. Learner A | 81 | 65 | 82 | 68 | 66 | 82 | 64 | 72 | 78 | 658 | 73 | C |
| 2. Learner B | 78 | 64 | 64 | 63 | 68 | 79 | 53 | 68 | 82 | 619 | 69 | C |
| 3. Learner C | 93 | 71 | 71 | 66 | 67 | 71 | 57 | 74 | 60 | 631 | 70 | C |
| 4. Learner D | 62 | 59 | 54 | 54 | 77 | 66 | 50 | 63 | 69 | 554 | 62 | C |
| 5. Learner E | 79 | 63 | 60 | 53 | 63 | 61 | 52 | 55 | 60 | 546 | 61 | C |
| 6. Learner F | 57 | 64 | 49 | 37 | 52 | 64 | 56 | 72 | 70 | 519 | 58 | C |
| 7. Learner G | 43 | 69 | 47 | 41 | 68 | 51 | 50 | 63 | 74 | 506 | 56 | C |
| 8. Learner H | 82 | 53 | 40 | 56 | 54 | 49 | 48 | 59 | 60 | 501 | 56 | C |
| 9. Learner I | 45 | 54 | 34 | 43 | 47 | 58 | 46 | 54 | 64 | 445 | 49 | NC |
| 10. Learner J | 35 | 49 | 38 | 35 | 52 | 28 | 37 | 39 | 64 | 367 | 40 | NC |
| TOTAL : | 655 | 611 | 531 | 516 | 614 | 609 | 513 | 619 | 681 | 5346 | | |
| AVERAGE : | 65,5 | 61,1 | 53,1 | 51,6 | 61,4 | 60,9 | 51,3 | 61,9 | 68,1 | 53, 46 | | |

The way in which results are structured are giving us a picture of how learner results improved with regards to achievement per subject. This is as a result of the partnership between the learners and the involvement of parents.

The average performance of learners in School X is 53.46 percent. The highest aggregate performance is 73 percent and the lowest is 40 percent. The learner performance shows a high standard of performance. Out of ten participants who were used as a sample in School X only two learners performed below 50 percent.

4.5.2 School Y

| LEARNER | ISIZULU | ENGLISH | MATHEMATICS | TECHNOLOGY | SOCIAL SCIENCES | NATURAL SCIENCES | EMS | LIFE ORIENTATION | CREATIVE ARTS | TOTAL | AVERAGE % | |
|----------------|-------------|-------------|-------------|------------|-----------------|------------------|-------------|------------------|---------------|--------------|-----------|----|
| 1. Learner A | 81 | 85 | 57 | 64 | 72 | 57 | 61 | 94 | 65 | 636 | 71 | C |
| 2. Learner B | 58 | 62 | 60 | 67 | 95 | 53 | 73 | 91 | 60 | 619 | 69 | C |
| 3. Learner C | 70 | 60 | 52 | 68 | 79 | 65 | 57 | 97 | 55 | 603 | 67 | C |
| 4. Learner D | 72 | 60 | 36 | 80 | 78 | 71 | 53 | 90 | 60 | 600 | 67 | NC |
| 5. Learner E | 85 | 74 | 55 | 53 | 71 | 41 | 61 | 84 | 60 | 584 | 65 | C |
| 6. Learner F | 64 | 47 | 42 | 62 | 64 | 62 | 40 | 71 | 55 | 507 | 56 | C |
| 7. Learner G | 56 | 66 | 57 | 53 | 49 | 49 | 43 | 75 | 55 | 503 | 56 | C |
| 8. Learner H | 53 | 32 | 47 | 74 | 55 | 36 | 43 | 68 | 70 | 478 | 53 | NC |
| 9. Learner I | 53 | 23 | 45 | 68 | 32 | 58 | 35 | 88 | 65 | 466 | 52 | NC |
| 10. Learner J | 60 | 40 | 41 | 51 | 57 | 41 | 33 | 63 | 60 | 446 | 50 | C |
| TOTAL | 652 | 549 | 492 | 640 | 652 | 533 | 499 | 821 | 605 | 5442 | | |
| AVERAGE | 65,2 | 54,9 | 49,2 | 64 | 65,2 | 53,3 | 49,9 | 82,1 | 60,5 | 54,42 | | |

Average performance of learners in School Y is 54.42 percent. The highest aggregate performance is 71 percent and the lowest is 50 percent. The learner performance is indicating a high standard. Out of the ten participants who were used as a sample in school Y only three learners were proved to be not competent (NC) and performed below 50 percent.

4.5.3 School Z

| LEARNER | ISIZULU | ENGLISH | MATHEMATICS | TECNOLOGY | SOCIAL SCIENCES | NATURAL SCIENCES | EMS | LIFE ORIENTATION | CREATIVE ARTS | TOTAL | AVERAGE% | |
|----------------|-------------|-------------|-------------|-------------|-----------------|------------------|-------------|------------------|---------------|--------------|----------|----|
| 1. Learner A | 73 | 79 | 37 | 48 | 55 | 42 | 67 | 53 | 85 | 540 | 60 | NC |
| 2. Learner B | 57 | 75 | 44 | 54 | 48 | 58 | 52 | 54 | 80 | 522 | 58 | C |
| 3. Learner C | 72 | 72 | 60 | 47 | 42 | 36 | 57 | 41 | 85 | 513 | 57 | C |
| 4. Learner D | 59 | 76 | 58 | 54 | 33 | 42 | 49 | 45 | 85 | 502 | 56 | C |
| 5. Learner E | 57 | 76 | 49 | 51 | 28 | 25 | 52 | 42 | 80 | 461 | 51 | C |
| 6. Learner F | 65 | 61 | 34 | 51 | 16 | 47 | 31 | 39 | 85 | 430 | 48 | NC |
| 7. Learner G | 61 | 62 | 40 | 38 | 26 | 35 | 40 | 38 | 85 | 426 | 47 | NC |
| 8. Learner H | 64 | 65 | 20 | 35 | 23 | 31 | 44 | 46 | 90 | 419 | 47 | NC |
| 9. Learner I | 50 | 71 | 26 | 44 | 17 | 38 | 43 | 37 | 40 | 366 | 41 | NC |
| 10. Learner J | 34 | 61 | 21 | 37 | 8 | 38 | 34 | 29 | 85 | 347 | 39 | NC |
| TOTAL | 592 | 637 | 368 | 422 | 288 | 316 | 374 | 395 | 715 | 4213 | | |
| AVERAGE | 55,8 | 63,7 | 36,8 | 42,2 | 28,8 | 31,6 | 37,4 | 39,5 | 71,5 | 42,13 | | |

The average performance of learners in School Z is 42.13 percent. The highest aggregate is 60 percent and the lowest is 39 percent. The learner performance in School Z was poor. Out of the ten learners who were used as a sample in School Z, six learners proved to be not competent (NC) and performed below 50 percent.

4.6 Relating these results

There are varying levels of parental involvement in the schooling of their children. Involvement to different parents has different meaning. Parents define being involved by

- (i) SGB
- (ii) Paying school fees
- (iii) Providing for children's basic needs

- (iv) Parents buy books and stationery so that teaching and learning becomes easier.

Of the 23 parents who participated 83 percent are involved in the learning of their children in one way or the other. This study has showed very significant results regarding the other 17 percent who confirmed that they feel excluded or less important from the other aspects of their children's learning. This is the result of:

- (i) Their low level of education
- (ii) Their work commitments

Whether there is a correlation between learner performance and learning achievement, the researcher concluded that where parents show involvement the learners perform well. However, it cannot be concluded that learner poor performance is as a result of parental non-involvement.

4.7 Analysis of results

This chapter provided an analysis of the results of the survey. Each question was analysed and the results shown graphically by means of a tabular form, where possible.

The findings of this study showed that the performance of learners in the township schools is higher than that of learners in urban schools which contradicts the study by Ireland (2014) which indicated that, parental involvement refers to the amount of participation a parent has when it comes to schooling and her child's life. Particularly in ex-model C schools they foster healthy parental involvement through events and volunteer opportunities, but sometimes it is up to the parents to involve themselves in their children's education, while the study also indicated that performance in the urban schools are much higher.

There is convergence in the findings regarding performance of learners in the rural schools which is lower due to parents' non-involvement, even though the findings of this study revealed that parents are involved in the learning process of the learners. The

findings of this study corroborate with the earlier studies which stated that performance of learners in rural schools is despite parents' involvement. This is due to the fact that facilities and infrastructure in rural schools are inadequate. However, the findings of this study indicated that 50 percent of the learners performed well despite the lack of infrastructure and facilities. This may likely be as a result of innate abilities. It also means that these learners are likely to perform better if given the necessary infrastructure and facilities like their counter parts in the urban schools.

4.8 Conclusion

In this chapter data relating to parental involvement in grade 7 learners' academic achievement in the uMhlathuze District, KwaZulu-Natal were presented and discussed. It emerged from the data that parents and School Management Teams had on understanding of the concept PI. Parents were involved in their children's education in a various way. The findings of this study showed little distinction between performances of learners in the township schools as its results indicated higher than that of learners in urban schools. The findings on rural school results were very low and were due to the fact that facilities and infrastructure in rural schools are inadequate.

In the next chapter conclusions regarding the findings and recommendations based on the findings will be made.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Chapter four provided a detailed description of the field work of the study. This chapter will present the conclusions and recommendations, following the analysis and interpretation of research data in chapter four.

5.2 Conclusion

In conclusion, the main purpose of this study was to explore parental involvement in grade 7 learners' performance. This study confirms that parental involvement has an effect on learner performance. The empirical findings indicate that parental involvement alone is not sufficient for the optimum achievement of learners. It can therefore be concluded that parental involvement alone does not lead to the improvement of learner achievement. There could be other factors associated with academic achievement such as learner motivation IQ, EQ and teachers' support which could also be at play.

The fact that the researcher used both qualitative and quantitative research methods in data collection yielded comprehensive results, in such a way that qualitative information tended to offer explanations for the observed trends cast by the quantitative data. With regard to the previous empirical studies, it seems to be the case that children coming from rural schools sometimes do not perform well because they lack facilities and infrastructure. However, no such research analysis has been undertaken to support or disprove the hypothesis. This study recommends further investigation as this can be another gap that needs attention from researchers in the field.

5.3 Recommendations

Based on the findings and the discussion of the study, the researcher has come up with some recommendations in order to inform further studies and policy makers on important areas of research. These recommendations would also be useful to educational planners, parents and school administrators in order to improve learners' academic performance.

The following are some of the main findings of the study:

5.3.1 Parental role in the management of the school

This is an important area that needs further exploration. It is clear that parental involvement is important. There is a need to separate it from other variables at play.

5.3.2 Parental role in financial management of the school

In order to improve the parental role in the budgeting process of the school, parents' skill development is also recommended in this regard; particularly the financial literacy course should be provided. The school should get parents involved and ensure that the policy on parental involvement is functional.

5.3.3 Parental role in the management of learner discipline

In order to improve the parental role in the management of learner discipline the study recommends the school to have a standard policy on learner discipline that will be followed by all stakeholders which also stipulates high levels of discipline from learners.

5.3.4 Parental knowledge of the school's written policy

In order to improve the parental knowledge of the school written policy, policies of the school must be made easily accessible and also be in a language that is most

understood by parents. The study further recommends the school to help learners to get their parents interested and ensure parents visit the school more often. Educational planners and school managers should formulate a policy on parental involvement. Such a policy would give stakeholders some guidelines as to their role or responsibility. Schools should craft their policies which take account of the realities attached to their environment. The policies should have realistic expectations and stakeholders should be involved in their formulation.

5.3.5 Parental involvement in school workshops

In order to improve the parental involvement in school workshops, in view of the large number of learner responses who reported that their parents did not attend school meetings or workshops, the study recommends that further study should be conducted to find out more information about what can be done to assist those parents who love to support the school by their presence in the school meetings but are prevented by work commitments from doing so.

The study recommends, nonetheless, that school managers as well as district officials have a responsibility to monitor and advise all the stakeholders accordingly. If there are workshops or meetings, all stakeholders must be present before everything begins.

REFERENCES

- Altschul, A. (2011). Parental Involvement and the Academic Achievement of Mexican American Youths cents from immigrant families. 57, 579-590. doi: 10.1111 / j. 1741-3729.
- Abesha, A. G. (2012). Effects of Parenting Styles. Academic Self-Efficacy and Achievement Motivation on the Academic Achievement of University Students in Ethiopia. Edith Cowan University.
- American School Counselor Association. (2012). The ASCA National Model: A framework for school counseling programs (3rd ed.). Alexandria, VA: Aauthor.
- Auerbach, S. (2007). From moral supporters to struggling advocates: Reconceptualising parent roles in education through the experience of working-class families of color. *Urban Education*, 42(3), 250-283.
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*. 11, 56-95.
- Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Eaglewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (2009). Social cognitive theory of mass communication. In J. Bryant & M. B. Oliver (Eds.), *Media effects: Advances in theory and research* (2nd ed., pp. 94-124). Mahwah, NJ: Lawrence Erlbaum
- Bandura, A. (2004). Social cognitive theory for personal and social change by enabling media. In A. Singhal, M. J. Cody, E. M. Rogers, & M. Sabido (Eds.), *Entertainment-education and social change: History, research, and practice* (pp. 75-96). Mahwah, NJ: Lawrence Erlbaum. M0.
- Burns, N. & Grove, S. K. (1993). *The practice of nursing research: Conduct, critique and utilization*. (2nd ed.). Philadelphia: Saunders.

Barge, J., & Logers, W. (2003). Parent, student, and teacher perceptions of parental involvement. *Journal of Applied Communication Research*, 31(2), 140-163.

Christenson, S. L. & Conoley, J. C. (1992). Home-school collaboration: Enhancing children's academic and social competence. Silver Spring, MD: National Association of School Psychologists.

Christenson, S. L. & Sheridan, S. M. (2001). Schools and families: Creating essential connections for learning. New York: The Guilford Press.

Corey, G. (2005). Theory and practice of counselling and psychotherapy. (7thed.). Belmont, CA: Brooks/Cole.

Conway, K. S., & Houtenville, A. J. (2008). Parental Effort, School Resources and Student Achievement. *Journal of Human Resources*, XLIII (2): 437-453.

Creswell, J.W. (2009). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. California: SAGE Publications.

Chowa, G., Masa, R., & Tucker, J. (2013). The effects of parental involvement on academic performance of Ghanaian youth: Testing measurement and relationship using structural equation modeling. *Children and Youth Services Review*, 35(12), 2020-2030.

Department of Education (DoE), (1996). South African Schools Act. Act 84 of 1996. Pretoria.

Deslandes, R & Bertrand, R. (2005). Motivation of Parent Involvement in Secondary-Level Schooling. *The Journal of Educational Research* 98(3), 164-75.

Department of Education (2008). Understand school leadership and governance in the South African context, Advanced Certificate: Education (School Management and Leadership) <http://www.education.gov.za>

Durrheim, K. (2002). Research design. In M. Terre Blanche & K. Durrheim (Eds.). Research in Practice: Applied methods for the social sciences. Cape Town: University of Cape Town Press.

Epstein, J. L. (2008). Improving Family and Community Involvement in Secondary Schools. From: Principal Leadership. The Education Digest. www.eddigest.com

Erlendsdóttir, G. (2010). Effects of Parental Involvement in Education. A case study in Namibia: Faculty of Education Studies, University of Iceland.

Glasgow, N. A. & Whitney, P. J. (2009). What successful schools do to involve families: 55 partnership strategies. Thousand Oaks, CA: Corwin/Sage.

Gonzalez, L., Borders, L. D., Henes, E., Villalba, J. & Henderson, A. (2013). Parental Involvement in Children's Education: Considerations for school Counseling: January 2013, Vol. 16, No. 3. Pp. 185-193. doi: <http://dx.doi.org/10.5330/PSC.n.2013-16.183>

Guðlaug, G. (2010). Effects of Parental Involvement in Education: A Case Study in Namibia. Unpublished PhD dissertation Faculty of Education Studies, University of Iceland.

Hoover-Dimpsy, K. V. & Sandler, H.M. (1995). The influence of parental involvement in children development and education outcomes. *Teachers' College Record*, 97, 310-33.

Henderson, A.T. & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Washington DC, National Committee for Citizens in Education.

Hubley, A. M., & Zumbo, B. D. (2011). Validity and the consequences of test interpretation and use. *Social Indicators Research*. 103 (2), 219-230. doi: 10.1007/s11205-011-9843-4.

Henderson, A. T. & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. National Centre for family & Community Connections with Schools. Southwest Educational Development Laboratory. Annual Synthesis 2002. 1- 241. www.sedl.org.

Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45, 740-763. doi: 10.1037/a0015362.

Hill, N.E., Tyson, D. F. (2009). Developmental Psychology, Vol. 45(3), 740-763.
<http://www.southafrica.info/about/social/mi>.

<http://www.southafrica.info/about/social/minibudget-251012d.htm#.VwoLvFJLOAo>

Israel, M. & Hay, I. (2006). Research Ethics for Social Scientists: Between Ethical Conduct and Regulatory Compliance. London: Sage.

Ireland, K. (2014). The Definition of Parental Involvement. Retrieved March 14, 2014, from www.livestrong.com/article/75306-definition-parent-involvement/.

International Journal of Psychology <http://www.tandfonline.com/loi/piip20>

Johnson, B. & Christensen, L. (2004). Educational research: Quantitative, qualitative and mixed approaches. (2nd ed). Boston: Pearson Education Inc.

Karma, R. (2014). Research Methodology. London: Sage Publications, Inc.

Leary, M.R. 2004. Introduction to behavioural research methods. (4th ed.). Boston: Pearson Education Inc.

LaBahn, J. (1995). Education and parental involvement in secondary schools: Problems, solutions, and effects. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Retrieved March 10, 2014, from

<http://www.edpsycinteractive/files/parinvol.html>

Lee, S. M., Daniels, M. H. & Kissinger, D. B. (2006). Parental influences on adolescent adjustment: Parenting styles versus parenting practices. *Family Journal: Counseling and Therapy for Couple and Families*. 14(3), 253-259.

Lemmer, E.M. (2007). Parent involvement in teacher education in South Africa. University of South Africa. <http://libguides.usc.edu/writingguide/researchdesigns>

Makgopg, M., & Mokhele, M. (2013). Teachers' perceptions on parental involvement: A case study of two South African schools. *Journal of Educational and Social Research*, 3(3), 219-215.

- Mahn, H. (1999). Vygotsky's Methodological Contribution to Sociocultural Theory. *Remedial and Special Education*, 20(6), 341-350. Retrieved April 12, 2011, from <http://ehis.ebscohost.com/eds/pdfviewer/pdfviewer>
- Maree, K. 2007. *First steps in research*. South Africa: Van Schaik.
- Maxwel, J. (2005). *Qualitative research design: An interactive approach*. (2nd ed.). Thousand Oaks, CA: Sage.
- Mchunu, N. B. (2012). *Parent involvement and the academic achievement of previously disadvantaged learners awarded scholarships to attend schools in Johannesburg*. Psychology of Education: University of South Africa.
- McLeod, S. A. (2012). *Zone of Proximal Development*. Retrieved from www.simplypsychology.org/Zone-of-Proximal-Development.htm
- McMillan, J.H. 2008. *Educational Research: Fundamentals for the consumer*. (5th ed.). Boston: Allyn & Bacon.
- Mclean, M. and Sandell, E.J. (1998). Family involvement models. In Fuller, M.L. & Olsen, G. (eds). *Home-school relations*. Needham Heights: Allyn & Bacon.
- Mncube, V. (2009). The perception of parents of their role in the democratic governance of schools in South Africa: Are they on board? *South African Journal of Education*, Vol 29; 83-103
- Mupinga, E. E., Garrison, M. E. B., & Pierce, S. H. (2002). An exploratory study of the relationships between family functioning and parenting styles: The perception of mothers of young grade school children. *Family and Consumer Sciences Research Journal*, 3(1), 112-129.
- Mchunu, N. B. (2012). *Parent involvement and the academic achievement of previously disadvantaged learners awarded scholarships to attend schools in Johannesburg*. Psychology of Education: University of South Africa.

McLeod, S. A. (2012). Zone of Proximal Development. Retrieved from www.simplypsychology.org/Zone-of-Proximal-Development.htm

Mouton, J. (1996). Understanding social research. Pretoria: Van Schaik.

Nthebe, B. G. (2006). Managing Learner-Discipline in Secondary Schools. Department of Educational Sciences in Educational Management at the North-West University.

Neuman, W. L. (2006). Social Research Methods. Qualitative and Quantitative Approaches. Toronto: Pearson.

Nojaja, J. M. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. North-West University. Retrieved March 10, 2014, from <http://hdl.handle.net/10394/3104>

Nyama, D. M. (2010). The effect of literacy levels on parental involvement in selected primary schools in the QwaQwa region, North-West University.

Nkosi, B. (2013, August). South Africa's hidden textbook crisis. Mail & Guardian. Retrieved March 14, 2014 from <http://mg.co.za/article/2013-08-23-00-South-Africa-hidden-textbook-crisis>

Ngirande, H. (2014). The Impact of Parental Involvement on Student Performance: A Case Study of a South African Secondary School. *Mediterranean Journal of Social Sciences*, 5(8), 75-89.

Olsen, G. & Fuller, M. L. (2008). Home-school relations: Working successfully with parents and families. (3rd ed.). Boston: Allyn & Bacon.

Obeidat, O. M. & Al-Hassan, S. M. (2009). School-parent-community partnerships: The experience of teachers who received the Queen Rania award for excellence in education in the Hashemite Kingdom of Jordan. *The School Community Journal*, 19(1), 119-136.

Polit, D. F. & Hungler, B. P. (1993). Nursing research: Principles and methods. (3rd ed.). Philadelphia: Lippincott.

Robson, C. (2007). How to do a research project? A guide for undergraduate students. USA: Blackwell Publishing.

Richardson, S. A. (2009). Principal's perceptions of parental involvement in the "big 8" urban districts of Ohio. *Research in the Schools*, 16(1), 1-12.

Sanders, M. G & Lewis, K. C. (2005). Building bridges towards excellence: Community involvement in high schools. *The High School Journal*. Feb/March 2005, 1-9.

Santrock, J. W. (2002). Life Span Development. 8th Edition. New York: McGraw-Hill.

Sanders, M. G. and Sheldon, S. B. (2009). Principals matter: A guide to school, family, and community partnerships. Corwin: SAGE.

Sarantakos, S. (2005). Social research. 3rd Edition. Hampshire, UK: Palgrave Macmillan.

Seth, M. & Ghormode, K. (2013). The Impact of Authoritative Parenting Style on Educational Performance of Learners at High School Level, Department of Humanities, Shri Ramdeobaba College of Engineering and Management, Katol Road, Gittikhdan, Nagpur, INDIA. *International Research Journal of Social Sciences* 3565, 2(10). 227-247.

Sieber, J. E. (1998). Planning ethically responsible research. In L. Bickman & D. J. Rog (eds.). *Handbook of applied social research methods*. Thousand Oaks, CA: Sage.

Sheldon, S. B. (2009). In school, family, and community partnerships: Your handbook for action. (3rd ed.). USA: Corwin Press.

Singh, P. Mbokodi, S.M., & Msila, V.T. (2004). Black parental involvement in education. *South African Journal of Education*, 24(4), 301-307.

Steyn, M. (2002). The attitudes of educators towards parental involvement from a disadvantaged community. Retrieved March 10, 2014, from <http://hdl.handle.net/10210/7008>

Terre, B. M., Durrheim, K., & Painter, D. (Eds.) (2006). *Research in practice: Applied methods for the social sciences*. Cape Town: University of Cape Town Press.

Tashakkori, A. & Creswell, J. W. (2007). The new era of mixed methods. [Editorial]. *Journal of Mixed Methods Research*, 1(1), 3-7.

Turner, E. A., Chandler, M., & Heffer, R. W. (2009). Influence of parenting styles, achievement motivation and self-efficacy on academic performance in college students. *Journal of College Student Development*, 50(3), 337-346.

Turney, K. & Kao, K. (2009). "Barriers to School Involvement: Are Immigrant Parents Disadvantaged?" *Journal of Educational Research*, 102, 257-271.

Topor, D. R., Shelton, T. L., & Calkins, S. D. (2010). Parental involvement and student academic performance: A multiple mediational analysis. *Journal of Prev Interv Community*, 38(3), 183-197.

University of New Hampshire, (2008). "Parental Involvement Strongly Impacts Student Achievement." Science Daily. Retrieved March 10, 2014, from

www.sciencedaily.com/releases/2008/05/080527123852.htm

Vygotsky, L. S. (1978). *Mind in Society*. Cambridge, MA: Harvard University Press.

Wright, D., & Bogotch, I. (2006). High school: Erasing borders. *Journal of College Admission*, 18(24), 193.

Welman, C., Kruger, F., & Mitchell, B. (2009). *Research Methodology*. 5th Edition. Cape Town: Oxford University Press.

Wei-Wen Chen & Hsiu-Zu Ho (2012): The relationship between perceived parental involvement and academic achievement: The roles of Taiwanese students' academic beliefs and filial piety, *International Journal of Psychology*, doi: 10. 1080/00207594. 2011. 630004 <http://dx.doi.org/10.1080/00207594.2011.630004>