STAKEHOLDERS' PERSPECTIVES REGARDING PARENTAL INVOLVEMENT IN GOVERNANCE AND SCHOOLING IN HLABISA CIRCUIT SCHOOLS

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DECLARATION

I, Bonginkosi Abraham Ntuli hereby declare that the research incorporated in my dissertation submitted in fulfilment of the requirements of the degree of Master of Education entitled: **"Stakeholders' perspectives regarding parental involvement in governance and schooling in Hlabisa Circuit schools"** presents my own original work. The sources used and quoted have been indicated and acknowledged by means of complete references. I am aware of the ethical policies of the University of Zululand and have complied with them to the best of my ability and understanding.

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Bonginkosi Abraham Ntuli   Date

DEDICATION

This study is dedicated to my parents, Mr. Mhlangifayo and Mrs. Zenzile Winile Ntuli, I salute them for raising my siblings and I in a principled manner; to my entire family, and my daughter and my son, Khuluphile and Solwazi Ntuli.

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ABSTRACT

The literature reveals that if schools lack parental involvement, effective management suffers significantly causing shortcomings in school governance and academic progress. The literature also shows that there exists a relationship between parental involvement and learner's academic achievements. It provides that learners whose parents care about their academic progress are likely to perform well on academic activities because such parents often communicate their wishes to children.

This study is aimed at investigating stakeholders' perspectives on parental involvement in governance and schooling in Hlabisa Circuit schools. The theoretical framework from Epstein's theory of overlapping spheres of influence was used but not confined thereto; therefore, supporting theories relevant to this study were also applied. This study used a mixed methods research paradigm which integrates qualitative and quantitative designs as this approach provides convenience for data collection. The data was collected from respondents (educators and SGB members) using questionnaires and interviews.

The research findings revealed that due to poor parental involvement in school governance, learners have developed errant behaviour. This emerging trend has triggered poor academic performance which taints the name of the school and the circuit in general. The results also show that if parents are inactive in school governance, poor academic performance is likely owing to the lack of parental guidance. The empirical findings noted educators' challenges on attendance of parent meetings, classroom management, learner discipline, effective school management, academic challenges and performance, accessibility of schools, parenting role, stakeholder communication, as well as curriculum and school-work. The SGB members noted challenges on effective involvement in leadership; instructional leadership; behavioural challenges in schools; management of school as an institution; shortcomings on academic resources provision; unemployment, poverty and school remoteness; parental obligations; home-school partnerships; and monitoring of the child's academic progress.

The study concluded that parental involvement in school governance is not effective and therefore cripples the effect it should be having on schooling, which is academic performance in this context. The study ultimately recommends that SASA, NEPA, SACE and other relevant policies in education should be reviewed to enforce educators' authority in schools.

KEY WORDS: Parental involvement; Schooling; Governance

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ACRONYMS

ARACY	Australian Research Alliance for Children and Youth
B. Ed	Bachelor of Education
CCSSO	Council of Chief State School Officers
D. Ed	Doctor of Education
DBE	Department of Basic Education
DoE	Department of Education
FET	Further Education and Training
HoD	Head of Department
KZN	KwaZulu-Natal
LTSM	Learning and Teaching Support Material
M. Ed	Master of Education
NCLB	No Child Left Behind
NEPA	National Education Policy Act
NSC	National Senior Certificate
OBE	Outcome Based Education
OECD	Organization for Economic Cooperation and Development
PISA	Programme for International Student Assessment
RSA	Republic of South Africa
SABC	South African Broadcasting Corporation
SACE	South African Council for Educators
SASA	South African Schools Act
SES	Socioeconomic Status
SGB	School Governing Body
SGBM	School Governing Body member
SMT	School Management Team
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development

CHAPTER 1:
ORIENTATION TO THE STUDY

1.1 INTRODUCTION

This study investigated stakeholders' perspectives regarding parental involvement in governance and schooling in Hlabisa Circuit schools. The focus was on the contribution, impact and improvement made by parental involvement in governance and schooling.

1.2 BACKGROUND TO THE STUDY

The context of South African schooling has adopted a new model by introducing educational reforms through South African Schools Act (SASA) No. 84 of 1996 which requires parental involvement in school governance and schooling (RSA, 1996b). Governance should concisely be understood as SGB function on providing school leadership while schooling is an education process which in this context focuses on learners' academic performance. SASA advocates for inclusive governance in the running of schools where parents have a role to play in school matters. It defines the concept of parent and basic parental duties; sets requirements for schools related to parents' right to information; and provides for parental and community representation in school governing bodies (SGBs). Lemmer and van Wyk (2004) claim that an authentic change in school governance requires relevant stakeholders to view participation of parents in school governance. The drive behind the change was to convert national initiatives into meaningful local policy and practice in order to improve learner's academic performance.

A study conducted by Jeffries (2012) found that one of the six central goals delineated in the USA No Child Left Behind Act 2002 includes the promotion of parental involvement in the child's education. The ARACY for the Family-School and Community Partnerships Bureau (2012) states that parental involvement in school-based activities is most likely to have positive influence in children's early years of schooling and it extends throughout the child's school career. In essence, parents have the duty to assist educators to create stability and academic integrity in order to support the learning environment and develop a sense of pride for the school.

Parents can make a meaningful contribution in school activities which fall outside the expertise of the educators where they are experts as a result of their profession (Oosthuizen,

Botha, Bray, Mentz, Van der Westhuizen & Van Kerken, 1998). In instances where parents can support schools' programmes by attending school meetings and functions as part of parental obligation, they are encouraged to do so. Cotton and Wikeland (1992) state that at home parents can provide encouragement, arrange for appropriate study time and space, model desired behaviour, monitor homework and serve as a teaching aid in different forms. At school, parents can help with school activities, namely, monitoring homework and providing convenient learning environment in the classroom or take an active role in school governance by contributing to decision-making (Cotton & Wikeland, 1992). Therefore, parent obligations in school governance should equally be prioritised so that one aspect does not suffer at the expense of the other.

On governance, Van Der Westhuizen (1996) emphasises that mentoring should always be based on the principle of learning experiences. Dunne, Akyeampong and Humphreys (2007) warn that the parenting role overlaps in Zambian teaching services, the body responsible for hiring and deploying teachers and occasionally causes conflict between them. The conflict of interest between the leadership and professionals made it clear that a line between parental role in governance and schooling should be drawn so that overlapping of spheres is eliminated. Parents in school governance inter alia, play an oversight role over the school compliance and functionality. In schools, SGBs are constituted by educators, parents and learners in case of secondary schools. The configuration of this body helps to minimise frictions between various bodies especially parents' body. The study conducted by World Bank (2008) reports that in South Africa, as in Zambia and Kenya, conflicts do arise between the SGB and the SMT on financial mismanagement matters (Kotirde & Yonus, 2014).

Van der Westhuizen, Basson, Bondesio, Witt, Niemann, Prinsloo and Van Rooyen (2002) argue that parents are ignorant about the nature, purpose and organisational structure of schools and the way they are run. Some of the parents have a tendency to come to school only when they are invited, thus missing an opportunity to make a meaningful contribution (Khumalo, 2006). Olsen and Fuller (2008) believe that it is the parents' lack of knowledge, not lack of interest in supporting the child in academic activities that prevents them from participating in school activities. In other instances, illiteracy of parents makes them uncomfortable about getting involved in academic activities. Therefore, parental support of children is inadequate and parents do not discuss or monitor the child's school-work because of fear related to the lack of knowledge and general illiteracy.

The poor academic performance in public schools has been evident, with KZN Grade 12 pass rate averaging about 65% over 2014-2016 academic years (DoE, 2016). Thus, parental involvement in school governance in KwaZulu-Natal and Umkhanyakude district inter alia, has not been effectively conceptualised to yield the results envisaged in SASA (RSA, 1996b) due to performance regression. Learners have adopted the tendency of being rebellious at school due to parental disengagement from school governance and that impact negatively on learners' academic achievements. Therefore, this study investigated stakeholders' perspectives regarding parental involvement in governance and schooling in Hlabisa Circuit schools.

1.3 PROBLEM STATEMENT

Most parents disengage from matters of school governance and schooling especially in rural and township schools; therefore, this study investigates stakeholders' perspectives regarding parental involvement in school governance and schooling. According to Trotman (2001), parental involvement was designed to create a partnership that allowed for greater collaboration between home and school for the expressed purpose of improving learners' academic outcomes. Parental involvement adds more value to the educational development of students of all ages (McNeal, Sanders-Lawson & Watson, 2012).

Parental negligence prevents the school prospects of strengthening parental involvement in school governance and this problem is not confined thereto. Thus, multi-dimensional challenges on environmental and societal setting, parental illiteracy, and school climate and atmosphere also contribute to learners' academic failure (Fantuzzo, Tighe & Childs, 2000). Due to the gap between parents and the school, learner discipline weakens and contributes to the school failure on academic outcomes even though it anticipates improved learners' academic achievements.

Parents should also be held accountable for the child's academic progress and should therefore, actively engage in governance and academic matters for learner's academic achievement purposes (RSA, 1996b). If parents fail to collaborate with the school, home-school partnerships weaken; thus, the school should consider getting commitment from parents through signing the policy on parental involvement developed from SASA (RSA, 1996b). Unfortunately, as parental involvement in public schools is not strictly managed, parents underestimate their importance and consequently contribute to learners' academic failure, thereby denting the school image.

Parental negligence and multi-dimensional challenges in education are detrimental to the school image and learners' academic achievements. Unless extensive and profound research is done on parental involvement in school governance, positive contributions made by parental involvement in school to learners' academic success may not be observed. Therefore, this study contributes to the body of knowledge so that schools can reinforce the idea of parental involvement in improving school governance and understand the impact thereof on learners' academic achievements.

1.4 RESEARCH QUESTIONS

The research questions are therefore structured as follow:

- What are stakeholders' perspectives regarding parental involvement in school governance and schooling?
- What are stakeholders' views on the impact of parental involvement in school governance and its effect on academic performance?
- How does parental involvement in school governance and schooling improve the image of the school?

1.5 AIMS OF THE STUDY

The aim of this study was to investigate stakeholders' perspectives regarding parental involvement in governance and schooling in Hlabisa Circuit schools. The study further intended to investigate the contribution of parental involvement in improving the image of the school in different forms leading to better academic achievements.

1.6 OBJECTIVES OF THE STUDY

The objectives of this study were:

- To investigate how parental involvement may contribute to school governance and schooling.
- To determine the impact of parental involvement in school governance and its effect on academic performance.
- To determine whether parental involvement in school governance and schooling improves the image of the school.

1.7 DELIMITATION OF THE STUDY

The sample of this study focused on Hlabisa Circuit parent SGB members and educators and on the contribution, impact and improvement made by parental involvement in school governance and schooling. While Umkhanyakude district has four circuits, Hlabisa Circuit was the focal point because of schools' accessibility. There were time and financial constraints which caused the researcher to focus on accessible schools in this circuit.

1.8 METHOD OF INVESTIGATION

This study adopted a mixed methods research design since the data collection needed the combination of qualitative and quantitative research methods. This method is convenient and allows the researcher to structure the questionnaire and interview guide in the best possible form for collecting data.

1.9 OUTLINE OF CHAPTERS

The chapters of this study are structured as follows:

Chapter 1, based on orientation to the study, contained the introduction, background to the study, problem statement, research questions, aims of the study, objectives of the study, delimitations of the study and method of investigation.

Chapter 2 is the literature review which covers definition of operational terms; theoretical framework; international, continental and local studies.

Chapter 3 is research design and methodology and presents the research paradigm, research design, research instruments, sample method, sample size, data analysis and interpretation, reliability and validity as well as ethical considerations.

Chapter 4 comprises the research findings with the presentation, analysis and interpretation of empirical data from themes and sub-themes that emerged from the data.

Chapter 5 presents the conclusions and recommendations, and suggestions for further research.

1.10 CHAPTER SUMMARY

This chapter dealt with the orientation to the study based on stakeholders' perspectives regarding parental involvement in governance and schooling in Hlabisa Circuit schools. The

chapter comprised background to the study, problem statement, research questions, aims of the study, objectives of the study, delimitation of the study, method of investigation, and outline of chapters. The next chapter presents an in-depth literature review on the topic of parental involvement.

CHAPTER 2:

LITERATURE REVIEW: PARENTAL INVOLVEMENT AND THEORETICAL FRAMEWORK OF THE STUDY

2.1 INTRODUCTION

Before 1994, South African education was characterised by complex bureaucratic structures where the decisions were taken at the highest level and little contributory input came from a few parents at the lowest level. The former education system tended to exclude parents from taking an active part in education. However, SASA (RSA, 1996b) brought this to an end by mandating schools to elect SGBs charged with school governance which impacts positively on learner behaviour and academic performance. In the post-apartheid era, parents have been recognised as significant stakeholders in the education of their children.

In many instances, schools dictate to parents what they expect, and this leaves parents with little or no influence on school governance matters which implies that parental involvement is not much valued by schools. Parents are concerned about the child's academic performance but often misunderstand how to express concerns or participate meaningfully in school governance and supporting schools in improving the child's academic performance. Therefore, misunderstandings may exist when parents are involved by schools on governance and academic matters. Parental roles and responsibilities must be clearly defined in and outside the school context and communication on these expectations has to be a process where parents and schools are both granted an equal opportunity to present their perspectives equally so that no party feels inferior from the other.

This section focused on definition of operational terms, theoretical framework of the study, and the literature review which is divided into 22 themes as detailed below.

2.2 DEFINITION OF OPERATIONAL TERMS

2.2.1 Parental involvement

Parental involvement may be defined as the involvement of the parent in the school activities taking place in the school where his/her child learns. Parents may be involved in different forms in the school, i.e. participating in the SGB or SGB sub-structures, regularly checking the progress including the academic performance of the school and the like. A report commissioned by the ARACY for the Family-School and Community Partnerships Bureau

(2012), states that parental involvement in school-based activities is most likely to have a positive influence in children's early years of schooling (positive parental involvement) and therefore should be enforced.

2.2.2 Schooling

Schooling is the process of education, training, especially in a school; i.e. in a school environment education process takes place where educators and learners both perform their duties effectively, the educator teaches and a learner learns (Hawkins, 1991). Schooling has the potential to contribute positively to social, economic and political development while, on the other hand, it can reproduce social inequality and negative attitudes, fail to provide an efficient model of modern organisation and actively perpetrate authoritarianism and violence.

2.2.3 Governance

Governance refers to conducting the affairs of the country or an organisation (e.g. school), ruling with authority, keeping under control, influencing or directing. Parents and community members are key stakeholders in School Management Team (SMT) programmes and decentralisation measures in education with a view that the SMT cannot succeed in managing the school alone. SASA (RSA, 1996b) provides for parental involvement in school governance to improve learners' academic outcomes.

2.3 THEORETICAL FRAMEWORK OF THE STUDY

The theory of the Overlapping Spheres of Influence Model is developed from the ecological model of Bronfenbrenner (1986) and designed from a social and organisational perspective (Epstein, 1996). The overlapping spheres of influence model emphasises the cooperation and complementarity of schools and families, and strengthens communication and collaboration between the two institutions (Epstein, 1996). The model is relevant to this study which seeks to investigate stakeholders' perspectives regarding parental involvement in school governance and schooling because it encourages cooperation and complementarity between the school and family. Cooperation and complementarity in education create a school-family environment which is instrumental in improving the image of the school, and supports sharing of responsibilities between parents and educators. This model comprises of spheres representing the family and the school that may be pushed together or pulled apart by three forces: time (Force A); the characteristics, philosophies and practices of the family (Force B); and those of the school (Force C). These forces may either help or not help to create

occasions for shared activities between the school and family. The researcher notes, for example, that the spheres overlap to a greater extent during learner preschool and primary school years because at this level parents are very close to the education of their children and sensitive with their development (Force A). Likewise, when parental involvement is witnessed in the education of children, the zone of interaction between the two spheres (school and family) increases and this interaction normally produces good results in school governance and academic performance if it is treated with diligence (Force B). The same scenario is witnessed when educator activities encourage parental involvement in school governance and schooling so that shared responsibilities are paramount (Force C).

Interaction between the two spheres is at a maximal point when the school and the family function collaboratively as genuine partners within an overall target of improving academic achievements. This model emphasises reciprocity among schools, families and learners and recognises that learners are active agents in school-family relations. The educator may, for example, solicit parental involvement by involving learners in the process to ascertain the kinds of work they do in order to understand the child's background and relate his behaviour and academic performance to his background. Therefore, based on the data collected the educator may then analyse individual learner situations and decide whether to interact with parents to support the child on behavioural and academic challenges. This model further assumes that an exchange of skills, abilities and interests between parents and educators that are based upon genuine collaboration will benefit the child's learning process and development (Epstein, 2001). School-family partnership activities have been grouped into a typology consisting of six categories:

(a) parents' basic obligations towards their children (type 1), such as supervision, guidance and the provision of needed materials;

(b) the school's basic obligations towards children and their families (type 2), such as communication to parents about school programmes and students' progress;

(c) parental involvement at school (type 3), shown by the volunteering of parents in the classroom and their attendance at special events such as parent-teacher meetings;

(d) parental involvement in home learning (type 4), including help with school-work, discussions about school, encouragement and compliments;

(e) parental involvement in decision-making (school, school commission or SGB, etc.) (type 5), which refers, among other things, to parental involvement in the school council or SGBs; and

(f) collaboration with the community (type 6), that is, exchanges among parents within the same community (Epstein, 1996).

Parents who are less involved in the child's education are usually from non-traditional families with lower levels of education because most of them tend to inferiorise themselves and create a perception that they are not fit to engage in school activities based on their level of education (Force B) (Dornbusch & Ritter, 1992). These parents generally support primary school children more than secondary school children. Therefore, they focus more on those who are excelling or beginning to have problems than those who have been experiencing longstanding difficulties, and the distance they allow between themselves and the school is not helpful on the child's schooling (Force A) (Eccles & Harold, 1996). Of the variables examined, the activities implemented by the school, that is, school-family partnership programmes, have proved to be the best predictors of parental involvement. Therefore, when the school does not provide a conducive platform for both parents and educators equally to present their perspectives, parents may be discouraged from engaging in school activities, holding a perception that their contribution is not recognised by the school (Force C) (Dauber & Epstein, 1993). Therefore, parents become more involved in the child's education at home and at school when they perceive that their contribution is valuable and incorporated in SGB programmes to support academic activities of the school.

The model of parental involvement shaped in part by Bronfenbrenner's ecological model (1986) and based upon the results of psychological and sociological studies, the model of Hoover-Dempsey and Sandler (1997), provide for a way of assessing parental involvement starting off with parent decisions to become involved in education. The parental involvement model documents that parents decide to participate when they understand the need for a collective approach in education, when they believe they hold power to influence and perceive that the child's and the school wish them to be involved. The model of parental involvement designed by Hoover-Demsey and Sandler (1997) suggests that once parents make the decision to participate, they choose specific activities shaped by their perception of their own skills and abilities. They are also attracted by specific demands and invitations for involvement by children, educators and schools because parents are not generally receptive to

learning; instead, they choose to apply existing skills and knowledge to activities. This model also holds that parental involvement influences children's educational outcomes by means of modelling, reinforcement and instruction. These three mechanisms are, in turn, mediated by the developmental appropriateness of parent strategies and the relationship between parent actions and school expectations. The goal of parental involvement, in this case, is its influence on the child's academic outcomes, particularly his knowledge, skills and sense of efficacy for succeeding in school. Hoover-Demsey and Sandler (1997) assert that some studies have based their discussions on the first level of this model. At the first level, the model suggests that parent decision to become involved in their child education varies according to:

1) their construction of the parental role;

2) their sense of efficacy for helping their child succeed; and

3) the invitations, demands and opportunities for involvement presented by the child and the school.

2.3.1 Construction of the Parental Role

Parental role construction is of primary importance because it determines what type of activities parents will consider necessary when interacting with their children. It is influenced by their understanding of the parental role and their views on child development, child-rearing and home-support roles and, as indicated earlier, a child may not be properly educated when the relationship between the parent and the school disintegrates. Accordingly, parents are unlikely to participate if they believe teaching should be left merely in the hands of educators (Ritter, Mont-Reynaud & Dornbusch, 1993), or if they are convinced that an adolescent is primarily responsible for his own academic progress (Eccles & Harold, 1996). Parental role theory applied to parent choices regarding their child's education and holds that the groups to which parents belong – family, school and workplace – have expectations about appropriate parental behaviour (Forsyth, 1990). If the school shows no concern about parental involvement, parents are unlikely to participate in school activities (Epstein & Dauber, 1991). Parental beliefs about child development and child-rearing relationships have been established between parental beliefs, values, goals and knowledge on one hand, and a variety of parental behaviours attributing to the development of the child on the other (Darling & Steinberg, 1993). For instance, parents who have insight into the significance of the child's

academic success provide support to the school and the child to develop skills and creativity (Deslandes, 1996). In a study on parental home-support roles in child and adolescent education, Lareau (1996) claims that social class influences beliefs about home-support roles on the child's academic progress. Parents from lower socioeconomic status (SES) tend to neglect their obligations to the child while those from higher SES collaborate with schools to reinforce the prospect of the child's academic achievements (Deslandes, 1996).

2.3.2 Parent's Sense of Efficacy for Helping Children Succeed in School

Do parents believe their involvement can benefit the child's academic outcomes? The self-efficacy construct is founded on theories of personal efficacy and focuses on academic success, personal theories of intelligence and other studies of parental strategies for solving school-related problems. Collectively considered, these theories offer insight into the specific manifestations of parental efficacy that may be related to enhanced academic performance. According to the self-efficacy theory of Bandura (1997), parents first develop goals for their behaviours based on anticipated outcomes, e.g. the child's success, then put the strategy to achieve these goals in place. Individuals with a strong sense of self-efficacy will set higher goals and have a higher commitment to achieving them. Accordingly, parents whose sense of efficacy is intensive are more likely to be concerned about the child's academic progress. At secondary level, parents have been seen to be less confident in their ability to support learners with school-work (Eccles & Harold, 1996); and this seem especially true with parents of lower level of education (Dauber & Epstein, 1993). Eaton and Dembo (1997) point out beliefs about ability, effort and luck as causes of the child and adolescent school success, claiming that parental belief on effort is related to higher child performance while parental belief on luck is related to poorer child performance. Likewise, parents will persevere in their effort and expect success if they believe they can control the child's sense of efficacy.

2.3.3 Notion of Intelligence in the child's Success

It appears that parents who believe in the development of intelligence, most notably through effort and perseverance, emphasise the role of effort (their own and the child's) in the learning process because they understand that education is a collective issue which needs collective effort. Parents with a strong belief in their ability to help the child succeed are likely to have an increased perception of intelligence. Therefore, they believe their involvement in the child's education will help improve the child's knowledge and performance perceiving that because their children succeed through their involvement effort,

they therefore, have a certain degree of intelligence and their children benefit therefrom. On the other hand, parents with a weak sense of self-efficacy hold to a "static entity notion of intelligence" (Räty, 2010:99). Therefore, they believe that academic success depends on individual ability rather than effort and that their help will consequently have little impact in the sense that success is an inborn gift and it cannot be developed in any form when one lacks it (Henderson & Dweck, 1990).

2.3.3.1 Strategies for solving school-related problems

Parents with a higher sense of efficacy help their children in making correct decisions and solve current problems in school; those with a weak sense of efficacy are more likely to rely upon the child's or the school to provide solutions, or upon luck or external interventions to take decisions on their behalf (Baker & Stevenson, 1986). Parental efficacy, attributions, notion of intelligence and strategies for solving school-related problems may all provide clarity on how parents support the child's academic progress. The efficacy theory suggests that parents with a strong sense of efficacy on supporting the child's academic progress hold a belief that their involvement yields positive outcomes thus motivating them to be regularly involved in the child's academic progress. There is a link between parents' sense of efficacy and the emphasis they place on effort, rather than ability or luck, as being essential to success. Parents who hold an increased notion of intelligence are normally likely to have a higher sense of efficacy for supporting the child's success. Finally, Baker and Stevenson (1986) provide a narrative that parents with a strong sense of efficacy are more likely to devise tactics for correct decision-making in solving school-related challenges.

2.3.4 General Invitations, Demands and Opportunities for Parental Involvement

The question to ask here is: Do parents perceive that the child and the school want them to be involved? An affirmative answer may be based upon the child's clear affirmation of the importance of parental involvement, a school climate that is inviting and educator attitudes and behaviours that are warm and welcoming. These factors serve as an indication that, indeed, the school means business by inviting parental involvement and encouraging active involvement.

2.3.4.1 General opportunities, invitations and demands presented by the child

Parental involvement is highest at primary level, declines significantly around the fourth grade and reaches its lowest peak at the secondary level (Eccles & Harold, 1996). The

reasons for this decline are the child's developmental stage (e.g. the adolescent who wants more independence), parents' sense of efficacy for supporting the child to solve problems and the greater complexity of schoolwork at secondary level. The level of school performance appears to be linked to high parental involvement with a view that when parents are actively involved in the child's academic activities, such involvement increases the level of the child's commitment. Accordingly, adolescents who succeed well and have high aspirations claim that they receive more emotional support (encouragement, congratulations, and discussions) from their parents than do others which proves that parents are the primary educators of their children (Deslandes, 1996). When parents communicate support for their children, they are likely to cause them to exert more effort in an endeavour to make their parents proud about their academic success and success throughout life (Deslandes, 1996). Researchers note more parent-teacher and more parent-adolescent interactions concerning schoolwork during times of school-related difficulties seeing that children, for instance, at secondary school level may begin to be troublesome (Lee, 1994). Therefore, educators become concerned and ultimately arrange meetings with parents to give feedback to them on the child's behaviour and its effect on his academic performance (Lee, 1994). The child's personal qualities–temperament, learning style, and preferences–form part of factors that may influence parents' decisions about whether or not to become involved in the child's academic progress (Eccles & Harold, 1996).

2.3.4.2 General opportunities, invitations and demands presented by schools and educators

Epstein (2001) affirms that educators and school practices, most notably school-family partnership programmes, play an essential role in the promotion of parental involvement at all socioeconomic levels. This brings us to Epstein's overlapping spheres of influence model, which illustrates interpersonal and inter-institutional interactions as well as a typology of six types of parental involvement. Hoover-Dempsey and Sandler (1997), however, maintain that the two other constructs especially that of parental role construction are even more crucial to parental decision-making than invitations. Thus, if parents' confidence in their ability to support their children is weak, their sense of efficacy and perception of invitations will not be sufficient to predict their involvement. The parental sense of efficacy is most important in decision-making about getting involved. Thus, parental belief that they are capable of helping their children succeed increases the probability of positive decision-making. The lowest likelihood of involvement occurs when parental role construction is weak; that is, when

parental confidence is weak on involvement on the child's academic activities, the sense of efficacy is compromised.

2.4 LITERATURE REVIEW

2.4.1 Evaluation of Parental Involvement through Theories

This study is mostly founded on Epstein's theory of overlapping spheres of influence although it was not completely confined thereto. Epstein's (1987) theory of overlapping spheres of influence claims that the school and family contribution overlap with each other. Epstein's (1995) theory provides six major types of involvement that fall within the scope of overlapping spheres of influence developed from investigations and the actual experience of educators in schools and pose a multi-dimensional model (Fantuzzo et al., 2000). The six types identified are as follows: parenting; communication; volunteering; learning at home; decision-making; and collaborating with the community (Epstein, Coates, Salinas, Sanders & Simon, 1997). Each involvement approach indicates shortcomings that need specific focus by learners, parents and educators (Epstein et al., 1997).

Furthermore, Epstein et al. (1997) argue that good programmes to implement parental involvement will look different in each school, as individual schools channel their practices to meet specific needs of learners and their families. No one-size-fits-all model exists to keep parental involvement alive and active across schools, although there are some common factors within certain contexts; e.g. schools within the same environment, which may be shared strategically to improve school governance and academic performance. Therefore, these factors may include recognition of the overlapping spheres of influence on learner development while striving to achieve the common goal of effective school governance and learner's academic performance. The overlapping spheres of influence also recognise school organography, family and community partnerships, and family-school partnerships in supplementing each other on governance and academic challenges (Epstein et al., 1997). Epstein et al. (1997) maintain that a single individual cannot create a lasting comprehensive programme that involves all families through all grades, thus an integrative approach on stakeholders should be applied to yield desired results. Therefore, comprehensive policies and strong support from education departments should be backed up by an action team that includes parents and educators because policies without a clear implementation plan are as good as dead. The action team should assess present practices of parental involvement, organise and coordinate activities on an ongoing basis to determine whether or not parental

involvement is improving and strategise new plans if so required to improve the overall school functionality (Epstein et al., 1997).

The study conducted by Epstein (2005) discussed the No Child Left Behind (NCLB) policy of parental involvement in schools from a sociological perspective and advocated that the involvement should allow more equitable and effective programmes of school and family partnerships. The State, local and school authorities should embrace professional development programmes formulated to give educators and support staff the skills necessary to carry out the parental involvement task at all levels and to develop effective partnerships. Schools should include parental involvement as part of the school and classroom organisation because a child cannot be taught effectively without a good parent-teacher relationship. Parental involvement plans must be clear on how parents are involved in decision-making stages of organisation and coordination programmes. The school programmes must recognise parents as partners with shared responsibilities in the education of their children. Therefore, parental involvement must be designed to reach even hard-to-reach parents; namely, those not typically or easily engaged in the school activities. The NCLB policy advocates that comprehensive communication should embrace all stakeholders so that they all contribute equally to learners' academic performance, irrespective of SES (McNeal et al., 2012). The promotion of the best interests of students beyond academics, including fairness, justice, equity and democratic learning that promote parental involvement and understanding is important in successful school leadership (Stone-Johnson 2014).

2.4.2 Broad Perspective on Parental Involvement in School Governance and Schooling

2.4.2.1 International perspective–Impact of parental involvement in school governance and schooling

A study conducted by Hiatt-Michael (2001) argues that there is a growing recognition internationally that all aspects of school improvement, namely challenging curricula, instruction and assessment of learning, effective school management and classroom organisation are attainable with meaningful parental involvement. When parental involvement is intensified in a child's education, he is likely to exert extra effort, concentration and attention. The learners are inherently interested in academic activities and their psychological competence drives them toward the perception of ability (Koonce & Harper, 2005).

A study conducted by UNESCO (2014) on community roles in school governance and schooling initiatives in USA, some South American and Asian countries, discusses the important role parents and the community at large can play in the ownership of schools. Therefore, parents through SGBs can maintain accountable practices, transparency, and compliance with policies in strengthening parental involvement for school improvement purposes. The legislation and encouragement of citizen participation in governance in the USA was efficacious and shaped the education system for the better (Buthelezi, 2016). Decentralisation measures through SGBs are not effective as a means of parental involvement in improving governance and supporting management and quality of schools (Kingdon, Little, Aslam, Rawal, Moe, Patrinos, Beteille, Banerji, Parton & Sharma, 2014). Effective governance is crucial in schools, and if communication between the school and parents breaks down, parental involvement weakens.

A study conducted by the Centre on Education Policy (2012) narrates that family factors have an effect on parental involvement in school activities and that high academic achievement of Asian-American pupils relied on parent effort in the learner's academic processes. Eaton and Dembo (1997) found that Asian-Americans believe in working hard for academic achievement while their white counterparts believe in individual intelligence. The parental belief in hard work over intelligence leads to higher parental expectations of student academic outcomes. Therefore, higher parental pressure and greater fear of academic failure among students works either way depending on the learner's ability to manage pressure.

Learners' ability to maximise their potential on academic activities is dependent on parental and educator support among other factors; therefore, if any of these role players are weak, learners' academic achievements may be jeopardised. A study conducted by Desforges and Abouchaar (2003) noted that parental involvement in education is recognised across North America, Australasia, continental Europe, Scandinavia and the UK because schools cannot function effectively without parental support in governance and learner's academic progress. It is suggested that parents play their role not only in the promotion of their own children's achievements but more broadly in school improvement and the democratisation of school governance when parents participate in SGB initiatives and support academic efficacy. The strategy for securing parental involvement was set out by Desforges and Abouchaar (2003) in England and included three elements: providing parents with information; giving parents a voice; and encouraging parental partnerships with schools.

2.4.2.2 African perspective–Impact of parental education in the child's success

In Zambia, Kapambwe (1980) found that academic achievement was related to high parental involvement. High achievements in respect of pupils come from families with better educated parents and more favourable reading habits because parental academic achievements motivate pupils. Therefore, the pattern of ongoing achievement within educated families emanates from the positive impact inculcated by parents and extends to the improvement of the school image through learner achievements. Kapambwe (1980) further provides that parents of 56% of high achieving pupils from educated families had been to Junior Secondary School, compared to 10% of the low achievers, neither of whose parents had such qualifications.

A study conducted in Africa by Mwamwenda (1995) documents that when pupils fail to honour their responsibility for academic activities and the educator fails to discipline them, the educator should escalate the matter to the principal's and the parents' attention. A study conducted by Kingdon et al. (2014) found that in poor rural areas in countries such as Ghana, the local elite and academics impose their insight in decision-making, thus taking away the platform set for the broader, more inclusive group of community members. It is therefore, important that schools around the African continent empower parents irrespective of their SES to participate in school governance and support the school in improving its image by producing good academic outcomes.

2.4.2.3 South African perspective–Impact of parental education in the child's success

In South Africa, Cherian (1996) found a significant difference between the attitudes of pupils whose parents had diverse education backgrounds because the family backgrounds in which they grew up were different. Children of parents with Matriculation plus a diploma or degree had the most positive attitude towards science which was influenced by parental academic achievements and the family's emphasis on education as a foundation in the upbringing of children. Moeketsi (2000), however, found no significant relationship between parental education and scholastic achievement of learners. Therefore, family academic environment may not guarantee the child's academic success because learners are equally likely to perform well if they work hard. In South Africa, most learners grow up in families headed by illiterate parents but succeed academically despite those odds because they are mission-driven and future-focused.

Duma (2014) found that empowered parents with high SES have a positive impact on school governance and support schools in maintaining effective teaching and learning. Moeketsi (2000) indicated no significant relationship between parental aspirations and involvement and scholastic achievement, or a statistical relationship between SES and academic achievement. Georgiou (1999) contended perceptions around this relationship in that the parent and child attributions are not always strongly or reliably related given that the child's with highly educated parents may choose not to follow the tradition set by parents and therefore, deviate from it. On the other hand, the child with illiterate parents may strive for excellence in academic activities and construct the pattern from scratch. Income on its own, without parental involvement, may not serve as a predictor of children's academic achievements unless they are sent to the best schools where organisational achievement patterns have been longstanding.

2.4.3 Governance Structures in Education around the World

A study conducted by the Organization for Economic Cooperation and Development [OECD] (2006) found that in the developing and developed countries, there is a gap between the structures that could, in principle, be established for parental involvement and the extent to which they are actually established–referred to as implementation problem. However, challenges on the functionality of parental structures often exist; i.e. SGBs are elected to govern schools but members lose interest along the way as some of them perceive that serving on SGBs is remunerated. USAID (2011) found that school leaders need training and teachers need professional development to help them motivate and facilitate parental involvement in school governance and improving learning processes. Dunne et al. (2007) found that in South Asian and African contexts, parental involvement occurs on an unequal footing in bodies such as School Management Committees or (SGBs in the SA context) and Parent-Teacher Associations according to SES, race, caste, social class, location, political affiliation and gender.

Parental involvement in England and Wales is conceived by CCSSO (2006) as a response to school obligations by parents of children to assist the school in improving its image by learner's academic performance. Damle (2006) found that parental obligation to assist the school includes ensuring that the child gets to school on time, involvement in curriculum implementation, volunteering, self-education, and taking the leadership role in school activities. The parental obligation to assist the school includes parent initiatives to take charge

of children's education as the SGB alone cannot provide effective school governance that impact positively on learner's academic achievements.

A study conducted by Banerjee, Banerji, Duflo, Glennerster and Khemani (2010) found that as much as parental involvement in school governance influences academic performance, there is no empirical evidence to show a direct relationship between parental involvement and learner's academic achievements. This study further revealed that empirical studies in India and Latin America suggest perverse or neutral effects of parental involvement in school governance. However, UNESCO (2014) found that parent involvement in education in the USA ensures transparency and accountability of educational initiatives. The study further unveiled that in South American and Asian countries, parents have a significant role to play in school governance, ensuring accountable school practices, school transparency, and school compliance with policies.

Afridi, Anderson and Mundy (2014) assert that parents and community members are key stakeholders in SBM (SGB) programmes and decentralisation measures in education aimed at moving decision-making authority from central to local authority. Their study further argued that parental and community involvement is key to ensuring access and quality of education provision because decision-making is a process that needs collective effort. OECD (2006) found that formal opportunities for parental and community involvement are neither always implemented nor necessarily translated into influence by schools and this poses a serious threat to effective school governance. Dunne et al. (2007) undertook a review of decentralisation policy and practice in five sub-Saharan African countries: Ghana, Mali, Nigeria, Uganda and Zimbabwe, and concluded that core education decisions are seldom decentralised effectively to promote parental involvement in school governance.

2.4.4 SGB Formation and Right to Formulate Policies in Schools

In terms of the SASA (RSA, 1996), parental involvement in school governance is legally binding to schools and if the school ignores this mandate it would have acted *mala fide*. This Act further binds parents through the SGB to determine norms and standards in the school, formulating language, religious, admission and other policies of the school developed from the culture and tradition of the community in which the school is located. The Act goes on to provide that other forms of parental involvement are voluntary, and schools and parents need to be motivated and trained to engage in worthwhile partnerships with schools because, if it lacks purpose, it is likely to fail. The Act also provides that parental involvement in

fundraising, supporting and motivating educators to perform well in school activities depends on the level of parental involvement.

Duma (2014) argues that parents are empowered to be involved in school processes and policy-making. Therefore, parents should focus their attention on refocusing the school direction, including their interactions with educators and principals as significant stakeholders in education (Duma, 2014). Heystek (1998) suggested that parental involvement must not only be intensified by legislation, but by the determination of parents to be part of the child's education in order to support the school in improving academic achievements. Parents should capitalise on the opportunity SASA (RSA, 1996b) provides for their involvement in school governance and invent programmes that will produce academic achievements.

2.4.5 Parental recognition by South African Council for Educators as governors

In its Code of Conduct, the South African Council for Educators [SACE] (RSA, 2000) stipulates that educators should recognise parents as partners in education and promote harmonious relationships between stakeholders for effective school governance and academic efficacy. Section 4 (m) of the National Education Policy Act [NEPA] (RSA, 1996a) provides that parental involvement should be regarded as one of the guiding principles in education, and stakeholder participation must be prioritised in the education system. Donald, Lazarus and Lolwana (2002) found that active collaboration among stakeholders, namely educators, principals, parents and learners is important and all these stakeholders should be given an opportunity to make their contributions. Woolfolk (2013) suggests that, through parental involvement in school governance, families play an important and immediate role throughout children development and parents must support the school in producing good academic outcomes.

In terms of SASA (RSA, 1996b), the SGB is charged with school governance and supporting professional staff in public schools. The Act also provides that parents form the majority on the SGB and therefore, parental involvement in school governance is unavoidable and more likely to improve children's academic performance. The SGB must be empowered to promote active involvement of all stakeholders through creating a conducive learning climate, structures, processes and support mechanisms for parental involvement in school governance and schooling. The stakeholders should ensure the quality of education and this should occur as collective effort by the home and school through home-school partnerships.

2.4.6 Functions of SGBs and Leadership Approach

SASA (RSA, 1996b) provides that the core function of the SGB is to promote the educational interests of the school and consequently that of the learners in an attempt to improve children's academic achievements. Xaba (2004) found that SGBs have a strategic role to play in school governance, inter alia, formulating a strategic framework, aims and objectives, vision and mission, policies and targets for attaining these functions. Therefore, the SGBs further monitor and evaluate progress produced by stakeholders' collective efforts aimed at increasing parental involvement in school governance and supporting the school in teaching and learning. Van Deventer and Kruger (2012) note the impact of SASA on increased school independence, clearer definition of the legal position of SGBs (s16); extension of the powers, duties and responsibilities of SGBs (s20 and s21). The study further notes parental responsibility for holding schools accountable to communities and the curtailment of principals' powers on decision-making.

SASA (RSA, 1996b) provides that the success of the SGB in carrying out its compulsory functions (s20) depends on the support, cooperation and trust among all the relevant stakeholders, primarily parents and educators with a view to improve school governance. The Act does not include a full range of responsibilities of SGBs but indicates the important role of the SGB and the indispensable relationship it forms between the school and the community it serves. The former Minister of Education, Kader Asmal, (1999) contended that the SGB led by parents exercises a trust on behalf of the parents, and functions as an indispensable link between the school and parents. Therefore, the SGB may lose focus on school governance matters when caught in the centre of the school politics and perhaps abandon the interest of parents and push personal agendas instead.

A study conducted by Mncube (2008) notes the importance of democratic practices and values such as democracy, tolerance and responsibility which grow only as one experiences them. The schools should then be able to perform activities that are lawful and within the scope of their authority. The study further provides that democratic schools and democracy itself need schools to practice democracy through allowing educators to deliberate on school matters openly and without fear of retribution. Duma (2014) asserts that skills, values, attitudes and behaviours are developed through the democratic approach to parental involvement on governance matters and the child's academic performance.

Van Deventer and Kruger (2012) state that the unique circumstances of each school determine how parental involvement should be planned and managed in the school; as mentioned earlier, there is no one-size-fits-all strategy that is functional across all schools. There is, therefore, no single ideal parental involvement programme that can serve as a model for all schools; thus, programmes should be based on individual school's circumstances and needs. A study conducted by van Schalkwyk (1990) found that several parental involvement programmes exist and schools should select what is applicable for their environment and implement it so that they benefit from parental involvement. The approach to parental involvement in public schools is laissez-faire, thus parents feel exempted from the obligation to contribute to school governance or supporting the school in improving its image by producing good academic achievements.

2.4.7 Parent Influence on the Child Academic Achievements

The empirical evidence indicates an important link between parental involvement in school governance and the child's academic achievements, and parental involvement in academic activities and effective home-school partnerships (Damle, 2006). Dor (2012) felt that early parental involvement in the child's educational development impacts positively on the child's academic progress. A study conducted by Kotirde and Yonus (2014) support the claim that an early parental involvement in the child's development produces academic efficacy. A study conducted by Studsrød and Bru (2009) on measuring the effect of close parental relationships and support on the child's academic achievements notes that children that are supported attain good results in the area of psychosocial and behavioural competence. Female parents tend to choose soft careers while their male counterparts choose financially-rewarding careers which preoccupy them (Tewari, 2015). This claim leaves male parents with influence on children to choose challenging careers that are financially rewarding while having little time to follow-up on the child's academic progress compared to female parents.

The interventions that include parental support of a child's learning are valuable and encourage children to improve their academic performance (Nag, Chiat, Torgerson & Snowling, 2014). Parental involvement in school activities improves educator morale; Studsrød and Bru (2009) argue that active parental support is beneficial and may extend to classroom management and governance matters. The parental support strengthens home-school partnerships that help improve teaching and learning, and educator motivation and commitment in the performance of their duties (OECD, 2011).

Parental opinions and values can shape children's mindsets about their control over academic achievements and their conceptualisation of intelligence as something fixed or something one can work to attain (Dweck, 2010). Some parents consider intelligence as a family-related factor inherited from one's forefathers whereas others consider it as something that is produced by human effort through hard work (Dweck, 2010). This substantiates the rationale for engagement with parents from different cultural backgrounds on school activities, as the educational values of a culture are reinforced by families (Center on Education Policy, 2012). The analysis noted that Asian-American parents, on average, expect higher academic performance than parents of other groups and parental pressure influences the child to meet these expectations.

2.4.8 Effect of External Factors on Student Achievements

According to Lee and Bowen (2006), there is a positive relationship between family demographic characteristics and academic outcomes because children's academic achievements are dependent on the community and the environment in which they grow up. They further found that parental involvement in school governance and parental academic expectations showed a profound correlation with children academic achievements. Thus, a relationship exists between higher parental expectations on children and children's academic achievements across demographic groups. Lee and Bowen (2006) concur with the Centre on Education Policy (2012) on the importance of parents having high expectations for their children regarding academic performance, although challenges arise with human, cultural and social capital in low SES.

A study conducted by Henderson and Berla (1994) found that parents should be recognised on the basis of the role they play in school governance and the positive impact they have on improving academic performance and encouraging children to excel throughout life. Zhou (2014) found that parental involvement correlates with children's positive attitudes toward education, school attendance, school readiness, behavioural performance and academic achievements. Creech (2010) found that parents provide a social, cultural, and cognitive foundation for the improvement of the child's academic outcomes. Societal and educator gender-related attitudes to children's academic performance also matter the most in education (Tewari, 2015).

A study conducted by Walker, Colvin and Ramsey (1995) found that parents need to be involved in the child's education in a pro-active manner so that their involvement produces

desired academic outcomes. However, Monareng (1995) provides that many parents find the education system unwelcoming and terrifying, and are therefore, unable to make the necessary connections with the school on governance and academic matters.

Mnisi and Shilubane (1998) found that parental involvement and support have a profound influence on the culture of teaching and learning in schools. Hess (1992) notes two important factors: first, the impact of parental involvement on the quality of learner experience of teaching and learning in school and on their results; second, the significance of educator-parent cooperation so that the child's is sufficiently educated. Therefore, SASA (RSA, 1996b) recognises parents as important stakeholders in school governance and learner's academic performance. Van Deventer and Kruger (2012) concluded that parents and educators both have a special and important role to play in the child's education but if the two spheres do not overlap, children's academic achievements are compromised.

Makgopa and Mokhele (2013) perceive that parental involvement is a combination of parental support on the child's academic performance and participating in school activities for supporting children's learning. Mncube (2010) notes that parental involvement comprises awareness of learner achievement in schoolwork, understanding of the interaction between parenting skills and learner's academic success, and commitment to continuous stakeholder partnerships.

2.4.9 Stakeholder Collaboration on School Success

The school construction or revitalisation focuses on parental involvement in India, Yemen and Ghana, and yielded desired outcomes on educators' commitment to their duty (Afridi et al., 2014). Neilson (2007) questions the notion that parental empowerment has assisted in improving the quality of teaching and learning in the classroom. However, although it is contended that parents support schools in delivering quality of education and learning outcomes as instructional partners in education, the SGBs are not effectively capacitated to provide leadership that is instrumental in improving learner's academic performance (Neilson, 2007).

A study conducted by Fisher (2009) states that during the 1990s, the Israeli Ministry of Education instituted a policy on home-school collaboration. The policy raised the theory of overlapping spheres of influence in that educators felt that they were losing autonomy in performing their duties. The disagreements led to poor performance on the PISA tests and

this caused the Israeli Ministry of Education to establish a sweeping reform strategy throughout the education system (PISA, 2010). The Israeli plan calls for recognition of parents as significant education partners, emphasising system commitment to engage parents, coordinate and channel strategies to enhance student academic achievements and define mutual educational goals (Cohen, 2011). This is the rationale for the contention made by former Minister of Education, Kader Asmal, (1999) that SGBs act on behalf and in the interest of parents but when they lose focus and engage in school politics, they hinder effective school governance and schooling.

2.4.10 Importance of Parent-Teacher Relationship in the Child Success

A study conducted by Gonzalez-DeHass, Willems and Holbein (2005) found that parental involvement was described as participation in parent-teacher meetings, interactions and school activities including taking part in curriculum and extra-mural activities. The parental obligation in education includes monitoring the child's academic performance; supporting educators in maintaining order and discipline among pupils; and assisting educators in supervising children in sport, music and cultural activities. Mestry and Grobler (2007) state that parental involvement in school governance may be helpful to pupils in the selection of courses post-Grade 12; monitoring pupil academic progress; conveying parental values; and maintaining parental control and autonomy of support in the home environment. The European Commission claims that parental involvement in school governance is a significant indicator of the quality of education (Desforges & Abouchaar, 2003).

A study conducted by Hoover-Dempsey, Battiato, Walker, Reed, DeJong and Jones (2001) found that parental involvement in school programmes is very important and includes monitoring of homework, supporting teaching and developing pupil learning strategies. Parental involvement involves, among other things, parent-teacher association meetings, attending contact meetings with educators, volunteering to assist in classroom and helping with extra-mural activities (Domina, 2005). Hill, Castellino, Lansford, Nowlin, Dodge, Bates and Pettit (2004) observe that parental involvement integrates a cluster of school and academic activities at schools in order to enhance children academic outcomes and future success. Ferguson (2007a) recommends that parents monitor and supervise leisure activities, and actively motivate children to seek out extra-mural opportunities and activities that are helpful in improving their academic abilities. Parents should also promote creativity among children to develop their abilities and intelligence. Fakude (2012) found that extra-mural

activities play a significant role in enhancing students' academic performance, therefore, schools should encourage learners to engage in such activities because they manifest purpose and excelling throughout life.

2.4.11 Parental Philosophy on Academic Achievements

A study conducted by the Centre on Education Policy (2012) found that parental beliefs and expectations attributed to the child's academic achievements appear to strongly influence the child's motivation because if parental expectations are well accepted by the child's, he tries to accomplish what the parent wishes. Parents with higher academic expectations of their children believe that they feel pressure and commit towards meeting parental expectations. Parents expose the child's to new experiences in the form of experiments and encourage them to develop their level of knowledge, a forward-looking ideology, and problem-solving skills that develop inner motivation (Center on Education Policy, 2012). On the other hand, parents who accept no deviation from their expectations use rewards for achievements and punishment for failure on academic efficacy as per the set expectations (Gottfried, Fleming & Gottfried, 1994).

A study conducted by Bhengu (2003) found that parental involvement helps with exposing parents to the education system and learner's academic performance, therefore, the likelihood of learner's success is increased. The study further provides that parental involvement in school governance differs from school to school; and schools have different expectations of parents in terms of how they can improve the school image by producing good academic outcomes. Although both parties have a vested interest in the learners' wellbeing and academic success; they may not rank their perspectives uniformly as school priorities, resources, time allocation and even its fundamental philosophy may not be similar to those of parents.

2.4.12 Parental Responsibility in the Education of a Child

A study conducted by Maphoso and Mahlo (2014) found that parents are at the forefront of the child's education and that children acquire the best possible education when parents are involved. However, if for whatever reason, they ignore their responsibility in education, the child's academic progress is compromised. The Limpopo DoE representative, Seima Cairos (SABC, 2012) states that parents as primary educators cannot surrender responsibility for the child's education to educators. This assertion attests to the argument advanced by Hoover-

Dempsy and Sandler (1995) that parental involvement significantly influences the child's development and educational outcomes in different ways such as modelling, reinforcement and instructions. Maphoso and Mahlo (2014) further provide that children are more likely to copy their parents as they traditionally inherit habits from them, e.g. when parents like reading, they are likely to influence children to like reading. It is therefore, important that parents and educators become partners in the child's education in the true sense of the concept 'partnership' so that their cooperation and complementarity produce good academic achievements (Bhengu, 2003).

A study conducted by Låftman (2008) found that early parental and continuous involvement have a significant positive effect on the child's achievements from the early stages of education and continue until schooling comes to an end. Flouri and Buchanan (2004) support the view that parental involvement has a major influence on learner attainment because the child's academic success cannot be achieved by educators alone without a coordinated stakeholder effort. Olatoye and Ogunkola (2008) provide that parental involvement can promote better cooperation between parents and the school, and consequently intensify effective school governance for academic achievements.

A study conducted by Maphoso and Mahlo (2014) found that active involvement of parents in SGB programmes is crucial and strategic in providing quality education for children. Sihlezana (1990) found a statistically significant difference between boarding and non-boarding schools with regard to academic achievement because of the environment and the time allocated to studying. Therefore, parents may send their children to boarding schools so that they have sufficient time in an academic institution which increases the probability of good academic achievements. It is, therefore, observed that the home environment that is significantly different from that of the school does not help in providing quality education and improving the school image.

A study conducted by Georgiou (1999) found that the child's academic achievements are enhanced by parental involvement in school governance as their success is directly attributed to the parent's interest-developing behaviour than the parent's controlling behaviour. Maphoso and Mahlo (2014) claim that parental behaviour that is focused on developing the interest of the child's academic success promotes the child's perpetual academic engagement while instructing and controlling parental behaviour impacts negatively on academic achievements. A study conducted by Tatto, Rodrigues, Gonzales-Lantz, Miller, Bussher,

Trumble, Cantino and Woo (2001) found that parental interest manifests itself in their attitudes, e.g. the simultaneous influences of families and schools have an impact on the child's learning process, and therefore, striving for the common attainment between stakeholders improves learner's academic efficacy. Parental involvement strategies should be properly managed and include a harmonious approach to supporting children's academic endeavours to improve the school image through effective school governance and academic achievements.

2.4.13 Collective Approach and Parent Interest in the child's Success

A study conducted by Mitler and Mitler (1992) found that parents and educators have a shared responsibility to ensure that the child is effectively taught how to improve academic achievements in the best way possible. Pillay (1995) claims that stakeholder partnership allocates each party an obligation to accomplish in the child's education. Stakeholder obligations are attributed to different life tasks and roles which parents and educators are expected to meet. Parents and educators should be able to collaborate, despite their differences, in working towards the common goal of learner's academic achievements.

A study conducted by Clark (1989) found that parent-teacher partnerships can be described as a dynamic process where parents and educators coordinate their efforts for the ultimate benefit of the child's. Bond (1993) found that parental involvement involves collaboration on governance matters, setting goals, finding solutions, implementing and evaluating shared goals, and inspiring and creating an environment where parents and educators trust each other completely. Wolfendale (1989) defines partnership as work-related collaboration that is demonstrated by a shared sense of purpose, mutual respect and the willingness to negotiate. Thus, cooperation implies sharing of information, responsibility, skills, decision-making and accountability between parents and school.

Frazier (1997) found a significant inverse correlation between parental involvement and student suspension; as parental involvement increased, student suspension decreased, although parent outreach efforts in semi-developed settings continued to meet with minimal success. Kotirde and Yonus (2014) found that parental involvement in school governance decreased truancy and bullying, improved children's attitudes towards their studies, improved behaviour and reduced the dropout rate in children at all levels of learning.

A study conducted by Lau, Li and Rao (2011) states that the early years from three to ten, are a crucial time of development in a child's life and, if parents show interest in the child's success at this stage, children tend to succeed. Price (2002) provides that, even though parents believe the school system was not set up to prepare their children for academic success, they have seen that children could perform well academically irrespective of unfavourable odds. Symeou (2003) found that parents, at nearly all levels, are concerned about the quality of education and the child's success and thus offer their support to schools on strategies to strengthen school governance and academic efficacy.

2.4.14 Socioeconomic Effects on Education

The study conducted by Centre on Education Policy (2012) found that racial or ethnic variations in parenting behaviours based on SES had an impact on a child's conduct, e.g. upbringing of children, maintaining order and discipline among them and lessons conveyed to them. A study conducted by Brooks-Gunn and Markman (2005) observed that involvement by African-American and Hispanic parents was not effectively administered as there was no clear communication with children on improving learning abilities and behaviour. Graham and Hudley (2005) found that the relationship between racial or ethnic identity and education practices are insignificant.

Parents may provide constructive input into the school curriculum when the curriculum set-up is decided upon through collective stakeholder effort and provides social networks and resources for schools (Hornby & Lafaele, 2010). Hornby and Witte (2010) state that schools still bear the hallmarks of formality, inflexibility and timetabling that make schooling historically unwelcoming. Therefore, this remains a challenge for home-school partnerships in supporting schools to improve learner's academic performance. The schools that value parent-teacher relationships derive improvements introduced by new developments through SASA (RSA, 1996), which mandates that schools elect SGBs formed by both educators and parents, and ensure that parents form the majority of the structure.

Mitchell (2008) notes that parental disengagement creates a misperception that low SES parents are apathetic about their children's academic progress thus not involved in education which further reaffirms a broken home-school relationship. Zulu (2016) argues that the number of South African learners exiting school with a matriculation certificate is far lower than the number that entered school on Grade R. For example, Spaull (2015) states that "If we looked at 100 students that started school 12 years ago, only 48 of them reached Matric, 36 passed

and 14 qualified to go to university". This relates to the lack of the quality of education which is impacted by SES among other things. Nevertheless, Henderson and Mapp (2002) challenge the assumption that low SES parents are not involved in education, noting that families of all backgrounds care about and are involved in the child's learning at home, although the forms of involvement may look different across race/ethnicity and SES. According to Ferguson (2007b), parenting intervention programmes have produced impressive achievements despite challenges because good academic achievements are dependent on parental involvement that is properly planned and responsive to the school environment.

2.4.15 Contribution of School-family Partnerships in the child's Success

A study conducted by McNeal et al. (2012) found that parental involvement had moved from education being the primary responsibility of the family to an almost hands-off approach from the family where parents transfer their responsibility for the child's education to educators. Hiatt (1994) found that as parental involvement was defined, clarity regarding roles emerged, and the dialogue between parents and professionals provided opportunities to develop new and effective strategies for effective school governance with desired academic achievements. This opportunity provided the creation of partnerships serving to fulfil various policy mandates for parental involvement in education which are aimed at enforcing learner discipline and improving academic achievements.

A study conducted by Henning and Fourie (1997) found that children grow up in communities characterised by a specific culture and values, and parents must ensure that the formal education offered at the school attended by their children is not in conflict with their culture and values. Therefore, the environment in which children grow up is one of the determinant factors for the child's academic achievements. Parental involvement structures should be formulated so that parents have a platform to collaborate with the school on incorporating the community culture and values in the school policies. Van der Westhuizen (1996) reaffirms the necessity of home-school partnerships on incorporating values and norms of families and community in school policies. Schoeman (1980) found that it may be confusing for children if the values and norms inculcated at home contravene those at school and this may negatively influence the child's academic achievements. Therefore, home-school partnerships should be intensified and continuously serve their purpose among children.

A study conducted by Sepadile (2009) found that parental support in children is inadequate and parents do not engage in dialogue with them or support them in academic activities. Ornstein and Lasley (2000) found that parental involvement in the child's academic activities decreases with the level of professional direction in the sense that, when educators are not dedicated to their work, parents are not motivated to participate in school activities. Cotton and Wikeland (1992) observed that parents generally become less involved as children grow older because of increasing levels of curriculum sophistication which the parent may not be able to understand, leaving this rather in the hands of specialist educators.

A study conducted by LaRocque, Kleiman and Darling (2011) found that parents and caregivers are the child's first and most interested educators, and that this role continues throughout schooling. Epstein (1994) found that cooperation and coordination among school, parents and caregivers can help create collaborative partnerships that support all aspects of the child's academic achievements. He further suggests that inclusiveness in education provides educational opportunities for students irrespective of their race, gender, religion, social class, language, and ethnicity. LaRocque et al. (2011) provide that as student bodies become more diverse, schools face greater challenges in meeting the needs of all students in that contemporary students have a solid voice through legislative mandates formulated post-1994.

2.4.16 Benefits of Parental Involvement in the child's Education

Singh, Mbokodi and Msila (2004) found that the potential benefits of empowering parents are substantial because schools that strengthen parental involvement in its business normally succeed academically. Smit and Liebenberg (2003) believe that parents have strengths and expertise comparable to those of educators in providing effective teaching and that their contribution to school governance and recruitment of experienced human resources is essential. This study further found that parents can share responsibilities and accountability with the professional staff in schools for effective administration purposes. Muthukrishna (2001) indicated that the rationale for community-based educational support is the acknowledgement of current limited resources and services for support in the education system. The schools should take advantage of the existing resources (such as human resources) in the community to improve school governance and learner's academic achievements.

A study conducted by Hornby (2011) found that parental involvement in school governance has a positive impact on student academic achievements; this claim is supported by improved learner attendance, behaviour, efforts and level of academic achievements. Parental involvement guided by purpose extends beyond elementary school and includes the special needs population mandate in the White Paper 6 (Hornby, 2011). A study conducted by Kotirde and Yonus (2014) found that parental involvement and support lead to educators having better and high-quality relationships with parents and pupils, fewer behavioural problems, reduced workload and a more positive attitude towards teaching and learning. Kgaffe (2001) found that educators get goodwill and appreciation from students and parents when stakeholders coordinate their efforts in education. The educators broaden their awareness of learner backgrounds, increase sensitivity towards different parental circumstances, and solicit in-depth knowledge and understanding of children's family backgrounds. Squelch (2000) maintains that parental involvement is an instrumental tool for effective school governance and supporting standards of teaching that produce good academic outcomes.

2.4.17 Parental Pressure on Students and Formulation of Clear Targets

Emerson, Fear, Fox and Sanders (2012) explored the links between parental involvement and academic achievements. Emerson et al. (2012) attest to the risk that parents may place excessive academic pressure on students which is detrimental to their wellbeing. The study further provided that the integration of social and emotional programmes into the broader school curriculum can have a positive effect on student academic achievements and wellbeing. Therefore, parenting behaviours described as 'academic socialisation' (Walker & Berthelsen, 2010:1) have proved to lead to improved academic outcomes. Parental involvement strategy should be developed from an appreciation of the need to reinforce the development of broad student discipline, wellbeing and academic achievements and these may be the outcomes of effective school governance.

A study conducted by Henderson and Mapp (2002) found that parental involvement in student education has a greater effect on academic achievements than any other form of involvement that lacks clear goals and specific needs. Sheldon and Epstein (2005) found that initiatives advocating for families and children's engagement in discussing mathematics at home tend to contribute positively to higher achievements in mathematics. Mitchell (2008) claims that parental involvement has a greater impact on the academic achievement of

elementary-aged students than of secondary school students. However, the fact is that parental involvement has a positive impact on student discipline and academic achievements, and thus should be intensified throughout the learning cycle.

2.4.18 School Governance Role on Leadership Preparation

A study conducted by Bray (2003) supports the claim that parents react differently to involvement in school governance and this calls for the consideration of diversity of conditions in community environments as effective parental involvement strategy in one environment may not be effective across. Cunningham and Cordeiro (2006) found that participants claimed those parental roles they held in schools before appointed principals played an important role in preparing them for school leadership and this was attested by the kind of leadership they provide in school governance. The study also found that when former SGB members worked under principals who mentored and gave them insight into what to expect with regard to future leadership positions, they were properly prepared for leadership roles in education. Parental involvement in school governance should be part of strategic planning for participation in decision-making as it allows organisations to achieve forecasted results through the integration of internal and external stakeholders' resources in education (Mahlambi, 2015).

A study conducted by McNeal (1999) found that while parental involvement may indirectly affect academic achievements through its positive impact on student behaviour and achievement ideology, the relationship between parental involvement and academic achievements needed further investigation. Henderson and Mapp (2002) found a significant positive relationship between parental involvement and student achievements, concluding that when parents are involved in the learning process, they tend to improve the school image by enhancing children's academic efficacy. The investigation into the relationship between parental involvement and learners' academic achievements needs to be deepened to determine the impact thereof.

2.4.19 Apartheid Legacy in Education and SASA Establishment

A study conducted by Duma (2014) provides that, in South Africa, before 1994, the apartheid government disregarded parents through the exclusion of the majority of citizens from meaningful involvement in school governance. In 1996, the new democratic South African government promulgated the SASA of 1996 which recognised parents as key partners in

education and consequently prioritised parental involvement on school governance matters. SASA (RSA, 1996b) mandated that all schools in South Africa must have democratically elected SGBs comprised of educators, non-teaching staff, parents, and learners. This Act further vested governance of every public school in the hands of parents through the establishment of SGBs for all public schools with a governance mandate. Therefore, these functions include, inter alia, recommending the appointment of principals, educators and non-teaching staff; formulating admission and language policies; choosing Further Education and Training (FET) subjects; control and maintenance of the school property for learner safety and security; and determining school fees for no fee-exempt school.

The SASA empowers parents with democratic school governance where schools cannot make decisions unilaterally and need the parental voice for approval of their initiatives. Holt and Murphy (1993) found that the principal can no longer be 'Lord' of an educational organisation; instead a democratic combination of stakeholders in education is charged with administration and management of schools. Mestry (2004) found that parental involvement is interpreted as parent commitment to the child's academic success and that the role they play in school governance impacts positively on the child's academic achievements.

2.4.20 Effect of Reduction in Parental Interest on Academic Activities

Parental involvement has a significant effect on the quality of learner experiences on teaching and learning; therefore, a fundamental change is required in the philosophy of the organisation or education system (Mahlambi, 2015). Colpin, Vandemeulebroecke and Ghesquière (2004) found that fathers were discouraged from being involved in the child's education because they were considered incompetent and ignorant parents. This study implies that the approach by educators in terms of their perceptions of parents has a significant impact on the level of involvement by parents in the long run.

Landsberg, Kruger and Nel (2005) found that parents are often unsure about school policies attributed to school governance and academic activities. Although these policies and procedures affect parent lives directly, they are seldom developed and implemented with parental input although SASA changes this with an emphasis on the recognition of parents in school governance and schooling. Landsberg et al. (2005) suggest that active parental involvement in developing policies can create common ground and mutual understanding among all stakeholders aimed at improving learner's academic achievements.

2.4.21 Parent Limitations by School Predetermined Norms

A study conducted by Emerson et al. (2012) found that meetings between parents and educators take place in a formal setting where there is parent-teacher discussion about student progress, or when parents are required to meet with the educators about learner behavioural or learning problems. Henderson and Mapp (2002) suggest that parental involvement that is problem-focused does not necessarily enforce a desire for learning in children or raise their expectations of education. Emerson et al. (2012) further provide that through ensuring positive conversations in content and tone with educators, parents can receive clear and consistent information from schools on how to effectively contribute to school governance and learner's academic achievements.

A study conducted by Mitchell (2008) found that SGB programmes that are most frequently supported tend to adopt a school-centred approach and that parental involvement is informed by a clear goal to ensure learner's academic efficacy. Henderson and Mapp (2002) view traditional forms of parental involvement as limited to participation in attendance at formal school meetings, monitoring of the child's school-work, and classroom-focused activities. The schools should develop an approach which leaves parents with an impression that their contribution to school governance is valuable; otherwise parental support on school activities will not materialise.

A study conducted by Mitchell (2008) found that school-centred approaches to parental involvement are one tool for maintaining effective and meaningful relationships between schools and parents. Gold, Simon and Brown (2002) claim that schools tend to be unwelcoming institutions in which parental input and involvement are often not encouraged but viewed with scepticism. Mitchell (2008) found that the majority of parents who are lower income earners are demotivated to contribute to school governance, frustrated by the strained relationship between themselves and schools. Smrekar and Cohen-Vogel (2001) found that although parents may limit their involvement in school governance because of the unwelcoming nature of the school, they pursue their involvement in the child's academic activities at home.

A study conducted by Crozier (2000) found that parents are not the sole reason for the lack of parental involvement but schools should also be considered as one of the contributory factors. Crozier's (2000) perspective is supported by the Alliance Schools Initiative (2004), which found that many parents encounter obstacles to contributing to school governance because of

the school climate that is not conducive to their involvement in school activities. Mestry and Grobler (2007) view that the lack of parental education and parenting skills, the time and job pressures of parents and language barriers have an impact on parental involvement challenges in school governance as well.

2.4.22 Effective Collaboration and Communication in Promoting Parental Involvement

Mestry and Grobler (2007) found that collaboration and communication have been identified as an effective strategy for active parental involvement in schools. The study further claims that collaboration occur when power and authority are shared between parents and educators. The achievement of common goals could not be accomplished by a single individual, single organisation or functioning in isolation of other players in school. Koonce and Harper (2005) provide that setting specific goals and objectives is the most crucial component for parental involvement in school governance and forms part of participatory decision-making. Therefore, disintegration and miscommunication between parents and the school destroys parental involvement in school governance and impacts negatively on the child's academic achievements.

A study conducted by van Schalkwyk (1990) found that devising a strategic plan for parental involvement through establishment of a planning committee to attend to parent recruitment, drawing up a policy on parental involvement, and evaluation of the programme is essential. The study further indicated that an inviting school climate can be created through correct conduct which encourages parental involvement in school governance and a positive attitude of staff. Parental involvement in school governance is also encouraged by a neat and inviting reception room and a principal's office that is neat and functional, leaving parents with an impression of professionalism and motivation to keep children attending the school.

A study conducted by Okeke (2014) found that parental involvement in governance and management matters in school is important and that their involvement in academic matters assists in the child's academic achievements. The study further argues that a well-functioning SGB, where parental involvement in school governance is effective, would guarantee a successful schooling experience for the child. Lemmer (2007) notes that changes in governance arrangements may not solely improve student academic achievements but effective teaching and learning should take a centre stage in school activities.

A study conducted by Jacobs, Vakalisa and Gawe (2004) found that the new approach to curriculum in South Africa encourages educators to prioritise parental involvement for the child's learning process to be effective. Remedial Teaching Foundation (2000) provides that parents should be involved in planning and local policy-making through SGBs, in the teaching and learning process and in the development of a supportive learning environment for all the learners. Squelch (1994) states that the child's education is primarily the responsibility of parents as their first educators and most influential people in their life. Winkler, Modise and Dawber (1998) notes that when the child reaches school-going age, parents transfer part of their responsibility for educating their children to the educator; however, this does not mean that parents are exempted from playing their part.

A study conducted by MacBeth (1997) found that whatever offence or misbehaviour a child commits at school, the parent is ultimately accountable for the child's actions as the person charged with the primary responsibility of monitoring the child's academic performance. The study further suggests that when a child is suspended or even expelled, it is the parents' responsibility to ensure that the child continues attending school. Winkler et al. (1998) state that it is clear that educators can only support parents but not take away their responsibility as the child's primary educators.

2.5 CHAPTER SUMMARY

The literature review highlighted that parental involvement is internationally viewed as a significant tool in maintaining sound school governance. It upholds stakeholder collaboration and strengthens home-school partnerships aimed at inculcating discipline among learners. Schools that recognise parental involvement empower SGBs to execute their duties with diligence and support the school on leadership matters. The learner's academic achievement is probable if parental influence is effective on learner discipline and academic success. The overlapping spheres of influence have been experienced internationally and locally where high SES parents enforce their contribution, impact, and improvements in school leadership. It has been noted that a relationship exists between parental involvement and a learner's academic achievements as parents set the trend for academic discipline.

This chapter dealt with the literature comprised of introduction, definition of operational terms, and literature review: parental involvement and theoretical framework of the study entailing the main and supporting theories of the study and 22 themes on the literature review.

CHAPTER 3:

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter focuses on research paradigm, research design, research instruments, sample method, sample size, data analysis and interpretation, reliability and validity, and ethical considerations.

3.2 RESEARCH PARADIGM

A paradigm is a model that gives an indication of how a phenomenon should be researched (Tewari, 2015). There are three commonly-used paradigms in educational research: positivistic paradigm, interpretive paradigm, and mixed research paradigm. These paradigms are briefly discussed hereunder:

The positivistic paradigm is used extensively in scientific and quantitative research as it stems from the positivist school of thought and statistical analysis (Tewari, 2015).

The interpretive paradigm aims at describing and interpreting the phenomena of the world and sharing this meaning with others (Pollard, 2002). This is also known as interpretivism or constructivism which offers the understanding of the world through qualitative methodologies where the researcher tries to understand the meaning that people give to events (Tewari, 2015).

The mixed research paradigm is defined as a combination of qualitative and quantitative research models or approaches (McMillan & Schumacher, 2010); it is also known as mixed method research. The integration of both qualitative and quantitative research provides a better understanding of the research problem and the mixed method research also allows the possibility of triangulation. Therefore, triangulation combines several methods to examine the same phenomenon, thus not limited to using one technique (McMillan & Schumacher, 2010).

3.3 RESEARCH DESIGN

As the field research aims to understand and define the ways in which Hlabisa Circuit schools can use parental involvement in governance and schooling, this study used a mixed methods design. McMillan and Schumacher (2010) found that mixed research design is a combination of qualitative and quantitative methods, and it is becoming increasingly popular. The mixed

approach helps in providing a more complete investigation; thus, this method allows the researcher to collect data more broadly and effectively because the limitations of either paradigm on its own are reduced.

Morse (2002) found that mixed research designs are usually used because one method alone will not provide a comprehensive answer to the research question. Morse (2002) further provides that it may occur in a study that is primarily quantitative, that there is some aspect of the phenomenon that cannot be measured quantitatively. On the other hand, in a study that is primarily qualitative, there may be an aspect of the phenomenon that can be measured quantitatively, and the measurement will enhance our descriptive understanding of the phenomenon. This study alternatively provides that if two research methods are used, one will complement the other; for instance, it may provide access to a perspective that cannot be accessed by the first.

Qualitative research designs are defined by Creswell (2008) as being just as systematic as quantitative designs, but they emphasise gathering data on naturally-occurring phenomena. McMillan and Schumacher (2010) argue that most of the qualitative data are in a form of words not numbers, and that in general, the researcher must search and explore with a variety of methods until a deep understanding is achieved for purposes of research authenticity.

Ebrahim and Sullivan (1995) and Blaxter, Hughes and Tight (1996) agree that qualitative data is in the form of texts and descriptions of behaviours and actions and practices, thus numeric factors are not predominant. The verbal statements and actions of the subjects are analysed for meaningful interpretation which allows for narrative reporting of findings. They further state that data collection involves objective and accurate reporting of statements, activities and appearances of persons in their environment. This study further provides that the investigator or researcher seeks to understand the thoughts, feelings and experiences of individuals coping with their condition in a given societal setting. They also state that the role of the observer is crucial; it usually involves building up harmonious relationships between people involved in the study through social and physical closeness.

Blaxter et al. (1996) state that quantitative research design is, as the term suggests, concerned with the collection and analysis of data in numeric form as opposed to narrative form. They further provide that the quantitative research method tends to emphasise relatively large-scale and representative sets of data, and is often presented or perceived as being about the gathering of 'facts'. Furthermore, the qualitative research method tends to focus on exploring,

in as much detail as possible, smaller numbers of instances or examples which are seen as being interesting or illuminating, and it aims to achieve 'depth' rather than 'breadth' (Blaxter et al., 1996).

This study employs a survey research design where the investigator or researcher selects a sample of subjects and administers a questionnaire or conducts interviews to collect data. McMillan and Schumacher (2010) found that surveys are frequently used in educational research to describe attitudes, beliefs, opinions and other types of information. They further provide that the research is normally designed so that information about a large number of people (population) can be inferred from the responses obtained from a small group of subjects (sample).

As the study is soliciting stakeholders' perspectives regarding parental involvement in school governance and schooling, the data was collected using qualitative and quantitative method research designs concurrently. The research paradigm provided for eliciting findings through mixed method research design was applied in the collection, presentation and analysis of data.

3.4 RESEARCH INSTRUMENTS

3.4.1 Questionnaires

A questionnaire (Appendix A) with a combination of closed-ended and open-ended questions was adopted as recommended by Ary, Jacobs and Razavieh (1972) on the basis of the literature review related to the factors that influence parental involvement in governance and schooling. A questionnaire is defined as data collection instrument where the researcher provides a written set of questions for respondents. Questions allowed respondents to indicate the extent to which they agree or disagree with perceptions relating to parental involvement in governance, and the impact and improvement it has on learner's academic performance. The educators measured parental involvement in schools on a given Likert scale of 1–4, where 1 stands for 'strongly disagree'; 2 for 'disagree'; 3 for 'agree' and 4 for 'strongly agree'. The questionnaire also allowed respondents to rate their views on a scale of 1–3; where 1 represents 'yes', 2 represents 'not sure' and 3 represents 'no'. The respondents were assured of confidentiality, and remained anonymous at all times so that they could provide objective perspectives without any anxiety.

3.4.1.1 Advantages of questionnaires

The advantages of questionnaires include the following: they are economical; enable researchers to ensure anonymity; provide standard questions and uniform procedures; are usually easy to score; and provide time for subjects to think about responses (McMillan & Schumacher, 2010). In this study, the questionnaires enabled anonymity as each respondent had his own copy and adequate time to respond to the questions. The questionnaires provided convenience during the interpretation of data given the standard questions and uniform procedures using a response rating scale of 1–4 and 1–3 as indicated in 3.4.1.

3.4.1.2 Disadvantages of questionnaires

On the other hand, the disadvantages of questionnaires include: the researcher's inability to probe and clarify; biased and unambiguous questions and responses; restricted to subjects who can read and write; faking and social desirability; and response setting where subjects utilise focus groups to help each other on responding to questions (McMillan & Schumacher, 2010). The respondents in this study demonstrated diverse interpretations of questions and diverse experiences even from the same school. Therefore, the researcher wished to probe but could not; they used the halo effect to respond while some had similar or almost similar responses meaning they could have been faked and did not give a true reflection of the phenomenon.

3.4.2 Interviews

An interview guide (Appendix B) provided semi-structured questions to the participants for data collection. An interview is a question-and-answer process where the interviewer poses questions to one or more subjects and the subjects respond. Kvale (1996) provides that an interview is the interchange of views between two or more persons conversing about a topic or theme of mutual interest. The interviews were considered because they enable depth, nuance and complexity in data to be captured, and are generative in that new knowledge may be uncovered where participants are open to broaden their responses as much as they desire (Carcary, 2009). This method assisted the researcher in collecting detailed data as follow-up questions could be posed to respondents to clarify initial responses given.

3.4.2.1 Advantages of interviews

The advantages of interviews include the following: they are flexible and adaptable; enable researchers to probe and clarify; enable researchers to include non-verbal behaviour; have a high response rate; and can include non-readers and non-writers (McMillan & Schumacher, 2010). The respondents in this study were able to interact with the researcher so that where misunderstandings arose clarity could be given, and they gave responses beyond the researcher's expectations in terms of a high response rate and non-verbal communication indicating that they want to tell it all.

3.4.2.2 Disadvantages of interviews

The disadvantages of interviews include the following: they are costly and time-consuming; interviewers may be biased; there is no anonymity; subject effects on group focus interviews, effect of interviewer characteristics may affect the participants; they require training; and may include leading questions (McMillan & Schumacher, 2010). In this study, respondents had to be thoroughly briefed for the interview process, which took more than the allocated time while some narratives were irrelevant. However, the researcher had to be patient with respondents with different characters and experiences to avoid bias in the interview process and the researcher had to adjust so that every participant felt comfortable.

3.5 SAMPLE METHOD

Purposive sampling was used in this study during the sampling of schools. The researcher sampled schools based on the convenience the schools' location and the people who could supply information about the topic of interest. On the basis of the researcher's knowledge of the population, a decision on which subjects should be sampled to provide the best information to address the main research question was made (McMillan & Schumacher, 2010). Understanding the population helped with the sampling of subjects aimed at providing balanced perspectives on the research topic; for example, as many schools are located in rural areas, the representation of rural schools was to be greater than the representation of township schools.

A questionnaire and an interview guide were constructed from a comprehensive literature review to collect data that were used for data presentation, analysis and interpretation. The researcher used questionnaires with the educators as they saved time for participants, and conducted interviews with SGB members as many of them are unable to read and write. As

Hlabisa Circuit is traditionally situated in rural areas, this served as the rationale behind sampling more schools in rural areas than township schools.

As purposive sampling was used in this study, SGB members were requested to participate in the interviews as the majority were illiterate. The researcher requested the SGB chairperson/deputy chairperson and secretary/treasurer to participate in this study. However, where executive members of the SGB were not available for the interviews, principals were requested to find additional SGB members for the interviews. The rationale behind selecting executive members of the SGB was to understand challenges around parental involvement in school governance as accountability officers and the impact they have on the child's academic performance.

Educators from different post levels (PL1, PL2, PL3, PL4) and from different departments; i.e. commerce, humanities, languages, and sciences were requested to complete questionnaires which were not problematic as educators are literate. The researcher requested the principal, other SMT members and PL1 educators from each sampled school to participate in order to discover whether they all had the same perspectives on parental involvement in school governance and the impact it has on improving the child's academic performance. The sampling of educators further focused on the age group factor as the researcher understood that the perspectives of senior and novice educators around parental involvement may differ.

3.6 SAMPLE SIZE

Ten schools were targeted from Hlabisa Circuit, including primary and secondary schools, i.e. six secondary schools (60%) and four primary schools (40%). A total of 70 participants, i.e. fifty educators (including principals, deputy principals and heads of departments) (71%) and 20 SGB members (29%) were requested to complete questionnaires and participate in the interviews respectively. The rationale behind this was that educators are exposed to daily challenges while the SGB members, being parents, have an in-depth understanding of the challenges on parental involvement in school governance and its impact on the child's academic performance.

As Hlabisa Circuit is one of the four circuits in Umkhanyakude district, a purposeful sample size seemed appropriate to provide balanced findings around sampled schools. As many

schools are located in rural areas, the researcher then decided to sample eight out of ten (80%) schools from rural areas whereas two out of ten (20%) were sampled from townships.

3.7 DATA ANALYSIS AND INTERPRETATION

Bogdan and Biklen (1992) view data analysis as a process of systematically searching and arranging data from the interview transcripts, field notes and other materials which were accumulated by the researcher to increase his understanding of them. The data analysis process enables the researcher to present what is discovered from the research. Content analysis was used in this study. Complicated as this process may seem, it can be broken down into the following stages: organising data and coding data. Accordingly, this study focused on organising and coding data after questionnaires had been collected and interviews had been conducted with the participants. The following codes had been used during the data analysis and interpretation process; principals (P1, P2, etc.), deputy principals (DP1, DP2, etc.), Heads of Departments (HoD1, HoD2, etc.), PL1 educators (E1, E2, etc.), chairpersons (C1, C2, etc.), deputy chairpersons (DC1, DC2, etc.), secretaries (S1, S2, etc.), treasurers (T1, T2, etc.), and additional members (AM1, AM2, etc.).

3.8 RELIABILITY AND VALIDITY

The main form of data analysis used in this study was content analysis. Content analysis is the process of identifying, coding and categorising the primary patterns of the data (Patton, 1990). This entails using codes to identify topics or recurring themes (de Vos, 1998).

Reliability and validity was achieved by taking notes during the interviews, including direct quotations from participants, and reading the transcripts over and over again while looking for any interesting patterns or themes. Schumacher and McMillan (1993) assert that reliability is a sensitive issue that maintains consistency of research strategies. For the purpose of this study, consistency was achieved by coding the raw data in ways others may understand, and arriving at the same themes and conclusions. Validity was achieved by spending adequate time with the participants, and taking everything worth the researcher's attention into consideration by making notes.

3.9 ETHICAL CONSIDERATIONS

I have read the University's Policy and Procedures on Research Ethics and its Policy and Procedures on Managing and Preventing Acts of Plagiarism, and I understand their content.

My supervisors and I considered and discussed the ethical issues that arose from this research, and these are dealt with below.

Munro (2011:148) defines ethics as follow:

> Ethics is a set of moral principles which is suggested by an individual or a group, is subsequently widely accepted, and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, and other researchers, assistants and students.

Strydom (2005:57) defines ethics as follow:

> Ethics is a set of moral principles that offer rules and behavioural expectations about the most correct conduct. Ethics gives a researcher the guideline on moral conduct and prevent any harmful effect to the subjects arising from the research.

The University's Research Ethics Policy (2013:24) defines research ethics as:

> [The] principles and practices that guide the ethical conduct of research. These should embody respect for the rights of others who are directly or indirectly affected by the research. Such rights include rights of privacy and confidentiality, protection from harm, giving informed consent, access to information pre- and post-research, and due acknowledgement. Ethical conduct in research also includes the avoidance of inflicting animal suffering of any kind, and protection of the environment.

The permission to conduct the research from the KwaZulu-Natal schools was granted by the KZN Department of Education (Appendix C) after ethical clearance had been acquired from the University of Zululand Research Ethics Committee (Appendix D). All research must be ethically sound, but specific circumstances, such as health research, or research involving animals and human participants, especially children, give rise to special ethical considerations.

I declare that to the best of my knowledge:

- My research does not fall into any category that requires special ethical obligations. However, I have used practical cases that are taking place in Hlabisa Circuit schools. Having such cases occurring in a number of schools in Hlabisa Circuit, I have ensured anonymity of the names of schools concerned.

- The research does not create any conflict of interest, real or perceived.
- I am not involved in, or associated with, any project or activity that will become the subject matter of my research, nor are any of my family members or close friends or associates involved in any way.

Except as might be disclosed in this study, I do not have any direct or indirect financial interest in the conduct of this research, nor do any of my family members or close friends or associates.

Ethical measures undertaken included informed consent from all participants (Appendix E) and letters of request to the KZN DOE officials, principals and educators concerned (Appendix F). They were assured of anonymity and confidentiality, and their voluntary agreement to participate in the completion of questionnaires and interviews was obtained. As participants were briefed on the implications of their involvement in the study, they understood that at no stage would information given be made public. Therefore, the information given will be destroyed after the finalisation of the study having served the period as so stipulated by the University of Zululand and pseudonyms were used to protect their identity.

3.10 CHAPTER SUMMARY

This chapter dealt with research methodology and design which include: research paradigm, research design which is mixed in that it integrates qualitative and quantitative research approaches, research instruments, sample method, sample size, data analysis and interpretation, reliability and validity, and ethical considerations. This chapter assisted the researcher in presenting findings of the study through analysis and interpretation of empirical data as covered in the next chapter.

CHAPTER 4:
RESEARCH FINDINGS

4.1 INTRODUCTION

This chapter deals with the presentation, analysis and interpretation of empirical data collected. Data collection was conducted by means of questionnaires and interviews. In assembling the data, the researcher used quotations from the raw data to express the ideas expressed by participants and to indicate that the findings were derived from the evidential data (Mahlangu, 2008). The data was further presented by tables for synthesis purposes.

4.2 DATA COLLECTION

4.2.1 Administration of Data Collection

The data was collected through questionnaires and interviews in schools sampled. The sample population constituted 50 (n=50) educators and 20 (n=20) SGB members tasked with school governance and schooling matters. After a thorough analysis of schools sampled, the researcher used questionnaires with educators and interviews with SGB members having discovered that out of ten schools sampled, 8 (80%) were almost entirely comprised of illiterate SGB members predominantly in the rural areas.

4.2.2 Challenges on Data Collection

The researcher encountered challenges on data collection in schools as appointments secured with schools kept on changing. Sometimes the researcher would confirm the appointment with the principal the day before the meeting but when arriving at the school, he would be away and we were advised that we needed to reschedule our engagement. Therefore, the researcher had to respect the principal's decision and reschedule the appointments.

Out of 50 (n=50) questionnaires distributed among educators, all were returned (100%). Out of 20 (n=20) SGB members requested to participate in interviews, all were able to participate (100%). Despite the challenges encountered around appointments with principals, the researcher's patience and engagement with respondents in schools during the completion of questionnaires and conducting of interviews paid off. An effective briefing of respondents and immediate support given to them where clarity was solicited helped in the data collection process.

4.3 PRESENTATION, ANALYSIS AND INTERPRETATION OF EMPIRICAL DATA

The empirical data collected through questionnaires and interviews were critically analysed in this section using a mixed method research design as indicated in chapter 3. Accordingly, data obtained from closed-ended questionnaires were analysed using quantitative techniques while data elicited from interviews and open-ended question from the questionnaire were analysed using coding. The tables and data synthesis were used to streamline the research findings to fit the purposes of the research.

4.3.1 Questionnaires by Educators on Parental Involvement in School Governance

4.3.1.1 Closed-ended questions

The respondents successfully completed closed-ended questions from the questionnaire by selecting options on an interval scale of 1–4. This instrument solicited data on the contribution, impact, and improvement made by parental involvement in school governance and schooling.

4.3.1.1.1 Biographical and general statistical data

Table 4.1: Educational background, experience and participation

Issues for investigation	No. (n)	%
(a) Educational qualifications: Educators		
Matric/ M+3 / above	50	100
Below Matric	00	00
TOTAL	50	100
(b) Educational qualifications: SGB members		
Matric/ M +3/ above	09	45
Below Matric	11	55
TOTAL	20	100
(c) Experience: Educators		
≤10 years	26	52
11–20 years	19	38
>20 years	05	10
TOTAL	50	100
(d) Experience: SGB members		
≤10 years	05	25
11–20 years	13	65
>20 years	02	10
TOTAL	20	100
(e) Participation: Educators		
Principals	10	20
Deputy principals	06	12
HoDs	04	08
PL1 educators	30	60
TOTAL	50	100
(f) Participation: SGB members		
Executive members	19	95
Additional members	01	05

Issues for investigation	No. (n)	%
TOTAL	20	100

(a) Educational qualifications: Educators

Table 4.1 presents the quantitative data pertaining to the study. From the ten schools sampled, 50 educators (100%) who completed questionnaires were in possession of M+3 qualifications. This indicates that most of respondents sampled undergone professional teacher training.

(b) Educational qualifications: SGB members

Out of 20 SGB members sampled only 9 (45%) had a Matric certificate whereas 11 (55%) had no Matric certificates. This may suggest that some of the challenges on parental involvement in school governance and schooling may be related to the level of parental education. Mestry and Grobler (2007) argue that parental education is significant in school governance and that parental illiteracy hinders effective schooling as parents disengage from monitoring the child's academic activities. The empirical evidence notes that ineffective governance in schools may be the result of parental illiteracy and when the SGB has no strategic programmes to support schooling, academic achievements are hampered.

(c) Experience: Educators

The evidence from the collected data indicates that 26 (52%) of the respondents have 5 years or less in the teaching profession while 24 (48%) of the respondents have more than 5 years. Accordingly, this demonstrates that experienced educators are exiting the teaching profession which has given novice educators entrance into the education system. Thus, less experienced educators may have challenges on collaborating with SGBs and parents in general while trying to acclimatise with the societal setting around the school. Kotirde and Yonus (2014) argued that parental involvement and support lead to educators having better and higher relationships with parents and pupils as a result of the environmental experience.

 Experience: SGB members

The data collected show that out of 20 respondents interviewed, 15 (75%) have 11 years' service or above while 5 (25%) of the respondents have less than 11 years' experience. This data indicates that parental availability in SGBs may be limited and some inexperienced parents are found in the system leaving only some children benefiting from parental

involvement in school governance. Maphoso and Mahlo (2014) found that parents are the backbone of the child's education and that children acquire the best possible education when parents are involved, but, if for whatever reason they ignore their responsibility in education, the child's academic progress is compromised.

(d) Participation: Educators

The principals and other SMT members showed cooperation given that 20 (40%) participated in the study while 30 (60%) were PL1 educators. In schools with more than 1 000 learners, there are 8 (20%) SMT members and 32 (80%) PL1 educators out of 40 teaching staff. Thus, out of five educators sampled per school, the researcher selected two SMT members and all participated. This sampling was chosen for soliciting balanced perspectives from the SMT members and educators.

(e) Participation: SGB members

Out of 20 SGB members sampled, 19 (95%) were SGB executive members while only 1 member (5%) was an additional member. This revealed that SGBs in schools sampled contribute to governance and schooling matters. The NCLB emphasised communication between the school and parents, and equity for all parents preventing that those at high SES from silencing the voices of low SES parents which ultimately breaks the home-school partnerships (McNeal et al., 2012).

4.3.1.1.2 Educators' perspectives on research questions

Table 4.2: Educators' ratings on the Likert scale of 1–4: the three fundamental research questions

Three fundamental research questions from the questionnaire	Strongly agree	Agree	Disagree	Strongly disagree	TOTAL
	N & %	N & %	N & %	N & %	N & %
(a) Contribution made by parental involvement in governance and schooling	07 14%	34 68%	06 12%	03 06%	**50 100%**
(b) Impact made by parental involvement in governance and academic performance	06 12%	23 46%	17 34%	04 08%	**50 100%**
(c) Improvement made by parental involvement on the school image	03 06%	14 28%	26 52%	07 14%	**50 100%**

(a) Contribution made by parental involvement in governance and schooling

Table 4.2 presents a Likert-scale table based on the three fundamental research questions formulated to probe parental involvement in school governance and the impact it has on

improving the school image through learner's academic performance. The respondents rated their perspectives on contribution, impact and improvement made by parental involvement in school governance and schooling on a scale of 1–4. Most respondents 41 (82%) agreed that parents make a profound contribution to school governance through participation in SGB sub-committees and initiatives, and their contribution has a positive impact in schooling. Squelch (2000) maintains that meaningful participation of parents in SGB initiatives is an instrumental tool for supporting ethical and effective governance. However, 9 respondents (18%) disagreed with this notion and seem to believe that parental contribution in school governance has no positive impact on improving academic achievements. The logical conclusion one can draw from these results is that parents have a significant role to play in school governance and schooling, failing which organisational structures cease to function effectively in benefitting the school.

(b) Impact made by parental involvement in governance and academic performance

Parental involvement in school governance has a significant impact in schooling and learners' academic performance. The results reveal that more than half of the respondents 29 (58%) agreed that parental involvement in school governance has a positive impact on academic performance. This is consistent with the report commissioned by the ARACY for the Family-School and Community Partnerships Bureau (2012) which states that parental involvement in school activities is more likely to have positive influence in children's early years of schooling. In contrast, 21 respondents (42%) contested the claim indicating that parental involvement renders school governance ineffective. These results show that the impact of parents in school is only partially effective in assisting schools to formulate effective governance and academic structures.

(c) Improvement made by parental involvement on the school image

Parental involvement in school governance can lead to enormous improvements in the school image by supporting the school in producing good academic outcomes but it seems weak and needs to be intensified to achieve an effective model of governance. The minority of respondents 17 (34%) indicated that the participation of parents in SGB initiatives improves the school image by effective organisation and learner's academic achievements. In support thereof, SASA (RSA, 1996b) provides that parents form the majority on the SGB and therefore, parental involvement in school governance is unavoidable and should improve school organisation if effectively managed. The evidence shows that interventions that

include parental support of the child's learning are valuable and encourage children to improve their academic performance (Nag et al., 2014). On the contrary, the majority of respondents 33 (66%) disagreed with the notion of the improvements being made to the school image by parental involvement. The provisions of SASA charging SGBs with school governance are ineffective if parents are not meaningfully involved in governance and are consequently defined as a fruitless with no positive impact on improving the school image.

4.3.1.1.3 Educators' analysis of research questions

Table 4.3: Educators' ratings on the Likert scale of 1−3: support of parental involvement in school governance and schooling

Three fundamental research questions from the questionnaire	Yes 1	Not sure 2	No 3	TOTAL
	N & %	N & %	N & %	N & %
Contribution made by parental involvement in governance and schooling	41 82%	01 02%	08 16%	50 100%
Impact made by parental involvement in governance and academic performance	30 60%	02 04%	18 36%	50 100%
Improvement made by parental involvement on the school image	24 48%	01 02%	25 50%	50 100%

(a) Support of parental involvement in school

Table 4.3 presents educators' perspectives on the support of parental involvement in school governance and schooling. The findings reflect that 41 (82%) respondents have faith on parental role in school leadership. It is therefore more likely that parental involvement in these schools is effective. However, 8 (16%) respondents revealed that parental involvement is ineffective in their schools while 1 (2%) respondent was indecisive on the matter. The indecisiveness could be caused by misunderstanding on how things go in leadership as a result of experience related challenges as some aspects grow and get understood through experience (Mncube, 2008).

(b) Effect of parental involvement in school

The data collected shows that 30 (60%) respondents believe that parents bring value on governance and learner's academic performance matters. McNeal et al. (2012) support the assertion on the value added by parents to children and school in broader terms. On the

contrary, 18 (36%) respondents reject the notion that parental involvement adds value in school activities. Two (4%) respondents took no position on the matter and this could be the product of inconsistency on school governance and academic performance.

(c) Legacy of parental involvement on the school image

The results show that 24 (48%) respondents hold a belief on the legacy of parental involvement on improving the school image. However, 25 (50%) respondents declared no confidence on parental ability to help the school improve its image while 1 (2%) respondent was indecisive on the matter. A strong view which reduces the significance of parents in school activities contravenes SASA (RSA, 1996b) which obliges parents to honour their role of supporting school to improve its image through academic efficacy.

4.3.1.2 Open-ended question

The educator respondents also had an open-ended question on the questionnaire to summarise their perspectives on the contribution, impact, and improvement made by parental involvement in school governance and its effect on academic performance. The results elicited from the raw data was organised into themes and sub-themes for synthesis purposes and are outlined in the subsequent presentation, analysis and interpretation of empirical data. These themes and sub-themes included the following: attendance of parent meetings; classroom management; learner discipline; effective school management; academic challenges and performance; accessibility of schools; parenting role; stakeholder communication; and curriculum and school-work.

4.3.1.2.1 Parental contribution in governance and schooling

(a) Attendance of parent meetings

Parents are regarded by SASA as an important stakeholder in education that supports democracy. Parental involvement was not welcomed pre-1994 and was interpreted as a strategy for intensifying the liberation of black people. In South Africa, before 1994, the apartheid government disregarded parental involvement and excluded the majority of citizens (blacks) from meaningful involvement in school governance (Duma, 2014).

It is noted that schools should empower parents with school governance skills and acquaint them with SASA (RSA, 1996b). Section 29 of the Constitution of the RSA (RSA, 1996c) on the provision of basic education was understood by parents but they still disregard their

responsibility. The general impression is that parents attend meetings when the scheduling suits them but their minimal contribution makes school governance very difficult for the SGB. This was perfectly narrated by some of the respondents who insisted on the value that could be added to school where parents have an active role to play. The principals narrated as follow:

> P1: *"It is sad that parents do not attend meetings in our school despite numerous written and verbal communication conveyed by school and SGB alike. The provision in SASA assumes this obligation is well understood by parents of all ages and context".*

> P2: *"In cases where parents have attended school meetings, they hardly show any interest on the schooling matters but considering the fact that many parents in townships are working, as much as they are located closer to the school if the scheduling is inconvenient they do not attend meetings".*

Indeed, parental involvement is recognised by schools but the general trend is that parents have a negative attitude towards school matters, in particular school governance. This then brings into question the effectiveness of the SGBs. There is a need to improve participation by parents in order to strengthen school governance and subsequently improve learner's academic achievements. Most of the school policies and programmes formulated by SGBs tend to be weak when the input from parents is lacking; however; improved programmes become evident when endorsement is strong.

In theory, SASA provides a practical perspective on how parents should be involved in school governance. The establishment of SGBs by design is meant to deal with governance of every public school whose functions; include, inter alia, participation in academic matters so that decisions made contribute to learners' academic performance. This argument was reiterated by Gonzalez-DeHass et al. (2005) who argue that parental involvement is measured by participation in parent-teacher meetings and interactions, and school activities including curricular and extra-mural activities.

The contribution of parents to school governance has recently been diminishing according to many respondents' views. It is evident that when parents disregard their responsibilities, the consequences are enormous and impact negatively on academic achievements, as the school might fail to procure Learning and Teaching Support Materials (LTSM); recruit highly

qualified and experienced educators; or ensure safety and security for all staff members within the school premises. The absence of parents from the decision-making process further disrupts teaching and learning. Therefore, learners perform poorly due to parental disengagement in school activities. The short glimpse of this impact was narrated succinctly by one of the educators who indicated that:

> E1: *"When parents' attendance is questionable, it leaves a lot to be desired for many school governors which in turn stifle the decision-making processes that are meant to benefit the school, such as procuring LTSM. In these schools, discipline among learners remains a serious concern that can only be tackled by parental involvement".*

It is clear that policies designed to facilitate effective school governance are not utilised properly to enhance the quality of the school programmes. This is despite the clear stipulation by SASA that parental involvement in governance is legally binding on schools. The policy stipulates that should any school ignore this mandate they would have acted *mala fide*. The functionality of schools where no cohesion exists between stakeholders is characterised by poor school programme design and low staff morale as there is no effective coordination of governance and academic mandates, rendering a poor return on investment in LTSM.

(b) Classroom management

There seems to be a general consensus that parents have a significant role to play in school governance, e.g. developing the code of conduct for learners, which assists in formulating classroom rules. Parental involvement in school governance is deemed to be fundamental to learners' academic success and subsequent school attainment when effectively maintained from primary to secondary levels. Parental views suggest that the infrastructure provision and extra-mural activities are necessary for learners who encounter challenges with their academic activities. They strongly believe that when learners excel in sport, music or cultural activities, they tend to be motivated to excel in all aspect of life. The deputy principal and senior educator asserted the following:

> DP1: *"Schools should develop classroom rules for classroom management and enforce them during learner disciplinary processes as they become indisciplined at secondary schools. They also begin to academically perform poorly as parents fail to support schools and not striving to provide and maintain available infrastructure in schools".*

E1: *"Schools may implement classroom rules but with the non-existence of parental support they are inoperative. Schools that have introduced extra-mural activities as part of the strategy to motivate learners to excel on academic activities and inner abilities throughout life benefit therefrom".*

The analysis shows that classroom management challenges exist and emphasis is put on formulating classroom rules informed by the code of conduct for learners. The empirical data indicate that parents are involved in the primary education of learners but withdraw when they reach secondary education. Parental withdrawal in secondary schools causes failure in school governance and its impact on the school construction endeavours is severe because of resultant learner indiscipline and academic failure. Fakude (2012) supports the view that extra-mural activities play a significant role in enhancing student academic performance; therefore, schools should encourage learners to engage in these activities and support them.

There was a feeling that when parents open a gap between themselves and their children, the school leadership and academic endeavours suffer. There was an expression that parents were more involved in schools at primary level not merely because of parental interest in the child's education but due to mistrust in the educators, and that causes overlapping spheres of influence between the school and parents. The HoD stated that:

HoD1: *"Parents should collaborate with schools so that classroom rules are intensified to circumvent academic failure and stakeholder mistrust emerging therefrom. Parents should also make sure that they provide perpetual support to schools so that the atmosphere is conducive for schooling through home-school partnerships".*

It has been noted that stakeholder partnerships are crucial in the collective responsibility of classroom management so that teaching and learning is effectively administered. The empirical evidence, however, shows that there is no mutual trust or sharing of common goals between the school and parents. The difference in learner behaviour between primary and secondary schools is therefore, caused by parent attitudes to education. Therefore, parents should contribute throughout the learner's educational endeavours so that the effort they put into primary schools should continue at secondary school level.

(c) Learner discipline

Most of the respondents noted with concern the increase of challenges on learner indiscipline in schools and advocated that the code of conduct for learners developed by the SGB be strictly enforced by the school to addresses this trend. Societal shifts have brought about good and bad habits in the society; e.g., general resistance to authority such as that of educators by learners in this context. The challenge of learner indiscipline reduces educator passion and commitment to mediocrity and raises concerns on safety and security as learners in secondary schools are often unruly and denigrate educator authority. The senior educator painted this picture:

> E2: *"Learner misbehaviour is a barrier in schools but the code of conduct for learners must be enforced to mitigate learner wildness and maintain safety and security of everyone within the school, e.g. learner suspension. Strategies to deal with learner psychological setting should be developed to correlate educator input and output".*

There seem to be a perception by parents that adolescents in secondary schools need autonomy thus guidance is no longer crucial, which then escalates learner indiscipline. The secondary schools encounter numerous barriers to curriculum delivery and educators have no alternative but to enforce school policies to maintain the institutional image, safety and security within the school. Parents should take centre stage in rendering the school initiatives effective. The psychological setting of the child often determines his behaviour at the adolescence stage as parents fail to strike the balance between independence and discipline. Maphoso and Mahlo (2014) argue that educators have begun to reduce their effort and commitment to education because of the crisis of learner indiscipline in schools.

On the other hand, mixed claims were made that learner misbehaviour is somehow controllable despite educators' daily classroom experiences. The success of maintaining discipline among learners in schools is dependent on parental involvement in governance so that the SGB disciplinary sub-committee, for instance, functions optimally, backed up by decisions taken at parent meetings. Educators have proven to be tried and tested professionals given their perseverance through daily persecution by learners, and parents need to come to the party so that schools are safe for everyone. The principal and educator commented on these issues as follow:

> P3: *"Learner behaviour may be controllable. As educators, we need to be strategic in dealing with their psychological capture as motivated to cause troubles at school by*

deceptive intelligence and willingness to get attention. As education professionals, we need to understand each learner's attitude and deal with them as individuals".

E3: *"Learner behaviour in some secondary schools is hardly controllable and it becomes worse on daily basis as they perpetually abuse drugs and attend school under the influence. Therefore, this motivates them to misbehave and view educators as statues instead of authority while the community is standing afar with hands folded".*

The general understanding among educators is that the child's behaviour is dependent on societal norms and if the community simply stands on the sidelines, learner indiscipline may not be eradicated. Parents have a responsibility to assist the SGB and the school in controlling learners and addressing drug abuse and other misbehaviour by learners as the psychological settings in secondary schools are volatile and lead them to disastrous decisions. The logical conclusion drawn is that learners are generally troublesome and a huge challenge in school governance as SGBs regularly convenes for learner disciplinary hearings.

4.3.1.2.2 Impact emerging from parental participation in governance and academic performance

(a) Effective school management

The respondents noted that effective leadership in school governance lies in the hands of parents and has a positive impact on effective school management. When parents are not adequately involved in school activities this renders the school unable to carry out its functions of teaching and learning. The school is expected to provide quality education and produce quality academic outcomes but this is only attainable if there is sharing of common goal between stakeholders. The principal and educator expressed the following:

P4: *"Parental involvement in school activities is very limited and accordingly the room for improvement still exist as many parents do not support the principal, educators and other staff. Effective school management demands that all stakeholders collaborate to support the school in governance and procurement of LTSM".*

E4: *"It is generally understood that parents reserve their effort in school governance, thus destroy cooperation prospects, transparency and effective management. Schools*

empower parents with relevant knowledge but opt not to partner with schools for promoting effective school governance and improving academic performance".

There is a feeling that parent-teacher collaboration should provide a platform for interaction on an equal footing so that parents do not withhold their support for the SGB and the school on governance and academic matters. The SGB also has a mandate to deal with budgetary functions which need parental input in order to be finalised and approved. The school will fail in providing its key functions as it cannot procure LTSMs or maintain the school infrastructure without the SGB and parents. Home-school partnerships are significant in supporting the SGB to provide necessary resources, transparency and effective management within the school (UNESCO, 2014).

The underlying perspectives on barriers to effective school management include parental negligence as some are elected as SGB members but do not attend meetings or take up their responsibilities. When parents elect SGBs and then have no further input, this probably will lead to ineffective school governance and this will have a negative impact on school management contributing to learners' academic failure. There has been a paradigm shift in parental involvement in post-apartheid education as parents in organised structures, including political parties, fought for recognition but thereafter withdrew. The senior educator stated that:

> E5: *"Parents have failed to understand what they fought for during the apartheid era when they advocated people's education, as parental ignorance in education is apparent to every person while SASA of 1996 empowers them with school governance and mandate them to support the principal, educators and other staff".*

It has been noted that parents ignore their faults and fail to reflect on the potential damage caused to the child's academic success. Parental ignorance cripples school governance and the probability of learners' academic prosperity. It is therefore, vital that the SGB creates an environment conducive for teaching and learning as educators are dissatisfied with parental involvement given the perceptions that SGBs lack purpose and fail to contribute to the organisational structures of the school. The assertion on parental ignorance is supported by Van der Westhuizen et al. (2002) who argue that parents are ignorant about the nature, purpose, organisational structure and the general principles of how schools are run. The conclusion drawn is that parents are ignorant about school governance; therefore, schools are

stuck with ineffective governance structures as SGBs fail to support schools with their academic activities.

(b) Academic challenges and performance

The respondents felt that the DBE is not creating an environment conducive for teaching and learning. This was backed up by examples of the department's failure to provide proper infrastructure; e.g. classrooms, libraries, laboratories. The department's failure went as far as the procurement of LTSM and implementation of effective Post Provisioning Norms (aimed at creating a pool of posts at schools in preparation for the following school year); consequently, these shortcomings impact badly on academic outcomes. The deputy principal and educator narrated as follow:

> DP2: *"The DBE seems not taking rural schools' infrastructure seriously as classrooms are falling in some schools and the matter is not treated as of urgency. Learner lives are in danger in classrooms with cracking walls. The procurement of LTSM and shortage of educators leads to poor learner's academic performance".*

> E6: *"Infrastructure provision is not bad in our schools as classrooms, libraries and laboratories are built but the key is on maintenance by the SGB given that when not properly maintained structures are damaged and academic activities are disrupted leading to academic activities' disruptions".*

The general understanding is that the DBE is not providing necessary support to schools to enable them to provide quality education and enhance academic achievement, although a few educators stated that in spite of inadequate infrastructure, schools have the potential to produce quality results. Academic challenges are a barrier to schools' progress but with the SGB support on teaching and learning, the staff morale picks up and they provide a better service to the learners. Parents' contributions to education are irreplaceable as educators are motivated by continuous interactions with them on governance and academic matters which impacts positively on learner success despite infrastructure challenges (Maphoso & Mahlo, 2014). The results show that despite general shortcomings in education educators are motivated to serve when parents partner with them.

It has been noted that infrastructure challenges have long existed in education but they have never served as a determinant factor in teaching and learning. Parents feel that they play their role as school governors in implementing policies that ensure that schools are run as

professional institutions. The educators have little to do with learner disciplinary hearings when SGBs manage learners' behaviour closely; and therefore, academic activities are not significantly disrupted by culprits. The educator expressed that:

> E7: *"Challenges in education existed long ago but educators were not discouraged to serve the nation as soldiers. Learners should also focus their attention on the knowledge delivered by educators instead of infrastructure challenges over which they have no control, and improve their academic performance".*

It seems that educators believe that parental involvement is the key to organisational success despite academic and infrastructure challenges. The SGB's role in effective school leadership and management is the foundation, and, as school governors, the SGB has the power to provide institutional direction. The educators understand the environment in which they teach and the related challenges; they therefore, embrace the societal norms, values and traditions of parents who are involved in governance matters and share the common goal on academic excellence with the school. In support of this idea, Hornby and Lafaele (2010) argue that learners' academic performance in schools is dependent on good governance where the SGB understands that organisational success needs collective effort and collaboration to remedy challenges. The empirical evidence denotes that, despite the DBE's shortcomings in the provision of infrastructure, parents are key players in giving institutional direction and keeping educators motivated to teach beyond average expectations.

(c) Accessibility of schools

Some respondents indicated that challenges on accessibility of schools prevent parents from supporting the SGB in school governance as they are hindered from attending meetings. There seems to be a perception of parental negligence by educators that and this denies parents the opportunity to be empowered by schools on governance matters so that their involvement in school governance impacts positively on learners' academic performance. Unemployment and poverty are challenges in South Africa while education needs a tripartite relationship made up of the educator, the parent and the learner. The educators noted that the shortcomings on the stakeholder relationship cause perpetual sufferance within the society and worsen parent-teacher interactions. The principal narrated:

> P5: *"Parental failure to honour their responsibilities in education bears continuing sufferance which goes as societal ancestry inheritance. The society should take a*

paradigm shift on parental psychology from making excuses and begins to prioritise learner education for poverty alleviation in families and society".

The experience is that challenges on school accessibility are enormous, particularly in rural areas because of the distance and transport-related challenges which render the SGBs ineffective. The educators hold the view that parental failure to attend meetings is negligence while parents attribute this to numerous phenomena, inter alia unemployment and poverty rooted in the society. The long-held societal sufferance emerging from overlooking learners' education is described as the major problem in parent-teacher interactions if there is no prospect of any positive impact caused by parents in school activities. The results reveal that parental negligence bears the hallmarks of old practices within the society as generation after generation have not taken full advantage of the right to basic and adult basic education leaving the society illiterate.

It seems that societal setting and traditions may have a negative impact on parental involvement in school governance but these cannot be used as a scapegoat for parental failure to honour their obligations of keeping the school functional. It has been noted that parents make excuses for their unwillingness to become involved, without thinking about the effect on the children. To overcome this problem, SGBs should schedule parent meetings properly so that parents cannot avoid their responsibility. The educator noted that:

E8: *"Remoteness of schools is not a challenge in townships and parents attend meetings, participate in decision-making and support the school on governance matters. In rural areas, parents find it a challenge to access schools and use that as an advantage for failure to honour their obligation while done at the child's disservice".*

The general perception is that parents do not collaborate with the school. Mahlambi (2015) argues that parents need to be involved in decision-making to strengthen parental advocacy in school governance and integrate resources to improve learners' academic performance. The logical conclusion one can draw is that stakeholder collaboration is still a challenge in schools and parents are not supportive of the SGB; therefore, their disengagement renders school governance ineffective which has a negative impact on learners' academic performance.

4.3.1.2.3 Improvement brought by parental participation on the school image

(a) Parenting role

There is a feeling that the parenting role is not sufficiently embedded in schools and the improvement of the school image is not observed as parents ignore their role in education. Education is a process which calls for a true meeting of minds where parents and educators genuinely share a common goal of improving the child's psychological development, and helping to eradicate societal and youth challenges. Parents should develop a culture of responsibility in supporting the education of their children so that they grow up with purpose throughout life. The senior educator narrated:

> E9: *"Parents are failing to properly play their role in education while willing that schools produce good academic results and uplift the child's psychological development. The societal challenges may be eradicated through stakeholder collaboration and striving for the common goal of learner's academic success between stakeholders".*

There seem to be concerns around creating a foundation of stakeholder collaboration in teaching and learning, failing which the school may not produce anticipated academic outcomes. Damle (2006) argues that the success of learners is not merely dependent on educators but on home-school partnerships through a tripartite relationship in education between the educator, the parent and the learner. The results show that while the school delivers the curriculum and supports the child's psychological development, the parent should assist in so addressing a learner's academic challenges.

It has been noted that parents have disengaged from school governance post-1994 and their struggle against a previously unjust and discriminatory education system has been described as a fruitless exercise due to the paradigm shift in societal priorities and subsequent learner disciplinary challenges prevailing in schools. The shortcomings in the parenting role cause enormous damage to society as parental failure to monitor learners leads to the loss of values and the potential for learners to become involved in crime. The educator expressed that:

> E10: *"The learners have become unruly and troublesome in schools because parents are no longer interested in playing parenting role to them. Parental negligence goes a long way as these unguided learners extend their wildness to the society through engaging in criminal activities while denting the school image".*

The general notion is that parental failure to play their role in education as traditionally was the case pre-1994 is a serious threat to school governance and societal development. Parents in South Africa are defined as unsupportive of the SGB and school in producing desired academic outcomes, although Dunne et al. (2007) warn about the overlapping spheres of influence where parents are actively involved in education. The empirical evidence shows that there is a gap between stakeholders in this context as learners misbehave due to the failure of parents to inculcate values in the home which may even lead to learners engaging in criminal activities.

On the other hand, educators argue that some parents play their role while noting that learners may behave differently between home and school, thus misrepresent the home structure. The general understanding is that learners behave well at home and misbehave at school, ultimately creating a false image of the learner as educators have witnessed during disciplinary hearings when parents are often surprised by the errant behaviour of their children. The HoD narrated:

> HoD2: *"The learners are capable of misrepresenting family structures by acting in a chameleon style between home and school. Unfortunately, parents are unable to police children to make sure that they behave according to the lessons inculcated at home".*

Educators have learned that learners may act in a hypocritical manner, thus misrepresenting the family culture where they behave properly at home while misbehaving at school. The learners use a selective model between home and school which leaves the school with the impression that parents are not interested in the school academic efficacy.

(b) Stakeholder communication

There is a general view that stakeholder communication is pivotal in school governance and may help in supplementing the state resources so that teaching and learning take place in an environment conducive. Stakeholder communication may be instrumental in helping the school generate funds for property maintenance from the community through hiring its facilities so that the environment is conducive for teaching and learning. The funds raised through hiring out school property may also be used to support and intensify academic programmes so that the school image is improved by good academic outcomes. The deputy principal and educator painted this picture respectively:

DP3: *"The stakeholder communication may assist in supplementing state resources through sharing them with the community at a fee and use funds raised to maintain them. The accessibility of school facilities may also help improve the relationship between the school and the community and consequently improve the school image".*

E11: *"Parental involvement in school governance may help the SGB create an environment conducive for teaching and learning so that educators are motivated to perform to their maximum potential and produce academic achievements".*

The respondents felt that SGBs should supplement state resources by taking care of school buildings, sport grounds and other school property so that community members also benefit therefrom. It was also noted that when the school makes its facilities accessible to the community, that may consolidate home-school partnerships thus improving the school image. It was also held that stakeholder communication motivates educators to perform to their maximum potential and help the school produce good academic achievements. Nag et al. (2014) argue that effective stakeholder communication assists the school in governance matters and that schools should develop welcome parental involvement and make them feel that their participation is valued. The empirical findings show that stakeholder communication is essential in encouraging collaboration with parents so that governance decisions lead to improved academic achievements.

Most respondents disputed the value of parental involvement in school governance as it seems that parents are no longer interested in education and ignore their responsibility for the learner's success. There is a feeling that SGBs are derailed by schools' internal politics and use parents in fighting their battles which could be the cause of parental disengagement in school governance. School politics discourage parents from attending meetings while the societal setting shows a weakening of home-school partnerships. The HoD expressed that:

HoD3: *"Parental involvement lingers in school governance and academic activities suffer therefore, the Minister of Basic Education may have to amend SASA of 1996 as SGBs fail to have parental quorum to officiate parent meetings for accountability of schools".*

It has been noted that parents have lost interest in school governance as they believe the responsibility lies with the SGB. The SGBs find themselves in the middle of the schools' internal politics and consequently create divisions between governors and professionals

which negatively impact the working relationship between the stakeholders. The results of the crippled working relationship between the stakeholders are educator demotivation and poor academic performance, denting the school image over time. The logical conclusion one can draw is that the paradigm shift in the societal setting has led to weaknesses in school governance and the outcomes are revealed in poor academic performance.

(c) Curriculum and school-work

It was noted that parents excuse their failure to partner with schools on curriculum matters, giving a constantly-changing curriculum as an excuse. The comparison was made that parents in independents schools understand that they are duty-bound to help their children succeed whereas those in public schools do not. The educator narrated:

> E12: *"Parents in our public schools misunderstand their duty on the child's success and consequently fail to provide effective school governance and positively contribute in improving learner's academic performance hiding with curriculum philosophies".*

The general perspective noted is that parental failure to participate in decision-making renders schools dysfunctional and ultimately ruins the school image. It has been ascertained that parents in public and independent schools react differently to their commitment to participate in school governance. Mestry and Grobler (2007) argue that curriculum matters should not prevent parents from monitoring learners' school-work as the changes do not introduce an entirely new approach in the education system; instead, the changes are aimed at realigning the local system with global developments.

It has been noted that parents are charged with determining extra-mural activities and choice of subject options in accordance with the provincial subject policy. However, the prevailing view is that parents cannot succeed in executing the curriculum mandate unless they are capacitated with leadership skills so that the governance approach they use is in line with the legislation. It is interesting to note that parents are disengaged from governance in schools that are willing to have them on board, while in cases where parents are actively involved in governance, schools withhold knowledge that should fundamentally be made available to them. The deputy principal and senior educator asserted the following respectively:

> DP4: *"Parental involvement is sinking in our schools resulting to the weakening of school governance and academic achievements. Parents are expected to devise tactics including powers on extra-mural activities to support the school academic progress".*

E13: *"In schools where parental involvement is witnessed, principals somehow withhold knowledge that is significant on governance matters because they feel that parents will question their decisions once they have insight and subsequently fail to empower parents with school-work monitoring skills to support the school endeavours".*

There seem to be a consensus that parents as school governors do not use extra-mural activities as provided by SASA as a means of supporting the school in improving academic outcomes, through sport or cultural activities, for instance. It has been noted that even in schools where parents take their position in governance, principals somehow withhold knowledge fundamental to their leadership mandate, while in schools where parental involvement is desperately needed, parents are not available for the task. Damle (2006) argues that parents have an obligation towards curriculum implementation and, when parents recuse themselves from curriculum matters, the curriculum may not be effectively implemented which would be detrimental to learners' academic performance.

4.3.2 Interviews by SGB Members on Parental Involvement in School Governance

Interviews were used as they allowed for probing and elucidation on parental involvement in school governance and the impact they have on the child's academic achievements. The results were organised into themes and sub-themes and incorporated the following: effective involvement in leadership; instructional leadership; behavioural challenges in schools; management of school as an institution; shortcomings on academic resources provision; unemployment; poverty and school remoteness; parental obligation; home-school partnerships; and monitoring of the child's academic progress.

4.3.2.1 Parental philosophy on their contribution in school governance

(a) Effective involvement in leadership

The promotion of the interests of the school provides inter alia, for developing a code of conduct for learners that is informed by societal practices, including the culture and traditions of the community. The SGB has the power to provide the leadership that will support educators, learners and parents to function in a conducive environment.

Most respondents contended that they were ignorant and did not contribute to SGB programmes although SASA charges them with holding schools accountable to the

community. It has been noted that parents have a perception that they are being used as a scapegoat by educators where academic failure is shifted to them while the educators fail to do any introspection on their own practices. Parents acknowledge children's unruliness emerging from limitless rights and freedom while noting that educators have lost patience in teaching. The SGB chairperson felt that:

> C1: *"Some parents are involved in school governance and provide leadership the best way possible within our jurisdiction. However, challenges exist on following-up on the child's behaviour and academic performance".*

There seems to be a general perception that parents are ignorant of their children's academic performance as they do not acknowledge shortcomings on their side, insisting that they follow up on their children's behaviour and academic performance. It has been noted that parents claim that they hold schools accountable to the community but refuse to be used as a scapegoat for educator failure. Parents also criticised the limitless rights and freedom accorded to children, labelling them as contributing to their unruliness and calling for solid code of conduct for learners. UNESCO (2014) argues that effective school governance leads to accountable school practices, school transparency, and school compliance with policies so that the school functions effectively guided by the legislative mandate in education.

(b) Instructional leadership

The respondents noted that a purposeful school environment dedicated to the improvement and maintenance of the quality of the learning process must be developed for schools to be run as professional institutions. Effective instructional leadership is core to the school's fundamental business of teaching and learning and, if the SGB and parents in general do not become involved, appropriate learner behaviour and academic efficacy may not be achieved.

The claim has been made that parents are key players in maintaining effective instructional leadership in that discipline is dependent on parents as the primary teachers of the children. It has been noted that parental involvement in school governance goes beyond providing leadership in that it supports the instructional leadership that is central to learner's academic achievements. The SGB chairperson expressed that:

> C2: *"We are aware of parental role in education and understand the challenges educators encounter in schools affecting their instructional leadership mandate. We*

find ourselves helpless in enforcing discipline among children; therefore, drive back the effort of stakeholder collaboration".

It is apparent that parents are mindful of the disciplinary challenges which have a negative impact on effective instructional leadership and improvement of learner's academic achievements. It has been noted that parental involvement is weakening in school governance as parents are reluctant to participate in decision-making which contributes to schools failing in their endeavours to maintain effective instructional leadership. Kotirde and Yonus (2014) argue that parental involvement and support lead to educators having better relationships with parents and pupils, fewer behavioural problems, reduced workload and a more positive attitude towards instructional leadership.

(c) Behavioural challenges in schools

The respondents noted that learner behaviour is a great problem in schools and educators have become impatient with daily experiences of learner misconduct. Despite behavioural challenges being acknowledged by parents and the disorganisation that manifests itself within the school as a result, they plead with educators to be patient with the child's immaturity. There is a perception that parents fail to honour their core obligation of instilling discipline in their children. The SGB treasurer narrated:

> T1: *"Children are unruly in schools and educators witness this challenge on daily basis but we plead with them to be patient because many parents support them with monitoring the child's behaviour and promote the child's academic achievements".*

There is a general feeling that parents are aware of the behavioural challenges that educators encounter on daily basis in schools and the disorganisation that emerges therefrom impacting negatively on academic activities. It has been noted that educators have become impatient while parents plead with them not to lose patience citing that such behaviour is a result of immaturity, but this exposes their failure to assume their core obligation of providing effective leadership at home as primary teachers and at school as school governors. A report commissioned by the ARACY for the Family-School and Community Partnerships Bureau (2012) argues that parental involvement in academic activities is most likely to have positive influence in children's early years of schooling and it goes throughout the child's success as parents provide stability, moral and material support to the school which produce academic achievements.

4.3.2.2 Parental understanding of their effect in governance and academic performance

(a) Management of a school as an institution

The respondents felt that the SGB needs to be clear about its mandate on leadership and recruit parents with diverse expertise to support and advise the structure on its functions so that it provides effective school governance which has a positive impact on academic achievements. There exists a general view that parents withhold their effort on meaningful contribution in school governance while the impact of parental contribution on leadership is remarkable on learner's academic performance. The SGB secretary painted this picture:

> S1: *"We partner with schools on promoting effective school management, despite attending meetings we meaningfully contribute in decision-making and witness improved academic achievements from our effort".*

The consensus reached is that the SGB needs to be empowered to clearly understand its mandate on leadership so that its functionality is effective on school governance and impacts positively on learner's academic achievements. It has been noted that the effective management of the school as an institution is incumbent upon school governors as a collective not merely the SGB alone; therefore, parents need to honour their obligations in terms of the SASA and reap the benefits of their commitment to school activities including monitoring the child's behaviour and academic performance.

(b) Shortcomings on academic resources provision

There is a general view that parental involvement in school governance without the provision of essential resources in schools may not work. Therefore, the DBE has to prioritise infrastructure provision especially in rural schools where the backlog is still unquantifiable. It has been noted that educator morale is dependent on diverse factors including parental support and academic resources provision. Therefore, if one of these factors is lacking, educators' dedication to their task is compromised and poor academic performance is witnessed. The SGB deputy chairperson stated that:

> DC1: *"We are aware of infrastructure challenges and its effect on academic activities but the issue of academic resources is beyond our scope. While we witness school challenges, we only forward requisitions to the Department of Education".*

The underlying assumption is that the lack of infrastructure provisioning impacts negatively on the staff (educators') morale, consequently rendering parental involvement ineffective. The common view among the respondents is that the DBE should prioritise investment in school infrastructure so that stakeholder collaboration is reinforced in schools. Bhengu (2003) argues in support of this view, acknowledging that parents who are involved in their children's formal schooling will better understand the process of education and the role that resources provisioning play in governance and academic activities.

(c) Unemployment, poverty and school remoteness

The majority of respondents were unanimous in support of parental involvement in school governance and cognisance of challenges existing within the society. The high rate of unemployment and poverty creates considerable uncertainty about parental involvement in school processes. Some respondents who come from remote areas fail to attend school meetings and essential interactions with educators so that they can understand the child's behaviour and academic progress from educators on an ongoing basis. The SGB additional member and SGB secretary noted the following respectively:

> AM1: *"As parents in rural areas we have a challenge of walking long distances to reach schools as some of us walk a return trip of 16 kilometres to attend meetings or monitor child academic performance at school".*

> S2: *"The unemployment and poverty create inequality within the society and SES challenges emerge and weaken school governance and academic achievements".*

The general view is that parents are willing to make a meaningful contribution to school governance because they understand benefits of stakeholder collaboration, but there are unavoidable challenges that hinder parental ability to provide effective leadership in school including unemployment and poverty. The respondents understand that unemployment and poverty they face creates inequality within society and academic achievements suffer from that as the high SES families generally have the final say in decision-making. Mitchell (2008) argues that when parents are not involved in school governance, a misperception persists that low SES parents do not want to be involved in education which compounds the broken relationship between the home and school.

4.3.2.3 Parental ability to improve the school image

(a) Parental obligation

Parents have an obligation to ensure that every learner for whom they are responsible, attends school from the first school day of the year in which such learner reaches the age of seven years until the last school day of the year in which such a learner reaches the age of fifteen years or the ninth grade, whichever occurs first (RSA, 1996b). Any deviation to this provision may lead to one being guilty of offence and liable on conviction to a fine or imprisonment not exceeding six months. Accordingly, the right to education as enshrined in section 29 of the Constitution of the RSA of 1996 is extended in terms of the SASA to elucidate on the right to basic and adult basic education.

The respondents contested the assertion of parental failure to honour their obligations in education, citing that SGB structures are in place due to their involvement in school leadership. It has been noted that parents concede the challenges emerging from children's hypocrisy for instance, changing their behaviour between the home and school, and thus painting an untrue picture about what happens at home. There is a perception that SES factors in the society have a negative impact on parental involvement in school governance as parents work long hours to sustain their families, and consequently have insufficient time with their children. The SGB chairperson stated that:

> C3: *"We honour our obligation in education according to our ability because we want our children to grow up in a proper manner but they choose not to abide by our guidance outside home while families react differently in their obligation"*.

The general view is that some parents honour their obligations in education to the best of their ability despite the behavioural challenges where children misrepresent family structures in school. There seems to be a general belief that low SES families are apathetic to education; therefore, collective decision-making is forfeited with high SES families having the final say in decisions. Dor (2012) argues that an early parental involvement has a significant impact on the child's cognitive and literacy abilities and that parents must effectively contribute in school governance, irrespective of SES.

(b) Home-school partnerships

The respondents argued that parents make at least average effort to participate in school activities when effectively and timeously communicated by the school. Parents show that they understand the importance of the tripartite relationship in effective leadership provision and its effect on improving the child's academic achievements. The general view held is that parents are aware of the shenanigans evident in schools and try to support schools the best way possible but their support is inadequate in relation to the deepness of contemporary challenges in education. The SGB treasurer expressed that:

> T2: *"We make effort in enhancing home-school partnerships because the school has made us aware of the strategic role we play in maintaining discipline among children and improving academic achievements and school image within the society".*

There is a general feeling that parents are cooperative in school activities if information is effectively and timeously disseminated. The schools have empowered parents with insight into the mandate of SASA that entrusts with them on the basis of the significance of home-school partnerships. It has been noted that parents are aware of the strategic role they ought to assume in school governance and daily challenges encountered by schools. Parents support schools but the support has never been adequate because of the extent of the challenges hindering the improvement in the child's academic achievements. McNeal et al. (2012) argue that the NCLB required that communication with parents should be clear, effective and useful to parents irrespective of the SES so that effective leadership and contribution in improving the child's academic achievements are witnessed. The same should apply in the South African context.

(c) Monitoring of the child's academic progress

There is a general view from parents that they contribute to decision-making and follow-up on learners' behavioural and curriculum issues to support the school leadership in running the institution effectively and professionally. There is a perception that parental influence in school governance has weakened partly because of the child's behavioural challenges since the banning of corporal punishment. Parents feel helpless as they believe that they have been stripped off their authority to provide effective leadership and monitor learners' academic progress. The SGB chairperson stated:

C4: *"We support the school on governance and monitor the child's behaviour and academic progress to witness academic achievements. Parental involvement is weakened by parent feeling of helplessness on providing effective leadership".*

There seem to be a consensus among parents that learner misbehaviour has been instigated by the banning of corporal punishment as section 10 of SASA (RSA, 1996b) stipulates. It has been noted that parents feel helpless as there has been a paradigm shift in the *modus operandi* emerging from the transition from apartheid to a democratic system. The logical conclusion is that education is a national issue and needs a tripartite relationship to succeed. Therefore, when the parent-teacher interaction is not functional, schools fail to enjoy effective leadership, improved academic outcomes and school image thus contributing to the recurrence of high rate of unemployment and poverty within the society. Maphoso and Mahlo (2014) argue that parents are at the forefront of the child's education and that children acquire the best possible education when parents are involved, but if for whatever reason they ignore their obligations, the child's academic progress is compromised.

4.4 CHAPTER SUMMARY

The challenges noted by educators in this study include the following: attendance of parent meetings; classroom management; learner discipline; effective school management; academic challenges and performance; accessibility of schools; parenting role; stakeholder communication; and curriculum and school-work. On the other hand, SGB members noted the following challenges: effective involvement in leadership; instructional leadership; behavioural challenges in schools; management of school as an institution; shortcomings on academic resources provision; unemployment; poverty and school remoteness; parental obligation; home-school partnerships; and monitoring of the child's academic progress. The next chapter draws the study to a close and provides the conclusions and recommendations.

CHAPTER 5:
CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the conclusions, recommendations and suggestions for further research based on research findings presented in chapter 4. The overarching aim of this study was to investigate stakeholders' perspectives regarding parental involvement in governance and schooling in Hlabisa Circuit schools. The study solicited data which were intended to answer the research questions derived from its objectives as outlined hereunder:

5.1.1 Objectives

- To investigate how parental involvement may contribute in school governance and schooling.
- To determine the impact of parental involvement in school governance and its effect on academic performance.
- To determine whether parental involvement in school governance and schooling improves the image of the school.

5.2 METHODOLOGY

The study used a mixed method research design to collect data through questionnaires and interviews based on its objectives and research questions. Ten schools were sampled for data collection giving a sample size of 70 respondents constituted by five educators and two SGB members from each school. The data collected from the schools sampled served as basis for conclusion and recommendations of this study as elicited from chapter 4.

5.3 CONCLUSIONS

5.3.1 Literature Study

The literature review in chapter 2 documented that in South Africa, the apartheid government excluded the majority of citizens (blacks) from meaningful involvement in school governance (Duma, 2014). However, SASA (RSA, 1996b) took a different approach by recognising the role of all parents in school governance.

The school leadership centre has shifted from principals alone as the primary decision-makers. Van Deventer and Kruger (2012) assert that decision-making now vests in a collective leadership structure where principals are subjected to the collective SGB decisions as members and SGB advisors as stipulated in the SASA.

The strategy for securing parental involvement includes three elements, namely, providing parents with information, giving parents a voice and encouraging parental partnerships with schools (Desforges & Abouchaar, 2003). This calls for recognition of parents as significant partners in the child's education, engaging them on regular basis, coordinating and channelling strategies to enhance student academic achievements and define mutual educational goals.

5.3.2 Empirical Findings

The empirical findings in chapter 4 documented that parental involvement declined significantly post-1994 and consequently learners are behaving badly. Some parents have opted to disengage themselves on school governance matters as they feel that they are not able to contribute to governance and academic issues, thus rendering the SGB ineffective.

The findings further claim that stakeholder collaboration is important and that, when parents and educators pull in the same direction, the school is more likely to be efficacious in terms of governance and academic achievements. The stakeholders in this context share the common view that home-school partnerships are essential and that effective governance impacts positively on the school as an organisation, learner discipline and academic achievements. The empirical findings are thus summarised as noted hereunder:

5.3.2.1 Parental philosophy and contribution in school governance

Parental involvement contributes positively to education. Parental involvement is important and supports the school in strengthening governance and academic matters which allows educators to focus their effort on teaching and learning. An SGB deals with the provision of LTSM, discipline and other governance-related issues, supporting rural and township schools to develop effective academic strategies aimed at improving learner achievements. However, Neilson (2007) contends the view that parents provide effective leadership in school governance that is instrumental in improving learner's academic performance.

5.3.2.2 Parental understanding of their role in school governance and impact on academic performance

Parental involvement has a positive impact on schools. Parental involvement in school governance is still instrumental and relevant in producing learner's academic achievements. When parents are engaged in curriculum activities, schools are likely to produce desired academic outcomes derived from effective leadership provided by parents concerned about learner success.

5.3.2.3 Parental role in school governance and their ability to improve the school image

Parental involvement improves the image of the school. If parental involvement does not improve the image of the school, there is a challenge to empower SGBs to function in a manner that produces a good reflection of the school in the society. The good reflection of schools may be created by focusing on constructive stakeholder collaboration, effective school governance, learner discipline and strategies to enforce academic achievements.

5.3.2.4 Policy perspectives on parental involvement in school governance

Landsberg et al. (2005) found that parents are often unsure about school policies attributed to school governance and academic activities. The decentralisation of powers in education was acknowledged in the SASA which empowered parents with school governance and supporting academic activities. However, they are not always sufficiently capacitated. The SGB functions should extend to drafting policies on parental involvement, the code of conduct for learners and other policies relevant in the school context and protecting educators against learner indiscipline and abuse. Landsberg et al. (2005) further argue that active parental involvement in developing policies aimed at improving learner's academic achievements can create common ground and mutual understanding among all stakeholders.

5.4 RECOMMENDATIONS

5.4.1 Oversight Role on School Functionality

The literature documented that parental involvement in school activities declines systematically as students' progress from primary to high school (Eccles & Harold, 1996). Parents should reconsider the rationale behind the importance of their involvement in school governance as stipulated by the SASA. Parents should assess whether they still effectively

fulfil their role in education; if not, they should have discussions with the DBE on how to reconfigure the system on overseeing the school functionality.

5.4.2 The Need for Resources Provisioning to Improve Academic Performance

Mahlambi (2015) argues that parents be involved in decision-making to strengthen parental advocacy in school governance and integrate resources to improve learner's academic performance. The DBE should give a special attention to rural and township schools as they were neglected during the apartheid regime, thus lacking infrastructure and resources. Therefore, a process of reconstruction and regrouping in terms of infrastructure resources provisioning (classrooms, libraries, laboratories), human resources (experienced teaching and support staff), and financial resources (fundraising for priority resources, e.g. classrooms, hiring scarce skills educators) needs to be actualised to redress the current imbalances in education.

5.4.3 Clear Division of the SGB and Educator Obligation

Mestry and Grobler (2007) assert that collaboration occurs when power and authority are shared and parents together with educators pull in the same direction for achieving the common goals that cannot be accomplished by a single individual, single organisation or functioning in isolation of other players in school. The DBE should reconsider reinstating powers related to curriculum administration, and restoring order and discipline in the hands of educators as the personnel accountable for learners' academic performance while emphasising parental obligations in school governance. A clear line should be drawn between the duties and functions of SGBs and educators to circumvent problems with overlapping spheres of influence between the various stakeholders, as outlined by Epstein (1996).

5.4.4 Parental Awareness of Their Functional Mandate

The empirical findings note that parents are aware of learner behavioural challenges that educators encounter on daily basis in schools and the disorganisation that results. The parents should not merely be made aware of the school challenges but also the role they have to play in making the school work. They should understand the schools' expectations from parents with regard to their contribution, impact and improvement so that they add value to the school functionality. They should be capacitated so that they deliberate effectively and rationally on school governance and management support matters.

5.4.5 SGB Structure and Leadership Skills Anticipation

The empirical findings claim that schools are aware that they are legally bound to have the SGB structure in place to ensure the oversight role on school governance matters. Schools should convene parent meetings and make their obligations in the child's learning process clear. They should also clarify the leadership skills expected from the SGB members so that parents elect diligently. The NEPA of 1996, SASA of 1996, SACE of 2000, and other relevant Acts and Policies in education should be reviewed to ascertain whether the SGB and educator roles still cohere and show rationality. The SGB should provide effective leadership in school and support the school management on academic endeavours focused on improving learner's academic achievements.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

Further research should investigate stakeholder perceptions on parental involvement in school governance and its effect on learners' academic performance in different circuits across the district so that the conclusions reached are representative of the whole population. In addition to SGBs and educators, learners and office-based officials of the DoE should be engaged as stakeholders in education.

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APPENDIX A: QUESTIONNAIRE

QUESTIONNAIRE FOR EDUCATORS

This is not the test, but a questionnaire which forms part of a research project to document the Stakeholders' perspectives regarding parental involvement in governance and schooling in Hlabisa Circuit schools.

Please mark your answer with a cross (X) in the box where for instance you are expected to choose one applicable answer. Where blank spaces need to be filled in kindly do so with most appropriate answer(s).

District: …………………………………………………………………………………

Circuit: …………………………………………………………………………………

DATE: …………………………………………………………………………………

BACKGROUND AND EDUCATION RELATED DATA

SECTION A

➢ **Biographic data**

1. Gender of respondent	
Male	
Female	
Other	

2. Age group	
≤ 30	
31 – 40	
41 – 50	
51 – 60	
> 60	

3. Education qualifications	
Below Matric (Grade 12)	
Matric	
Diploma/NPDE	
B. degree/ACE/PGCE/HDE	
Honours	
Masters	
Doctorate	

> **School and classroom related data**

4. Grade(s) taught	R	1	2	3	4	5	6
	7	8	9	10	11	12	

5. Subject(s) taught

6. Total number of learners taught	

7. Enrolment in school	

8. Teaching experience (years)	
≤ 10 years	
11 – 20 years	
> 20 years	

9. Number of educators (excl. SMT members)	

10. Number of SMT members	

11. Location of school	
Rural area	
Township	

12. Learner discipline in school	
Good	
Bad	
Not sure	
SUPPORT:	

RESEARCH RELATED DATA

Rate the following items in this form:

1-Strongly disagree; 2-Disagree; 3-Agree; 4-Strongly agree

SECTION B

13. Contribution made by parental involvement in school.

13.1 Parental involvement contributes to the promotion of the interests of the school–governance and schooling.

1		2		3		4	

13.2 Parental involvement contributes to the promotion of quality of education–effective teaching and learning.

1		2		3		4	

13.3 Parental involvement contributes to the procurement of learning and teaching support material (LTSM).

1		2		3		4	

SECTION C

14. Impact made by parental involvement in school.

14.1 Parental involvement positively impacts on the interests of the school–governance and schooling.

1		2		3		4	
SUPPORT:							

14.2 Parental involvement positively impacts on the quality of education–effective teaching and learning.

1		2		3		4	
SUPPORT:							

14.3 Parental involvement positively impacts on the procurement of learning and teaching support material (LTSM).

1		2		3		4	
SUPPORT:							

SECTION D

15. Improvement made by parental involvement in school.

15.1 Parental involvement improves on the interests of the school–governance and schooling.

1		2		3		4	
SUPPORT:							

15.2 Parental involvement improves on the quality of education–effective teaching and learning.

1		2		3		4	
SUPPORT:							

15.3 Parental involvement improves on the procurement of learning and teaching support material (LTSM).

1		2		3		4	
SUPPORT:							

LOCATION COMPARISON AND SUMMATIVE DATA

Rate the following questions in this form:

1-Yes; 2-Not sure; 3-No

SECTION E

16. Is parental involvement in rural schools better than that of township schools?

1		2		3	

17. Is parental involvement in township schools better than that of rural schools?

1		2		3	

18. What are your perspectives regarding parental involvement in governance and schooling-academic performance and extra-curricular activities?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

APPENDIX B: INTERVIEW GUIDE

INTERVIEW SEMI-STRUCTURED QUESTIONS FOR SGB MEMBERS

This is not the test, but an interview guide which forms part of a research project to document the Stakeholders' perspectives regarding parental involvement in governance and schooling in Hlabisa Circuit schools.

1. Indicate your gender – male, female or other?
2. What is your age in years only?
3. What is your highest education qualification?
4. What is the enrolment in school?
5. How many SGB members in school?
6. What is your SGB membership experience in years in school?
7. Where is the school located–rural area or township?
8. How can you describe learner discipline in school?
9. Does parental involvement contribute in the promotion of the interests of the school–governance and schooling?
10. Does parental involvement contribute in the promotion of quality of education in the school–effective teaching and learning?
11. Does parental involvement contribute in the procurement of learning and teaching support material (LTSM)?
12. Does parental involvement impact positively on the interests of the school–governance and schooling?
13. Does parental involvement impact positively on the quality of education–effective teaching and learning?
14. Does parental involvement impact positively on the procurement of learning and teaching support material (LTSM)?
15. Does parental involvement improve on the interests of the school–governance and schooling?
16. Does parental involvement improve on the quality of education–effective teaching and learning?
17. Does parental involvement improve on the procurement of learning and teaching support material (LTSM)?
18. What are your perspectives regarding parental involvement in governance and schooling-academic performance and extra-curricular activities?

APPENDIX C: PERMISSION TO CONDUCT RESEARCH - KZN DEPARTMENT OF EDUCATION

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Nomangisi Ngubane   Tel: 033 392 1004   Ref.:2/4/8/467

Mr BA Ntuli
PO Box 392
HLUHLUWE
3960

Dear Mr Ntuli

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"STAKEHOLDERS' PERSPECTIVES REGARDING PARENTAL INVOLVEMENT IN GOVERNANCE AND SCHOOLING IN HLABISA CIRCUIT SCHOOLS"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions   where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 25 June 2015 to 31 July 2016.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Hlabisa Circuit

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 19 June 2015

KWAZULU-NATAL DEPARTMENT OF EDUCATION
POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa ...dedicated to service and performance
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 **beyond the call of duty**
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Nomangisi.Ngubane@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: WWW.kzneducation.gov.za

APPENDIX D: ETHICAL CLEARANCE CERTIFICATE - UNIVERSITY OF ZULULAND RESEARCH ETHICS COMMITTEE

UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE
(Reg No: UZREC 171110-030)

RESEARCH & INNOVATION
Website: http://www.unizulu.ac.za
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6887
Fax: 035 902 6222
Email: ManqeleS@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2015/190						
Project Title	Stake holders perspectives regarding parental involvement in governance and schooling in Hlabisa Circuit Schools						
Principal Researcher/ Investigator	BA Ntuli						
Supervisor and Co-supervisor	Dr. DW Mncube			Dr. MAN Duma			
Department	Social Sciences Education						
Nature of Project	Honours/4th Year		Master's	x	Doctoral		Departmental	

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate.

Special conditions: (1) The Principal Researcher must report to the UZREC in the prescribed format, where applicable, annually and at the end of the project, in respect of ethical compliance.
(2) Documents marked "To be submitted" (see page 2) must be presented for ethical clearance before any data collection can commence.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

BA Ntuli   - PGM 2015/190

Classification:

Data collection	Animals	Human Health	Children	Vulnerable pp.	Other
X					

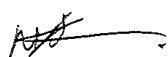| Low Risk	Medium Risk	High Risk
	X	

The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these would require approval.)
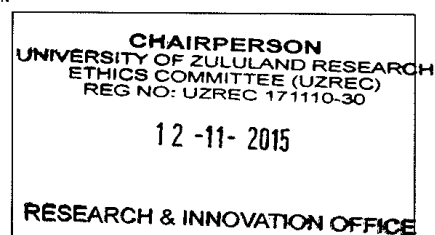
Documents	Considered	To be submitted	Not required
Faculty Research Ethics Committee recommendation	X		
Animal Research Ethics Committee recommendation			X
Health Research Ethics Committee recommendation			X
Ethical clearance application form	X		
Project registration proposal	X		
Informed consent from participants	X		
Informed consent from parent/guardian			X
Permission for access to sites/information/participants	X		
Permission to use documents/copyright clearance			X
Data collection/survey instrument/questionnaire	X		
Data collection instrument in appropriate language		Only if necessary	
Other data collection instruments		Only if used	

The UZREC retains the right to

- Withdraw or amend this Certificate if
    o Any unethical principles or practices are revealed or suspected
    o Relevant information has been withheld or misrepresented
    o Regulatory changes of whatsoever nature so require
    o The conditions contained in this Certificate have not been adhered to

- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research.

[signature]

Professor Nokuthula Kunene
Chairperson: University Research Ethics Committee
12 November 2015

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH
ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-30

1 2 -11- 2015

RESEARCH & INNOVATION OFFICE

BA Ntuli - PGM 2015/190

APPENDIX E: INFORMED CONSENT

PARTICIPANT CONSENT FORM

I_____ agree to participate in the research entitled **Stakeholders' perspectives regarding parental involvement in governance and schooling in Hlabisa Circuit schools**.

I understand that I am not obliged to participate in this study, that I am free not to answer certain questions and that I have a right to withdraw from the study at any time.

I understand how confidentiality will be maintained during this research.

I also understand that interviews may be audio-taped and that because of the nature of the study I herewith waive my right to confidentiality and anonymity. I am aware that all the tape records where I am recorded will be destroyed and pseudonyms will be used to protect my identity.

I understand the anticipated use of data, especially with respect to publication, communication and dissemination of results.

I understand that I can use the language that I am comfortable with.

I have carefully studied the above and understand my participation in this agreement; I freely consent and voluntarily agree to participate in this study.

This research will add to the existing body of knowledge on parental involvement in school governance and schooling.

Date   : _____

Signature   : _____

APPENDIX F: LETTERS OF REQUEST

P.O Box 392

HLUHLUWE

3960

Attention to: The KZN DoE HoD – Dr. S.P. Sishi

Chief Education Specialist: Hlabisa Circuit

Private Bag X9137

PIETERMARITZBURG

3200

Dear Sir

RE: REQUEST TO CONDUCT A RESEARCH PROJECT

I am Bonginkosi Abraham Ntuli, a Master of Education student at the University of Zululand. I am supervised by Dr. D.W. Mncube on the study entitled: **Stakeholders' perspectives regarding parental involvement in governance and schooling in Hlabisa Circuit schools**.

I am required to conduct the research as one of my degree requirements. I therefore, kindly request that you grant me permission to conduct the research in Hlabisa Circuit schools that will be sampled for this study. The study will need approximately 45 minutes of the participant's time and it will develop his understanding of the significance of parental involvement in school governance and schooling. The study involves questionnaires and interviews. I will ensure that the process takes place during the convenient time of participants.

Confidentiality and anonymity will be highly observed; pseudonyms instead of real names will be used to protect the identity of the participants. They will also be guaranteed that participation is voluntary and they are free to withdraw should they feel no longer interested to participate. There will be no financial benefits for participation in the study and the data collected will be the property of the University of Zululand where it will be kept for 5 years.

For more clarity on this project you may contact my supervisor Dr. D.W. Mncube on 082 932 4338/ 035 902 6702 or email address mncubed@unizulu.ac.za.

Thank you for your support and co-operation in this regard.

Yours sincerely

Bonginkosi Abraham Ntuli

Unizulu M. Ed. (Educational Management) student

072 2252 441/ ntuliba@gmail.co.za

P.O Box 392

HLUHLUWE

3960

Attention to: The District Director – Umkhanyakude District

Private Bag X567

MKHUZE

3965

Dear Sir

RE: REQUEST TO CONDUCT A RESEARCH PROJECT

I am Bonginkosi Abraham Ntuli, a Master of Education student at the University of Zululand. I am supervised by Dr. D.W. Mncube on the study entitled: **Stakeholders' perspectives regarding parental involvement in governance and schooling in Hlabisa Circuit schools**.

 I am required to conduct the research as one of my degree requirements. I therefore, kindly request that you grant me permission to conduct the research in Hlabisa Circuit schools that will be sampled for this study. The study will need approximately 45 minutes of the participant's time and it will develop his understanding of the significance of parental involvement in school governance and schooling. The study involves questionnaires and interviews. I will ensure that the process occurs during the convenient time of participants.

Confidentiality and anonymity will be highly observed; pseudonyms instead of real names will be used to protect the identity of the participants. They will also be guaranteed that participation is voluntary and they are free to withdraw should they feel no longer interested to participate. There will be no financial benefits for participation in the study and the data collected will be the property of the University of Zululand where it will be kept for 5 years.

For more clarity on this project you may contact my supervisor Dr. D.W. Mncube on 082 932 4338/ 035 902 6702 or email address mncubed@unizulu.ac.za.

Thank you for your support and co-operation in this regard.

Yours sincerely

Bonginkosi Abraham Ntuli

Unizulu M. Ed. (Educational Management) student

072 2252 441/ ntuliba@gmail.co.za

P.O Box 392

HLUHLUWE

3960

Attention to: The Chief Education Specialist – Hlabisa Circuit

Private Bag X7111

MTUBATUBA

3935

Dear Sir

RE: REQUEST TO CONDUCT A RESEARCH PROJECT

I am Bonginkosi Abraham Ntuli, a Master of Education student at the University of Zululand. I am supervised by Dr. D.W. Mncube on the study entitled: **Stakeholders' perspectives regarding parental involvement in governance and schooling in Hlabisa Circuit schools**.

I am required to conduct the research as one of my degree requirements. I therefore, kindly request that you grant me permission to conduct the research in Hlabisa Circuit schools that will be sampled for this study. The study will need approximately 45 minutes of the participant's time and it will develop his understanding of the significance of parental involvement in school governance and schooling. The study involves questionnaires and interviews. I will ensure that the process occurs during the convenient time of participants.

Confidentiality and anonymity will be highly observed; pseudonyms instead of real names will be used to protect the identity of the participants. They will also be guaranteed that participation is voluntary and they are free to withdraw should they feel no longer interested to participate. There will be no financial benefits for participation in the study and the data collected will be the property of the University of Zululand where it will be kept for 5 years.

For more clarity on this project you may contact my supervisor Dr. D.W. Mncube on 082 932 4338/ 035 902 6702 or email address mncubed@unizulu.ac.za.

Thank you for your support and co-operation in this regard.

Yours sincerely

Bonginkosi Abraham Ntuli

Unizulu M. Ed. (Educational Management) student

072 2252 441/ ntuliba@gmail.co.za

P.O. Box 392

HLUHLUWE

3960

Attention to: The Principal

Hlabisa Circuit

Dear Sir

RE: REQUEST TO CONDUCT A RESEARCH PROJECT

I am Bonginkosi Abraham Ntuli, a Master of Education student at the University of Zululand. I am supervised by Dr. D.W. Mncube on the study entitled: **Stakeholders' perspectives regarding parental involvement in governance and schooling in Hlabisa Circuit schools**.

I am required to conduct the research as one of my degree requirements. I therefore, kindly request that you grant me permission to conduct the research in the school you are heading as it forms part of schools sampled for this study. The study will need approximately 45 minutes of the participant's time and it will develop his understanding of the significance of parental involvement in school governance and schooling. The study involves questionnaires and interviews. I will ensure that the process occurs during the convenient time of participants.

Confidentiality and anonymity will be highly observed; pseudonyms instead of real names will be used to protect the identity of the participants. They will also be guaranteed that participation is voluntary and they are free to withdraw should they feel no longer interested to participate. There will be no financial benefits for participation in the study and the data collected will be the property of the University of Zululand where it will be kept for 5 years.

For more clarity on this project you may contact my supervisor Dr. D.W. Mncube on 082 932 4338/ 035 902 6702 or email address mncubed@unizulu.ac.za.

Thank you for your support and co-operation in this regard.

Yours sincerely

Bonginkosi Abraham Ntuli

Unizulu M. Ed. (Educational Management) student

072 2252 441/ ntuliba@gmail.co.za

P.O. Box 392

HLUHLUWE

3960

The Research Participant

Hlabisa Circuit

Dear Sir

RE: REQUEST TO PARTICIPATE IN A RESEARCH PROJECT

I am Bonginkosi Abraham Ntuli, a Master of Education student at the University of Zululand. I am supervised by Dr. D.W. Mncube on the study entitled: **Stakeholders' perspectives regarding parental involvement in governance and schooling in Hlabisa Circuit schools**.

I am required to conduct the research as one of my degree requirements. I therefore, kindly request that you participate in my study as your school forms part of the sample from Hlabisa Circuit. The study will need approximately 45 minutes of your time and it will develop your understanding of the significance of parental involvement in school governance and schooling. The study involves questionnaires for educators and interviews for SGB members. I will ensure that the process takes place during the convenient time of participants.

Confidentiality and anonymity will be highly observed; pseudonyms instead of real names will be used to protect the identity of the participants. You also guaranteed that participation is voluntary and that you are free to withdraw should you feel no longer interested to participate. There will be no financial benefits for participation in the study and the data collected will be the property of the University of Zululand where it will be kept for 5 years.

For more clarity on this project you may contact my supervisor Dr. D.W. Mncube on 082 932 4338/ 035 902 6702 or email address mncubed@unizulu.ac.za.

Thank you for your support and co-operation in this regard.

Yours sincerely

Bonginkosi Abraham Ntuli

Unizulu M. Ed. (Educational Management) student

072 2252 441/ ntuliba@gmail.co.za

APPENDIX G: CERTIFICATE OF PROFESSIONAL EDIT

Blue Diamonds Professional Services (Pty) Ltd

Enhancing your brilliance

Tel: 031 916 1420

Fax: 086 627 7756 Email: jaybee@telkomsa.net

Website: www.jaybe9.wix.com/bluediamondsed

21 November 2017

Declaration of professional edit

STAKEHOLDERS' PERSPECTIVES REGARDING PARENTAL INVOLVEMENT IN GOVERNANCE AND SCHOOLING IN HLABISA CIRCUIT SCHOOLS

by

Bonginkosi Abraham Ntuli

I declare that I have edited and proofread this thesis. My involvement was restricted to language usage and spelling, completeness and consistency, referencing style and formatting of headings, captions and Tables of Contents. I did no structural re-writing of the content.

I am qualified to have done such editing, being in possession of a Bachelor's degree with a major in English, having taught English to matriculation, and having a Certificate in Copy Editing from the University of Cape Town. I have edited more than 100 Masters and Doctoral theses, as well as articles, books and reports.

As the copy editor, I am not responsible for detecting, or removing, passages in the document that closely resemble other texts and could thus be viewed as plagiarism. I am not accountable for any changes made to this document by the author or any other party subsequent to my edit.

Sincerely,

Signature withheld for security reasons

Dr Jacqueline Baumgardt

Member, Professional Editors Guild

Blue Diamonds Professional Services (Pty) Ltd (Registration Number 2014/092365/07)

Sole Director: J Baumgardt