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Exploring Educators' Views about Parental Involvement in their
Children's Academic Work at a School in the Pinetown District

By Sibahle Passionate Samukelisiwe Mthabela

215082634

This dissertation is submitted in fulfilment of the requirement
for the Master of Education Degree in the Discipline of Curriculum
Studies

School of Education, College of Humanities, University of
KwaZulu-Natal, Durban, South Africa.

Supervisor: Professor Simon Bheki. Khoza

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DECLARATION- PLAGIARISM


I, Sibahle Passionate Samukelisiwe Mthabela declare that:

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As the candidate's supervisor I agree to the submission of this Dissertation


Signature _____ Date 22 June 2019
Professor Simon Bheki. Khoza

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The completion of this study wouldn't have been possible without my colleague educators who were active participants in this study.

May you be blessed a thousand-fold.

DEDICATION

This study is dedicated to the author of my faith, Jesus Christ the savior, my source of strength, wisdom, inspiration, understanding, and knowledge. Jesus you have been my pillar all the way through my study, I owe it all to you.

Secondly to my husband Sinamandla Mthabela' without him I wouldn't have made it. His sacrifices, conversations, and encouragement gave me the confidence and inspiration to stay on this course long enough to make it a reality – for that, I thank you 'Mpintshi yami'.

To my daughters Senzelwokuhle and Sbongokuhle you paid the price whenever you released me to do this work and spent enormous amount of time without your mom. I have unmeasurable love for you my angels. God bless you.

ABSTRACT

The study explores the educators' views about parental involvement in their children's academic work at a school in the Pinetown district. The study was conducted at a school in a small suburb west of Durban (Pinetown district).

The literature reviewed educators' views about parental involvement in their children's academic work and introduced curriculum concepts that emanate from curricular spider-web as a conceptual framework to explore educators' views. Three types of views were identified (professional, personal and societal) and the curriculum concepts incorporated three propositions as per educators' views.

This case study adopted an interpretive qualitative approach. Purposive and convenience sampling was utilised to choose five educators from each department as participants in the study. Questionnaires, one-on-one semi-structured interviews and document analysis were used for data generation to explore educators' views. The educators stated their views about parental involvement in their children's academic work.

Thereafter, guided analyses were used to analyse data which included inductive and deductive reasoning. Findings from data analysis answered all three research questions which were: 1. What are educators' views about parental involvement in their children's academic work at a school in the Pinetown district? 2. What informs educators' views about parental involvement in their children's academic work at a school in the Pinetown district? 3. What lessons can be learnt from educators' views about parental involvement in their children's academic work at a school in the Pinetown district? As a result, the findings showed that educators use these views in different instances. All educators concurred that they need parental assistance with learners for improvement of academics.

Furthermore, the study recommended that CAPS should be reviewed in order to deliberately include ideological-ware, and the involvement of parents in their children's academic work. The use of social media (technology) was recommended as a method of communication with parents. It also stated that parents ought to be informed about what exactly is expected of them when they assist their children and a consent or pledge should be signed by all parents. Lastly, the school should also consider implementing e-Education policy documents which may assist with blended learning.

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CHAPTER ONE

STUDY'S BACKGROUND AND INTRODUCTION

1.1 Introduction

In South Africa education is prioritised but despite this learners' continuing poor performance in their academic work is a cause for concern that needs to be looked very closely. However, the Department of Education is working hard to improve the quality of education and results. Minister of Basic Education, Angie Motshekga, stated that there are constant challenges with implementation when it comes to overcoming the curricular division that lead to national curriculum review (Department of Education, 2011).

Nevertheless, it is the duty of the department to improve learning culture and the quality of life for all citizens. Ndlovu (2011) mentions that, in teaching and learning parental involvement is linked with socio-economic status which is associated with learners' progress. In addressing some of these challenges, educators' views are very important since educators are the ones that are teaching the learners and parental involvement is one of the important aspects to effect good academic work. One of the most appropriate and positive contributions educators can make to education, is to increase the level of parental involvement in children's academic work which eventually benefits learners (Lemmer, 2007). Castro, Exposito-Casas, Lopez-Martin, Lizasoain, Navorro-Asencio, and Gaviria (2015); Fan and Chen (2001); Hill and Tyson (2009) and Jeynes (2007) studies state that it is accepted for educators to believe that the involvement of parents affects learners positively in their academic work.

Again, educators in Clark's (2015) study state that it is important for parents to be involved for the success of the school. Learners' are firstly natured from home where seventy percent of their time is devoted (counting holidays and weekends) beyond school boundaries. Altogether, the above studies concur that involvement of parents in their children's education has an influence to outcomes of education. Furthermore, studies by Hango (2007); Somers, Chiodo, Yoon, Ratner, Barton and Delaney-Black (2011) clearly place great emphasis on aspects that impact the involvement of parents' accomplishment. These aspects may include: the gender of involved parents (Kim & Hill, 2015); learners' age; aspects that relate to programmes of parental involvement; and/or various methods to inspire involvement (Jeynes, 2010). Fan and Chen (2001) and Epstein and Sanders (2002) refer to parental involvement in the way of secluded activities, experiences of learning and programmes that naturally comprised but not

restricted to learning that occurs during school time over which educators have control. It is pointed out by McNeal (2001) and Epstein and Sheldon (2002) that conduct outcomes are also impacted by involvement of parents. However, recently researchers like Tekin (2015) and Hornby and Lafaele (2011) have pushed the argument of educators' views about parental involvement to include outcomes that are cognitive.

In addition, according to van den Akker and Thajis (2009) and Weiman (2012), educators are answerable for the execution of the scheduled curriculum. Hence their views are very important about every aspect of curriculum. For this reason, in this study about educators' views about parental involvement in their children's academic work at a school in the Pinetown district, what informs their views, and what lessons can be learnt from them, are the focus of the research. Basically this chapter discusses the background, the focus and purpose, and the rationale for the study. The research questions, the literature review summary, research design and methodology of the research were clearly stated. Followed by methods of generating data, data analysis, limitations of the study, and ethical issues. Lastly, the review of each chapter was outlined.

1.2 Title

Exploring educators' views about parental involvement in their children's academic work at a school in the Pinetown district

1.3 Purpose of the study

The purpose of this study was to explore educators' views about parental involvement in children's academic work at a school in the Pinetown district. The interest was in looking at educators' views on how much effect parental involvement has on learners' academic achievement and how all stakeholders work together towards the attainment of good academic work.

1.4 Location of the study

The study was conducted at a school in a small suburb west of Durban (Pinetown district). Before democracy the school was known as an Indian school but that has changed as currently it has a majority of African learners. The school has +/- 1200 learner, 43 educators, and is surrounded by informal settlements which are next to the small suburb. The focus of the study was on the views of educators' who teach Grades 8-12 in different learning areas. I was interested in exploring educators' views about parental involvement in their children's

academic work. I selected this school purposefully and for convenience as I teach in this school, I believed it could provide the relevant data on the issue I wanted to explore.

1.5 Rationale of the study

In Africa, South Africa is ranked as one of the countries with the strongest economy and its developing markets are universally auspicious, diverse and cultured (South Africa info, 2013). However, the working class in South Africa is concerned about the country's high inequality and redundancy as they are the greatest prominent economic challenges in the country (Sellar, & Lingard, 2014). The unemployment rate is extremely high which aggravates a variety of social ills. The socio-economic status of many citizens is affected by this. Therefore, these social ills have a great impact on education, since they negatively affect learners. As a result, there is a high rate of learner dropout which is evident to the researcher, a working educator within a heavily affected context. As Ndlovu (2011) stated, the socio-economic status has an impact on the level of parental involvement in their children's academic work. Since parents are affected by social ills, this has an effect on learners' performance at school. This calls for a deliberate intervention from all stakeholders (parents, educators, learners and Department of Education) in school.

However, most of the parents are young adults who barely avail themselves for their children's academic work and school activities such as parent's meetings and tracking of learner progress. Currently, despite these challenges in the country there appears to be no room for educators' views, even though they are the ones dealing with these trials on a daily basis. Educators' views seem to have an influence in every sector of education which includes parental involvement. In this context a parent is thought of as a bridge between the two main settings for the learner, namely school and home (El Nokali, Bachman, & Votruba-Drzal, 2010) and parental involvement is different activities that parents do at school and home to support their children with academic work. These activities may include, ongoing two-way and meaningful communication between home and school about academics and other school activities (Hill & Tyson, 2009).

According to Khoza (2016b), educators' views about parental involvement can be categorised into professional, societal and personal view. In terms of societal view, educators expect parents to be part of extramural activities (Hamlin and Flessa, 2016; Kimaro and Machumu, 2015) although the Curriculum and Assessment Policy Statement (CAPS) does not say

anything about this kind of involvement. According to Porumbu and Necsoiu (2013), educators with a professional view, give their learners homework, projects or assignments with the hope that parents will then supervise and assist their children and again this is not stipulated anywhere in the CAPS document. On the other hand, Hill and Tylor (2004), and Maharajh, Davids, and Khoza (2013), state that in personal view, educators expect learners to develop culture and values from what they learn from school. One distinguishing factor of this essential challenge is that the outcomes of education are, on average, very poor and irregular. This also influences the skills of workers in the economy, resulting in great inequalities in earnings (Sellar & Lingard, 2014).

Furthermore, in professional view, learners' results are expected to be good and enable them to move to the next topic or level unlike the societal view where learners' activities are what matters. In other words, the professional view might push parents away as they may not be professionally acquainted with some aspects; whereas the societal view bring parents closer in order for good habits to be developed where there is no room for learners to make excuses between educators and parents.

According to the National Planning Commission (2012) part of the 2030 Vision, the South African National Development Plan (NDP) highlights the significance of improving academic work and quality of education in South Africa. This suggests that the Department of Education is taking the professional view when it aims to improve learners' results, although CAPS is silent on this. The school I currently teach in, is also experiencing the problem of very poor results in the senior phase and Further Education and Training (FET) phase (Grade 8-11) and educators have identified non-involvement of parents as one of the contributing factors to this challenge. Furthermore, National Planning Commission (2012) anticipates that good academic work can increase employment rate and income, while at the same time the quick growth of the economy can widen the chances for everyone.

Although, the lack of involvement of parents is a worrying factor, educators' views about parental involvement are not affirmed by CAPS because the policy is silent about parental involvement. In a study conducted by Epstein (2011) educators have noted that underprivileged learners whose parents are single with low income, are the most affected. Educators suggest that parents from minority groups also seem to be uninvolved in the academic work of their children and may be as a result of restricted capability to converse with educators or the

institution. A possible reason could be an inability to comprehend procedures and code of conduct of the institution, endless struggle with their individual beliefs of culture and dialectal hurdles (Tinkler, 2002). It is real concern that some parents see involvement in their children's academic work as interference or a lack of respect towards educators. If academic work is to be improved, the developers and implementers of policy should be acquainted with influences that affect learner academic attainment. These influences may be put together according to those emanating from resources from school and the ones that emanate from resources from home (Fardin, Alamolhodaei & Radmehr, 2011).

Wilder (2014) supports this by saying that the involvement of parents plays an important role in their children's academic work irrespective of the level or grade. Wilder's study shows positive outcomes in connection with academic work and parental involvement, irrespective of the extent of attainment or description of parental involvement if the educators' views on parental involvement are professional. Thus, this study's purpose is to explore educators' views about parental involvement in their children's academic work, particularly what informs educator's views and what lessons can be learnt from their views about parental involvement in their children's academic work in a school in the Pinetown district.

According to Collins (2004), views are the thoughts, opinions, or beliefs that one has about something, for instance one may think something is right, wrong, good or bad. Educators specifically, have a view that parental or household involvement is the core element answerable for numerous achievements as well as various societal ills currently affecting education (Porumbu and Necsoiu, 2013). Educators' views emanate from three different sources; personal view, societal view, and professional view. However, more studies covered on this phenomenon are in favour of the professional view. There are many studies (for instance, Cooper, Robinson, & Patall, 2006; Epstein & Voorhis, 2001; Rosário, Mourão, Baldaque, Nunes, Núñez, González-Pienda, Valle, 2009; Warton, 2001; Xu & Yuan, 2003) that agree with educators view that learners who are doing their homework every day show improved study behaviours that enables learning and, eventually develops their academic work.

Hill and Tylor (2004) suggest that parental involvement in schools has a helpful effect on academic results for learners. Hamlin and Flessa (2016); Kimaro and Machumu (2015); and Núñez, Suárez, Rosário, Vallejo, Valle, & Epstein (2015) concur when they say involving

parents can encourage optimistic educational practices for learners because they tend to gain confidence.

Nonetheless, not all educators have the same view. In a study by Karbach, Gottschling, Spengler, Hegewald, and Spinath (2013), it was found that the educational attainment in some learning areas is negatively linked with parental control whereby parents put unnecessary stress on children to finish their school work and consequently learners under-perform. This view is associated with societal view where educators do not see parental involvement as necessary because the community is placed at the heart of learning (Ngubane-Mokiwa & Khoza 2016). The personal view is about personal identity and development. Here educators' train learners to realise their talents (Ngubane-Mokiwa & Khoza, 2016). Maharajh, Davids, and Khoza (2013) explain personal view as the footing of societal and professional view and are subjected to personal choice of change; only one will dominate.

The good influence caused by parental involvement on learners' educational results is not only noted by educators and school management, but also different researchers has looked at it. As a result, the developers of policies have included various features that involve parents in their children's education (Graves, Scott, & Wright, 2011). In South African schools there has to be a body that represents parents in schools (School Governing Body). Domina (2005) also agrees by stating that the thought that learners' educational routes can be improved by parents being interested in their children's education has led to various education policy modifications.

According to Hill and Tylor (2004) parental involvement may not only benefit the learners academically, but holistically as it also develops self-confidence (personal) and as parents they develop themselves and their skills for parenting are also cultivated (societal). Parental involvement is also a platform for good rapport development between educator and parent as they work together toward the attainment of the same goal, which is the development of the learners. As Niehaus and Adelson (2014) put it, this may also ease the load on educators. The relationship between a child and a parent may also be built through this which may be an advantage to the community as a whole as it has the potential to produce better society as society is formed by families.

1.6 Literature Review

A view is an intellectual procedure that needs one to eradicate routine, in order for other opportunities to be realised (DuPreez & Reddy, 2014). Khoza (2016b) discusses how essential views are, as they are the focal point of every curriculum and guide all the concepts in the curriculum. He states that competent educators begin by recognising and comprehending their views of the curriculum and then recognising pertinent goals taken from their learning area. Khoza (2016b) further explains that views are separated into individual (personal), social, and professional categories. Comprehending the curriculum views, assist educators to go back and look at their teaching so that they may advance their methods of teaching. Khoza (2015c) resolves that educators should reflect on their lessons so that they may comprehend the goals, views, and gain learning or teaching pointers.

The rationale for this study is educators' views, therefore, all the other concepts of curriculum are connected to this. van den Akker et al. (2009) suggest that it is preferable for these concepts to be interrelated to one another for logic and constancy to be maintained. According to van den Akker et al. (2009) the image of the spider-web puts emphasis on the risky nature of the curriculum. This means that, in the course of curriculum execution, if there is a concept that is missing, the web of the spider can breakdown causing imbalance to the whole web. For this reason, curriculum concepts from the spider-web may be exposed to this risk and end up being completely shattered. Berkvens, van den Akker, and Brugman (2014) concur and is therefore, crucial for educators to ensure that they use these concepts in balance so that the execution of curriculum is constant.

1.7 Objectives

The key intention of the study is to:

- Explore educators' views about parental involvement in their children's academic work at a school in the Pinetown district.
- Identify what informs educators' views about parental involvement in their children's academic work at a school in the Pinetown district.
- Explain the lessons that can be learnt from educators' views about parental involvement in their children's academic work at a school in the Pinetown district.

1.8 Questions for research

- What are educators' views about parental involvement in their children's academic work in a school in the Pinetown district?
- What informs educators' views about parental involvement in their children's academic work in a school in the Pinetown district?
- What lessons can be learnt from educators' views about parental involvement in their children's academic work in a school in the Pinetown district?

1.9 Research Design and Methodology

1.9.1 Paradigm for research

This study falls within interpretive paradigm. The interpretive paradigm is described as one that highlights the importance of better comprehending the world over personal involvement (Tuli, 2011). According to Denscombe (2014) the interpretive paradigm contests the notion that societal scholars sometimes look at things from neutral point but then again, view societal actuality as the aspect that is instinctively fashioned by beliefs and activities. This suggests that societal scholars cannot anticipate being completely neutral. However, Tuli (2011) argues that researchers within this paradigm are true-to-life as they relate to the practical conditions because they take place as one would expect. Hence, Cohen, Manion and Morrison (2011) suggest that researchers in this paradigm should be members of the societal domain they are in actuality researching. Cohen et al. (2011) also states that individual researchers will only be able to understand the societal domain if they play a part in it. Hence, the school I work in was chosen which has raised the question in research and I am aware that I had to ensure that I am not bias with interpretation.

1.9.2 Research Approach/Style

The methodological paradigm for this study was qualitative because I was interested in exploring educators' views "thoughts and actions" about parental involvement in their children's academic work (Denscombe, 2014, p. 2). According to Creswell (2013), researchers who use qualitative approach deal with societal fashioned realities and potential that are compounded and indivisible into distinct variables. Their responsibility, as a result, is "to attempt to describe, comprehend and construe how several partakers in a societal context hypothesis the sphere they live in" (Merriam, 2002, p. 29). Therefore, a qualitative approach allowed the researcher a chance to cognise and pronounce the techniques, in which diverse

beings made particular logic of their existence. Babbie (2004) also affirms that the intention of qualitative research is to endorse improved personal understanding together with increased perception of the social circumstance. The societal disciplines and the focal point of the study was populace (educators from a school in Pinetown district). The plan was to gather educators' insights, viewpoints and comprehension of parental involvement in their children's academic work and what informed their views. On the other hand, this tactic assisted me to acquire a comprehensive understanding by probing questions that did not simply reveal information to the academic but moreover offered clarification to the views of educators and what informed those views (Mouton, 2001). Therefore, a case study of the natural setting of educators' views about parental involvement in their children's academic work were studied.

According to Stake (2013) a case study is the exploration of peculiarity and complication of a single case, getting to an opportunity to comprehend its actions amongst essential conditions and is a particular example that is generally planned (Cohen, Manion & Morrison, 2007). This exploration plans to consider the fact of the educators' existing practices of and contemplations about a specific circumstance (Leedy & Ormrod, 2010). Yin (2003) states that qualitative case study enables the researcher to explore individuals or groups, through difficult intrusions, associations, societies; or plans and aids breakdown and subsequently rebuild different phenomena. In this manner, it is orderly and in-depth appreciation of educators' views and the reasoning behind them. Educators' views about parental involvement in their children's academic work is reconsidered (Denscombe, 2014). This was achievable as the researcher was situated at the school where the whole research was conducted, thereby enabling easy contact with educators.

1.9.3 Sampling

Sampling is indicated by Christiansen, Bertram, and Land (2010) as taking resolutions about which individuals, location, occasions or conduct to observe or study. Kerlinger (2000) suggests that sampling speaks of a procedure of electing a smaller, more controllable number of members to participate in the exploration. He further says that there are aspects, for example, cost, time, and availability that frequently prevent analysts from utilising the entire populace to necessary gain data. Thus, a set of the population is used as illustrative of the entire community. Again, a sampling method is determined to be purposive and convenient because of the interest in knowing the educators' views about parental involvement in their children's academic work, therefore not all the educators in the school were studied (Leedy & Ormrod,

2010). Five educators, one from each department (Languages, Mathematics and Science, Technical, Art and Services, Humanities, and Commerce Department) (single case) were selected. Participants were requested by email and telephone to take part based on accessibility and preparedness.

1.10 Data generation methods

Three techniques were used to generate data; namely an open-ended questionnaire, one-on-one semi-structured interviews and document analysis.

1.10.1 Open-ended Questionnaires

Malhotra (2006) described a questionnaire as a courteous set of interrogations that can be used to obtain information from the participants in research and questions can be open or closed-ended. Questionnaires are mostly used by scholars to evaluate community opinion (Miller, & Lambert, 2014). In this study, open-ended questions were set because I believed they would permit participants to express what they thought in their own words and would yield detailed responses. I believed it would be effective for this study as it would provide in-depth responses. Questionnaires give a somewhat inexpensive, speedy and resourceful method of collecting a large volume of information from a large sample of people (Mcleod, 2014). According to Malhotra (2006), questionnaires are an operative means of understanding the conduct, approaches, preferences, views and intents of people. As such, this study explored educators' views. They were advantageous as data could be generated reasonably rapidly because the researcher did not need to be present when the questionnaires were completed.

Subsequently, I was also aware that it could take the participants' time to complete the questionnaire; I gave them four weeks to complete it. I was aware that questionnaires are mostly used in positivist's paradigm when they have more than thirty respondents. However, I used it to allow participants to answer the questions freely, at their own pace, so that even the ones that were introverted were accommodated. It also made participants aware of the questions that would be asked during the interviews. As a result, they were able to prepare themselves. However, there was a limitation with questionnaires as participants could give false information or twisted truths because of perceived societal appeal. This was the reason why one-on-one interviews were conducted following the completed questionnaires, so as to substantiate the information provided on the questionnaires.

1.10.2 Semi-structured Interviews (One-on-one)

One-on-one semi-structured interviews were utilised to assist in exploring and unfolding educators' views about parental involvement in their children's academic work. McMillan and Schumacher (2014) outline interviews as overt reaction inquiries to inspire members' implications and how they comprehend imperative occasions in their lives. An arrangement of questions that are prearranged were devised as they permitted the researcher to probe and answers could be elucidated (Maree 2010). Semi-structured questions were asked, because they allowed clarification and understanding during the interview. An open-ended questionnaire similarly offered space for expansion and profundity in terms of educators' concentration (Galletta, 2013). During the interview I used a voice recorder which ensured that findings were exact and critical data was not forgotten (Galletta, 2013). This helped me as I could return and verify the information.

1.10.3 Document Analysis

Documentary analysis according to Mogalakwe (2009) is done in search of the information about the phenomenon in question. The specific documents that I used were learners' exercise books (homework book) to monitor if their homework is done regularly; the attendance registers for parents meeting at the school; and educators reports of the meetings, in order to monitor if parents are involved and see educators' views based on those reports because it will yield some information for this study. Documents analysis is naturally occurring objects with semi-permanent existence which indirectly inform us about the societal sphere of the populaces who created it (Payne & Payne, 2004). Learners' books, registers, and reports were able to show if parents are involved in their children's academic work. I am aware that some learners' work might not be authentic or accurate as they sometimes copy from their friends and some learners may not inform their parents about the meetings and instead bring friends or anyone they may get hold of (Creswell, 2013). To overcome that, I asked educators to request parents to sign the book when homework was completed, and parents had to provide their identity documents and sign the register when they visited the school.

1.11 Data analysis

Cohen, Manion and Morrison (2011) describe analysis of qualitative data as making logic of facts according to the contributors' explanations of the status quo, observing configurations, subjects, groupings and consistencies. According to O'Leary (2004), qualitative analysis comprises of working between cycles of inductive and deductive perspectives, and exploring

the themes and the interconnections amongst themes. To analyse data in this study, three essential things were incorporated; for instance: what the gathered facts say and mean and then exploration was presented to the reader. Therefore, guided analysis was adopted which included both inductive and deductive reasoning as a procedure.

Dhunpath and Samuel (2009) describe guided analysis as categories that are developed priori and categories are modified through interaction with data. Inductive reasoning was improved by making sure that the groupings developed from the data. In contrast, I began with a set of groupings, which were plotted on the data which effected deductive reasoning. Moreover, open coding was employed. According to Cohen et al. (2011), open coding is the modest marker that a researcher ascribes to a part of a transcript to designate and group that portion of transcript. As a result, guided analysis was utilised to support coding participants' replies from the interview transcripts and also revealed the aim of this research which was to explore educators' views about parental involvement in their children's academic work at a school in the Pinetown district.

1.12 Ethical clearance

Frankena (2017) and Burr and Reynolds (2010) suggest that the word ethical is used to indicate rules of conduct or traditional values to a code or set of principles. Cohen et al. (2002) also say that ethics are about being moral sensitive to other people's rights and respecting their dignity as human. This was very important in this study as it involved educators who I had to respect in terms of their rights and human dignity. Christiansen et al. (2010) recommend that ethics in an enquiry are crucial, particularly if the research involves humans or fauna, for all exploration studies reflect specific ethical codes that encompass the rights of contributors to be sheltered from any detriment that may be caused by the enquiries. Cohen et al. (2011) illuminate that ethics denote that they have to be deduced in a precise confined context.

Therefore, this study could not be conducted before the ethical clearance was obtained from the school and Department of Education in the district. When I had obtained permission, the study resumed by communicating with the participants asking for their consent to participate in the research study. The ethical values sovereignty (autonomy), non-maleficence and benevolence (beneficence) were well-thought-out when research was done (Leedy & Ormrod, 2010). After the participants had agreed to participate, I briefed them about the study and elucidated the purpose which was to explore educators' views about parental involvement in

their children's academic work at a school in the Pinetown district. All participants were informed in writing and verbally of their concealment and anonymity rights; and about their charitable contribution, before being asked for their consent (Kvale & Brinkmann, 2009). I made them aware that during the study I was going to make sure that they are protected from any harm (non-maleficence) and their right to privacy was respected by using pseudonyms instead of their real names.

The study sustained concealment at all time by not divulging the facts provided to anyone outside the study and for the sake of honesty and transparency, information was used solely for the purpose of this study (Shenton 2004). During the interviews a professional code of ethics was observed by putting the interviewees at ease and emphasising that there is no right or wrong answers to the questions and that they could withdraw whenever they wished. Educators were informed that the study was beneficial to them as they can implement the findings from the study (beneficence). The institution's identity was protected to keep in line with the code of ethics.

1.13 Trustworthiness

Trustworthiness speaks of the method in which the researcher is able to convince the receivers that the quality of the research is of a very high standard and the findings are worthy of recognition (Lincoln et al., 2007). According to Cohen et al. (2011) trustworthiness in a qualitative study is about how much value the study possesses, how truthful it is, and if it is neutral. Creswell (2013), Lincoln et al. (2007) and McGloin (2008) also propose that emphasis on the following concepts will increase trustworthiness in a qualitative study: credibility, transferability, dependability and conformability.

As a result, I ensured dependability of the research by safeguarding that the concepts expressed above were observed. According to Shenton (2004) trustworthiness of the study can be reduced if we neglect petty things. Therefore, to ensure credibility an exact reflection of the educators' views were presented (Shenton, 2004). This was achieved by making sure that the findings reflected the lived experiences of the educators, what they do in practice and assured participants that they were not obligated to participate and share information. All educators were given the same questionnaires and during the interviews the same questions were asked. Interviews were conducted in a school context to enable educators to easily reflect on their reality and lived experiences. Educators were given an opportunity to opt out to make sure that data collection involved only those who were genuinely enthusiastic about participation.

In addition, triangulation was implemented in order ensure that this research was credible. Triangulation speaks to using various sources to generate data (Cohen et al., 2011). For that reason, in this study three methods were used to generate data. Firstly, participants were given the questionnaires, which were followed by one-on-one semi-structured interviews to validate what participants had said on the questionnaires. Lastly, document analysis was done to confirm information from the questionnaires and interviews. Furthermore, a conceptual framework of curriculum concepts from the curricular spider-web was applied which assisted in guiding and framing the entire processes of generating data which allowed the use of the same methods by all the educators.

Confirmability according to Seale (2001) is the point at which the findings from the research are confirmed or verified by other people. Therefore, confirmability is about ensuring that the research findings replicate the participants' actual views and experiences without the researcher's positional influence (Shenton, 2004). For this reason, Shenton (2004) proposed that means should be made to show that findings came from data and is not biased. Hence, in this study, the educators' audio recorded transcripts, findings, and conclusions from the research were returned to educators to ensure that they approve of what was written and confirmed if it exactly echoes their answers. I also admitted any bias and probable conditions that could have influenced data in any form.

Cohen et al. (2011) speaks of dependability being similar to the reliability of the findings of research. Similarly, Merriam (2002) also asserts that dependability is the degree to which the findings in research may be simulated in a similar environment, with a similar subject. Thus, I provided brief evidence of generated data in this case study which included exact quotations to enable the person who reads the study to gauge the findings. I also used voice recordings during interviews to ensure that I used educators' direct words.

Moreover, according Christiansen et al. (2010) and Cohen et al. (2011), transferability is about being able to apply the findings of the research to a different setting. Therefore, I made certain that the findings were truthful, useful and could be applied in an analogous setting. For this reason, it is possible to transfer and apply the findings derived from educators' views from the five educators who were studied to other educators in a similar setting. In addition, in this study, educators' views about parental involvement in their children's academic work were founded on curriculum concepts from the curricular spider-web which allowed educators to base their views on lesson plans, annual teaching plans, and the CAPS document. All educators are

guided by CAPS when teaching which is why any other educator in an analogous context in South Africa can benefit from the findings of this study. To avoid ambiguity, interview questions were piloted to different, non-participant, educators of the study (Cohen et al., 2007).

1.14 Anticipated limitations

I acknowledge that I may be biased to a limited extent as I am an educator in this school, interviewing my colleagues and I have personal enthusiasm for this research. In any case, I tried to be as unbiased as possible, given the circumstances. To overcome, this I allowed educators to give their own information, without persuasion, during our meeting. One of the constraints, similar to all subjective research, is that this research is small scale and consequently, its findings are abstract, individual and logical. As a result, they cannot be generalised. Along these lines anybody can utilise findings of this exploration for transferability as opposed to generalisation.

1.15 Chapter Overview

1.15.1 Chapter One

Chapter One provides the introduction and background of the study, exploring educators' views about parental involvement in their children's academic work at a school in the Pinetown district. Together with this chapter states the title, purpose, location, objectives for research, and research questions. The reasons for this study to be done are explained in the rationale, where it is also indicated how the society and education sector could benefit from this study. The literature about educators' views (phenomenon) and curriculum concepts were also reviewed. The detailed explanation on how the study was undertaken was provided in the research design and methodology.

1.15.2 Chapter Two

Chapter Two follows with the gathering of perspectives from various writings (review of literature) on educators' views about parental involvement and includes curriculum Spider Web as a reasonable system that was utilised to break down information (conceptual framework).

1.15.3 Chapter Three

Chapter Three explains the philosophy of how the research was led. The section provides the approach of research design, an interpretivist paradigm, and the research methods which

include the case study using questionnaires, one-on-one semi-structured interviews, and document analysis that are chosen for this study. Purposive and convenience sampling is described with five (educator) participants who are selected to yield data. The analysis of data (guided analysis), trustworthiness (dependability, conformability, credibility and transferability), ethical issues and study limitations are also included.

1.15.4 Chapter Four

Chapter Four analyses the data and discusses findings

1.15.5 Chapter Five

Chapter Five, concludes the discussion by providing the summary of each chapter. The findings for this research were identified with reference to their repercussions and recommendations were offered. To conclude suggestions were tabled for future utilisation.

1.16 Conclusion

This chapter presented the exploration, explains the method of reasoning, and the primary questions in research were delineated together with the objectives and the outline of the entire research. This exploration will ideally help with comprehending educators' views about parental involvement in their children's academic work and the lessons that can be learnt from their views.

The subsequent chapter, Chapter Two, gathers perspectives from various writings (review of literature) of educators' views about parental involvement in their children's academic work.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The previous chapter introduced the study and elucidated its background. This chapter will present the literature review based on the research phenomenon (educators' views). In exploring educators' views about parental involvement in their children's academic work in a school in Pinetown district, it becomes imperative to begin by conceptualising educators' views together with diverse curriculum concepts that are used in education. According to Papini and Roggman (1992), the connection between a child and a parent is one of emotional intimacy with structural provision, together with backup independence can meet learners' needs as they develop in methods that support a learners' growth from reliance to individuality. The warmth of the parent is positively linked with children's enthusiasm to practice educational values and conducts endorsed by their parents (Grolnick & Farkas, 2002). Undeniably, in Wang and Walberg (2001) study, educators have realised that the rules enforced by parents have greater influence in minimising behavioural challenges in the perspective of better parental relationships. This chapter concentrates on gathering of perspectives from various writings that link to educators' views about parental involvement in their children's academic work.

Orr (2011) defines a view as a personal belief or judgment that is not founded on proof or certainty, it is just the way educators see things. According to Khoza (2016b), for educators to recognise pertinent curriculum objectives, their understanding of a teaching view is essential as it makes the curriculum objectives achievable and it is in doing so where educators adopt the views they have about the involvement of parents in their children's academic work.

Moreover, there are many activities in support of a professional view that are included in parental involvement such as assisting children with homework, going to school functions, communicating with educators, necessary parenting while at home, and being part of school governing Body (SGB) (Kimaro & Machumu, 2015). According to Kimaro and Machumu (2015), there are different factors that may affect a child that could prompt various opportunities for learners to realise excellence in their academic work. For instance, at some point the child may be in a social setting at school or at home. One may find that a child is impacted by more than one force, for instance when the parents receive communication from the school and when there are community meetings. It is also possible that all three may have

an impact such as when the school calls a meeting where parents and the community are invited. The different sources may compel a child to procure standard skills, be well cognisant and well educated in life and school (Karbach et al., 2013).

The key issues to be conceptualised are the sources of views (personal, societal, and professional) and curriculum concepts. Curriculum concepts guide educators in their teaching and these concepts are linked to each other. The rational being at the centre of the curriculum concepts. Therefore, the rational for this study is “educators’ views”, hence, all the curriculum concepts will be based on educators’ views. These issues have been studied by various scholars in different context, however, it has not been done in the context covered by this study and other studies have not look at educators’ views.

A study conducted by Porumbu and Necsoiu (2013) have a view that the household is an important aspect that plays a fundamental role in the development of a child. They say that the initial scholastic and societal environment for a child is family. As a result, a stable establishment produces the essential part of the education of the child. Learning inspirations on children from a family unit can be deliberate (whereby focused activities are used to develop a child), or incidentally (whereby members of the family simulates a conduct or by psychosocial environment in the family). This study further states that the more cognisant scholastic approaches of the households mostly regulate the persona development and scholastic attainment of children. The influence on the intellectual, societal, and emotive improvement of a child is part of literature which has been studied at length.

Therefore, the following flow chart for literature review illustrate the structure of this chapter.

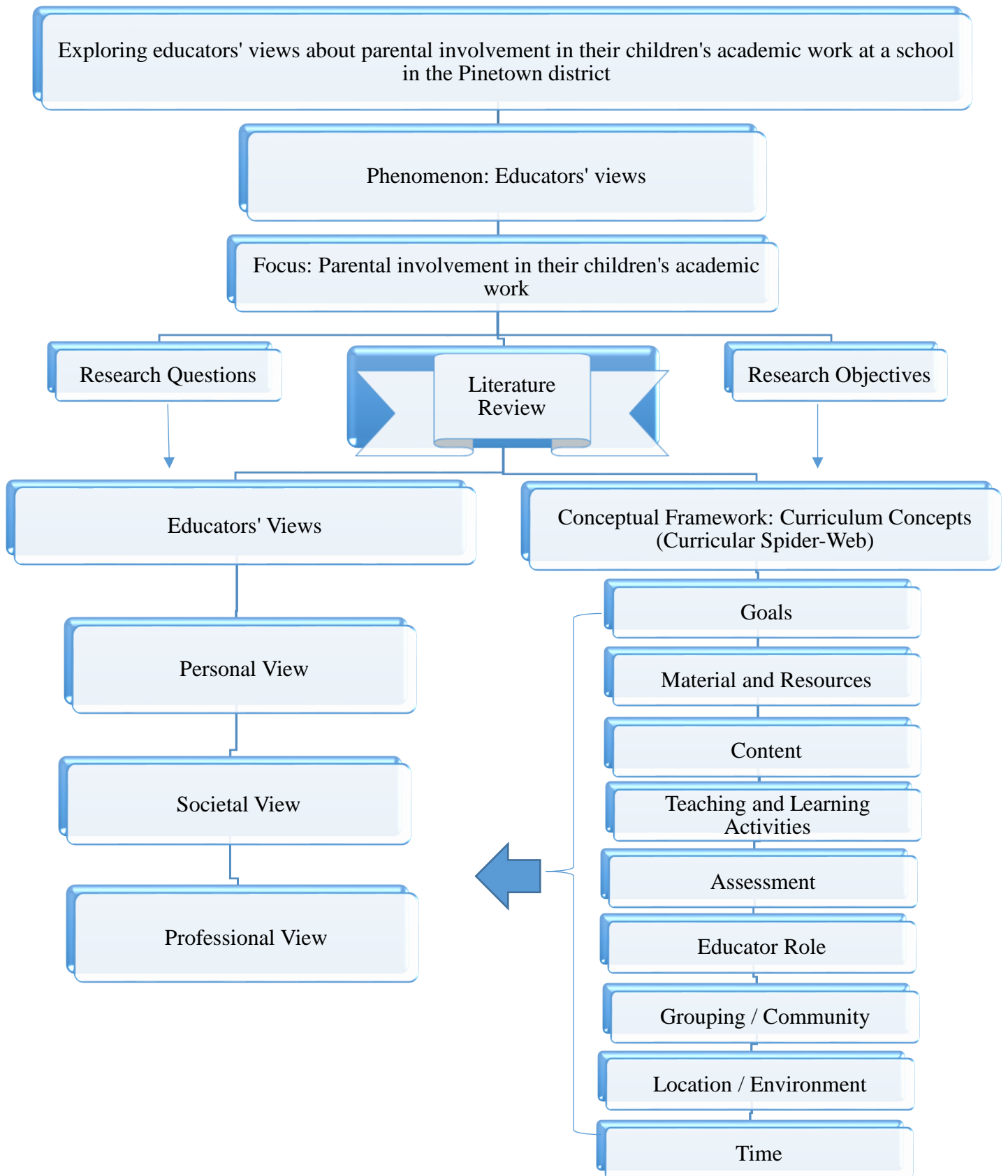


Figure 2.1: Flow Chart for Literature Review

2.2 Educators' views (Phenomenon)

View is what a person holds or believes as true (Dictionary, 2006). Khoza (2016b) discusses how essential views are, as they are the focal point of every curriculum and have an impact on all the concepts in curriculum. He states that successful educators begin by recognising and comprehending their views of the curriculum and then recognising pertinent goals taken from their learning area. Khoza (2016b) further explains that views are separated into individual (personal), social, and professional. Comprehending the curriculum views assists educators to go back and look at their teaching so that they may advance their methods of teaching. Khoza (2015c) suggests that educators should consider reflecting on their lessons so that they may comprehend theirs and others' goals and views and further learn from their experiences.

2.2.1 Personal view

A personal view is the one that places a learner or educator at the heart of the teaching and learning environment. Khoza (2016b) states that the very same view generates an atmosphere that assists educators and learners to create their individual characteristics. Educators in a personal view train learners so that learners are able to identify their talents and develop them. Personal view combines both social and professional view but one will dominate. Anything that is regarded as an educators' or learners' routine action assists them to comprehend themselves as well as allowing them to foresee their social actions in accordance with their developmental level or experiences (Khoza, 2016b). He further states that the personal view of the educators assist them in deciding if they will take a professional or social route when teaching (Khoza, 2015a). For that reason, views that are personal become the bases of professional or social views and are influenced by personal choice.

2.2.2 Societal view

Societal view puts society in the centre of a teaching and learning environment which is known as competence or integrated curriculum (Bernstein, 2003). Social views do see parental involvement as important because educators train learners to go back and contribute to the community, the purpose of teaching is to meet the needs of the society (Schiro, 2013). Bernstein (2003) define societal view as horizontal view, where teaching and learning is determined by educational outcomes. The set outcomes are usually based on community or societal need where parents are part of the society, which makes parental involvement a necessity. According to Khoza (2014) attainment of visible or calculable educational outcomes are an important exercise in the societal view. Attainment of outcomes is the completion

because stages of outcome are not essential. Thus, learning is typically focused on attainment of outcomes founded on a particular local setting (Bernstein, 2003; Deng & Tavares, 2013). This suggests that parents are people who are able to understand this setting in order for them to assist educators in attaining the outcomes. As per this view, from community recognised sources, understanding is often produced horizontally. However, it cannot be overlooked that there are studies that have found parental involvement to have a negative impact in learners' academic work. For instance, in Fan and Chen's (2001) study, parental involvement from home did not prove to contribute to attainment in connection with homework help.

Similarly in Karbach et al.'s (2013) study, it is important to be aware that it is not all kinds of parental involvement that leads to good academic work. The studies written by Levpuscek and Zupancic (2009) and Rogers, Theule, Ryan, Adams, and Keating (2009) have revealed that attainment associated with force and parental control may have a negative impact on learners' academic performance. Under performance academically, is linked with disapproval, chastisement, forced communication or use of commands which undermine the learners' independence and sense of capability (Niggli, Trautwein, Schnyder, Ludtke, & Neumann, 2007; Pomerantz & Eaton, 2001).

However, most studies are in support of parental involvement in their children's academic work. In a study conducted by Koutrouba, Antronopoulou, Tsitsas, and Zenakou (2009) many educators complained about minimal involvement of parents in school which relates to reasons like parents reluctance to participate in organisations initiated by the school. Educators further state that other reasons may be the societal context and educational level of the parents which make them reluctant to be involved in their children's academic work. Educators' views in Koutrouba et al. (2009) study are positive about parental involvement in their children's academic work since educators mostly rely on parents when it comes to local societal needs, as most educators come from outside the communities where they teach. Basically, Greek educators seemed to be in support of lively teamwork with parents that will academically benefit the school, families, and pupils (Henderson & Berla, 1994).

2.2.3 Professional view

Professional view puts profession at the centre of the teaching and learning environment and is known as performance or vertical curriculum. As Bernstein (1999) explains, this occurs when the intellectual dominion is emphasised more than other dominions. They use this intellectual

dominion to determine if learners are successful or not in a certain professions by accomplishing specific aspects of content. The professional view sees involvement as an essential part of academic work as educators train learners to become professionals (Khoza, 2016a). However, parents may not understand the technical part of education or learners' work since learners are supposed to be drilled with specific subject content based on the curriculum which may not be understood by the parents or community. As a result, in professional view, educators may not have time for parents because their time is limited for content mastery and the content has nothing to do with the community.

Nevertheless, according to Henderson and Berla (1994), parents' concerns and attentiveness in their children's school activities and learning have a tendency to affirm and prompt their children about the significance of education, which can propel learners to behave and improve the educators' confidence. Education experts together with policy developers instinctively admit the significance of parental involvement in school and at home. Hence, Cotton and Wikeland (2005) and Khajehpour and Ghazvini (2011) also concur that attainment in academics is associated positively with learners who have parents who engage with educators in school and also put into effect rules at home for their children, which is linked with professional views. Ndjabili's (2008) study outlines that, in educational programme, overall maintenance is mostly dependent on the quality of specific educators who inhabit the classrooms which is where change is expected. For that reason, Ndjabili (2008) raised the issues or concepts of curriculum that are simplified by van den Akker et al. (2009) as he placed them in a questioning form so that they may be easily understood.

2.3 Conceptual framework

A conceptual framework is various concepts or ideas used in research studies so that the study will focus on a specific area (Christiansen, Bertram, & Land, 2010). The conceptual framework structures the study and particular main concepts and thoughts frame it. In order for events to have an explanation that is well-developed in a manner that different main concepts are connected in a singular study requires the conceptual framework. On the other hand, Silverman (2013) states that conceptual frameworks afford a complete frame for looking at realism and the concepts that are used to explain questions of research are informed by it. Hence, different curriculum concepts were applied to explore educators' views about parental involvement in their children's academic work in this study. According to Cohen et al. (2011) the concepts

will allow this study to enact significance of what is happening in the world, as a result meaning may be discovered.

Moreover, the conceptualisation of literature is based on curriculum concepts (curricular spider-web) that emanate from van den Akker's (2003) study which comprises of: goals (aims, objectives, and outcomes); material and resources; content; assessment; educator role; learning activities; grouping; location; and time. Khoza (2013a) study has used these curriculum concepts (curricular spider-web) as a frame which is organised by van den Akker et al. (2009). Therefore, this study uses curriculum concepts by Thijs and van den Akker (2009) as a framework for concepts and the curriculum policy in South African education was analysed with the use of these concepts. Figure 1.1 is an illustration of curriculum concepts (curricular spider-web) which was discussed in this study.

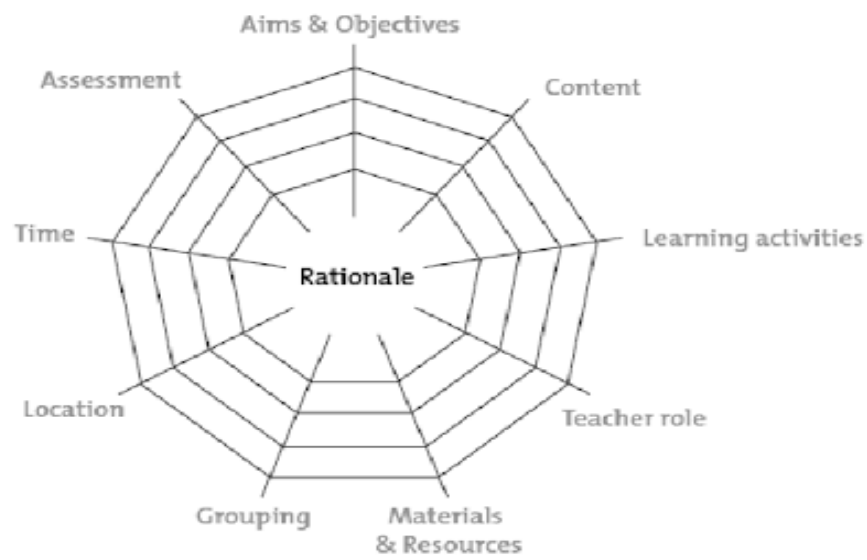


Figure 2.2: The curriculum concepts (curricular spider-web) and the framework for quality education adopted from van den Akker (2003, p.11)

Studies indicate that educators' views should be generated from these concepts of curriculum (van den Akker, Boer, Filmer, Kuiper, Letschert & Nieveen, 2009; Khoza, 2015c and Handelzalts, 2009). van den Akker et al. (2009) used the questioning method to ensure that these concepts would be effortlessly understood. The questions are enumerated as follows: What is it that educators are teaching? (content); Which goals do they hope to attain? (goals-aims, objectives, and outcomes); When does the teaching take place? (time); How do they assess what was taught? (assessment); Which methods are used by educators to teach? (educator role); Who are they teaching with? (grouping/community); What is it that they teach?

(teaching activities); What do they use to teach? (resources); and Where is their place for teaching? (location). Furthermore, Khoza (2015b) indicates that in order for the curriculum to be evaluated, concepts of the curriculum become the central and recommended basis for evaluation, as they are the educators language of communication, when communicating with people involved in education. This suggests that parents are included as education stakeholders and similarly support educators through these concepts. For this reason, it is important for educators to reflect on what they have done so that if need be they can improve their teaching.

2.4 Curriculum concepts that drive educators' views

Educators' views are the dominant connection that interlink the concepts of curriculum (van den Akker et al., 2009). In this study the educators' views are the rationale, therefore, all the other concepts of curriculum were connected to educators' views. van den Akker et al. (2009) suggest that it is preferable for these concepts to be interrelated to one another as well as in order for logic and constancy to be maintained. According to van den Akker et al. (2009), the image of the spider-web places an emphasis on the curriculum's risky nature. This suggests that, in the course of curriculum execution, if there is a concept that is missing, the web of the spider can breakdown causing imbalance to the whole web. For this reason, curriculum concepts from the spider-web may be exposed to this risk and end up completely tearing.

Berkvens et al. (2014) concur that it is, therefore, very important for educators to ensure that they use these concepts in balance so that the execution of curriculum is constant. For this reason, educators use these concepts when they communicate with parents in different platforms about education because both parents and educators use the language of the nine concepts around the educators' views. Educators are involved in the language of these concepts on a daily basis. The following literature will conceptualise the concepts of curriculum.

2.4.1 Goals of curriculum in educators' views

Goals afford an outline that can be used by people to understand and respond to events, and lead to another form of thought, result, and conduct (Dweck & Grant, 2008). Kennedy, Hyland, and Ryan (2006) classify goals into three categories, outcomes, objectives, and aims. Aim is an extensive common proclamation of intent of teaching and is a goal that is long-term, since it points out what the educator sets out to impart. Objective is ordinarily a precise proclamation of the purpose of teaching and it is a short-term goal. Outcome is a statement of anything that is anticipated that the learners are expected to attain when the lesson is complete (Kennedy,

Hyland, & Ryan, 2006; & Khoza, 2015b). Kennedy et al. (2006) further state that aim is taken from an educator's standpoint whereby an educator anticipates the lesson outcomes. The outcomes are fashioned using particular recognisable/assessable words that show various difficulty levels. Noddings (2007a) study suggests that for curriculum to be effective it should have all three categories: aims, objective, and learning outcomes. This suggests that educators will state their teaching intentions (aims), they should also specify how they intend to accomplish those aims (objectives), and the curriculum should stipulate what learners are expected to be able to do after the lesson has been delivered (outcomes).

Thus, parents should be informed about these goals, so that they can all work towards the same goal. Khoza (2015a) states that aims address personal view as they can be educator or learner-centred, while objectives address the professional view because here the intellectual field is prioritised, and the outcomes talk to the societal view because they are competence-base. Although all these views are important, one will dominate compelling educators to focus on it depending on individual educators. For instance, one educator may push to achieve the outcomes while neglecting the aims of the curriculum. When outcomes are considered, learning is often subjective to educators or learners views, daily local or common knowledge, and verbal discussion (Khoza, 2015).

According to Noddings (2007a), for the purpose of education, aims, objectives, and outcomes should be hierarchically organised, which is in favour of the professional view because hierarchy is vertically aligned. When policy discussions are conducted, aims, which are general statements, are sometimes mistakenly given up or ignored for particular objectives. However, while one cannot directly pursue or measure aims, because they are not the same as outcomes and objectives, they are a crucial part of curriculum. It is therefore essential for aims to be carefully considered since they must guide the selection of the curriculum and pedagogy, as well as objectives and learning outcomes choices and evaluation (Ndlovu, 2017b).

Professionally, this suggests that it is essential for educators to familiarise themselves with curriculum aims, objectives, and outcomes prior to enactment as they are the executors of the curriculum. Doing so will enable educators to identify, early on, where exactly they may require parental involvement (societal view). In a study conducted by Noddings (2007b), it is argued that aims drive educators to the purposes of curriculum and guide the formulation of objectives and outcomes. As such, personal view is important as they will guide professional

and societal view. To accomplish an aim, one needs to derive objectives that will encourage attainment of the aim. Noddings's study, further states that objectives are normally developed for certain learning area and commonly the interpretation from aims to objectives is done within the settings of the learning area restraints (Science, Mathematics, Language, and any other learning area). This is followed by the formulation of outcomes that outline the sense of understanding which promotes societal view and precisely stipulates what is anticipated by learners' results. Therefore, aims not only serves the purpose of establishing objectives and outcomes but are moreover used for evaluation (Noddings, 2007b).

In a study conducted by Hyland et al. (2006) aims are described as goals that can be achieved in the long-term, however, learners have aims that can be attained through recognisable outcomes. In the South African curriculum (CAPS), there are general aims and each learning area has its specific aims (objectives), and in some learning areas the learning outcomes are not spelled out (Mpungose, 2015). One of the points of South African educational programmes is that "inclusivity should become a central part of the organisation, planning, and teaching at each school" (DBE, 2011, p.5), which supports the involvement of parents. Therefore, learners should understand their learning area outcomes, which is not always possible with CAPS since the appropriate frame of how the outcomes were fashioned is not specified to the learners even in learning areas that have them (Khoza, 2013b). Conversely, most of the learners are inclined to regularly use aims to reflect on their learning since there are goals that are available from their learning areas (Kennedy et al. 2006; Khoza 2013b).

Furthermore, according to Harden (2002) and Hoadley and Jansen (2014), the curriculum content is used to formulate the outcomes, where the learners are encouraged to obtain the elementary comprehension of the curriculum content from their household in order for them to be able to use it for complicated curriculum content (De Villiers, 2007). This suggests that educators' views should be in support of parental involvement as it is essential since it forms the basis of the curriculum. Thus, Hobden and Hobden (2015) state that elementary understanding assists learners with regular changes that take place from personal view to societal and professional view. The regular changes are simplified by educators when they execute their duty of being lifelong learners (researcher) whereby they do formative assessment by asking learners questions in order to find out if they are prepared to learn (Khoza, 2013a; Reddy and le Grange, 2017).

In addition, Berkvens et al. (2014) recommend that objectives and aims should determine what learners learn or are taught since they are supposed to shape the societal values, learning area (curriculum), and learners. This suggests that, general aims and specific aims in CAPS are appropriate because they speak to societal issues, learning areas and learners.

However, aims or objectives may not be executed as some of them do not talk to the content that the document of CAPS stipulates. Consequently, Mpungose (2015) suggests that CAPS might not be sustainable since it does not specify the outcomes of learning and teaching, and learning might be ineffective if there are no measurable outcomes of learning and does not encourage parental involvement. This indicates inconsistency because documents for CAPS do not link its objectives to any outcomes of learning and there might be confusion between educators as they may take different decisions in that regard.

Educators in Mogashoa's (2016) study seem to be in favor of CAPS, and say it is clearly specified and does not consist of confusing assessment standards and outcomes of learning as there were previously too many and they were not easily remembered which suggests that these educators' preferences are of the professional view. However, not all educators share the same sentiment, as in Naidoo and Muthukrishna (2014) study, educators indicated that some aims in the CAPS document are indistinct and unclear (not linked to any content) in a way that they sometime need to guess in order to try and untangle the information, without any clarification. Formative assessments are commonly linked to introductions where aims and objectives are outlined together with learning models because the ideological-ware resources are explained as reasoning processes that coordinate learners' activities so that they can efficiently use the material and resources for research and learning (Foucault 2007; Govender and Khoza 2017; Khoza 2016b).

Since aims are of a personal view, as Khoza (2015a) states, they do not talk much to the parent but to educators. However, parents can be made aware of them so that they are able to support and encourage their children to fulfil them. Similarly, if the curriculum is driven by objectives educators should not be disturbed by involvement of parents because the objectives are driven by subject content which will only be known and delivered by educators at a curriculum specific prescribed time. According to De Villiers (2007), parents can only assist with elementary understanding of the curriculum content from their household in order for learners to have bases for complicated curriculum content. On the other hand, if the school is using learning outcomes as the main goals, involvement of parents is important because the outcomes

are based on the skills required to address societal needs (Tam, 2014). As a result, educators need parents since parents come from the communities whose needs are addressed through achievement of the learning outcomes by learners.

2.4.2 Material and resources educators use to teach

Khoza (2012) describes resources as substances that assist or prompt learning as well as anyone or object that contributes to learning. Criticos, Long, Moletsane, and Mthiyane (2005) describe materials as useful possession that assists so that teaching and learning can occur. Furthermore, a case study by Meier (2015) suggests that material and resources are various kinds of objects which educators and learners utilise in a schoolroom to create the instruction as well as learning procedure that are genuine and productive. This suggests that, without material and resources, teaching and learning will not be effective and parental assistance is required to provide children with necessary resources.

Khoza (2010) also refers to the three kinds of resources: hard-ware (any machine/object/tool used in teaching and learning), soft-ware (any substance used together with tools to contain/show data), and ideological-ware (actions that are unseen or intangible in education, for instance philosophies and others) that educators may use to facilitate learning. Various studies, such as (Budden (2017), Czerniewicz and Brown (2014), Pather (2017), concur with Khoza (2013) that ideological-ware is supposed to steer teaching and learning as education includes the discernment of resources. According to Amory (2012), this suggests that education is not about hard-ware or soft-ware (technology), but ideological-ware (philosophy).

Khoza (2015b, 2016b) describes personal, societal, and professional views as the philosophies that drive the ideological-ware resources. In addition, if hard-ware or soft-ware dominates the curriculum it commonly addresses professional and societal view (Khoza, 2015c). Nevertheless, if ideological-ware resources dominates a curriculum it addresses educators' or learners' personal needs. This assist them in comprehending professional and societal view (Govender & Khoza, 2017; Ndlovu, 2017). According to Esau (2017) and Ndlovu (2017), personal view enables a person to understand their identity before taking any step, to discern if the act is societal or professionally steered.

This suggests that the educator is a curriculum facilitator or executor and is expected to realise the ideological-ware resources that underpin their planned curriculum prior to the execution processes. According to Hoadley and Jansen (2014), and Khoza (2013b), the probabilities of attaining the curriculum requirements are enhanced when there is comprehension of what steers

the curriculum among personal, societal, and professional view as the right balance between planned and enacted curricular is attained. This also recommends the significance of personal identification that leads to pragmatic curriculum (Khoza, 2017; Nkohla, 2017). The pragmatic curriculum is the boundary between competence and performance-based curricula that is steered by formative assessment, curriculum aims, philosophies, daily work, educator/learner focused activities, mixed learning, and enquiring role (Budden, 2017; Khoza, 2017; Mpungose, 2015).

This is where parents may intervene; to ensure that all of the above takes place as it results to learning. Parents can intervene in different ways; they can make certain that learners attend classes and do their daily work and activities. They should also provide hard-ware resources that are necessary to complete those activities (in case where the department do not provide or it is not enough for all learners). Parents can also intervene by being there and offering moral support to their children. It helps children to identify their personal view in order for them to stay motivated so that good academic work may be attained.

According to van den Akker et al. (2009), educators and schools gather their individual assortment of resources from the scope of available instructive materials, like course books, which strengthen everyday teaching. At times educators invite parents to assist them with attainment of some of these material, such as the purchase of hardware when there are shortages. Educational programmes at micro-level (educator execution) incorporates “lesson material and resources” (van den Akker et al., 2009, p. 33).

In the South African curriculum (CAPS), ideological-ware resources or philosophy that underpin the learning area are not specified. Educators have no precise philosophy that supports their lessons (Khoza, 2016a; Ngubane-Mokiwa & Khoza, 2016). For this reason, educators’ views differ in terms of theories that they should use as there is no mutual philosophy that is specified as an ideological-ware resource for CAPS. This creates uncertainties and may lead to curriculum failure in South Africa as educators may have different views and may decide to use the wrong theories that oppose the planned curriculum or philosophies that are supposed to be inherent in CAPS. This suggests that CAPS resources are steered by societal view as there is no precise philosophy that support the hard-ware and soft-ware resources (Czerniewicz & Brown, 2014; Khoza, 2016b).

It is vital to also look at home resources as they may affect the academic work of learners which forms part of parental intervention. These resources are influenced by various factors such as

parental career, parental earnings, and parental education level. Sirin (2005), Okpala, Okpala, and Smith (2001) concur that the socio-economic standing of parents is important in influencing the academic work of the learner. However, Olatunde's (2010) study in Nigeria disagrees, telling us that no matter the socio-economic status, many learners were of typical academic capability in their school work. This is similar to what is happening in the rural schools in South Africa where we find that schools without enough hard-ware/soft-ware resources producing good results, mostly those learners who come from homes where parents cannot provide necessary resources for home-based activities, yet they do well in their academic work because the content is well covered by educators.

Nevertheless, the ideological-ware resources are not affected by parental involvement as they talk to a personal educators' view. Most of the hard-ware and soft-ware are also provided by the state, which may suggest that there is no parental involvement necessary, unless the learner loses the textbook then parents will have to replace it. Also at times these resources do not reach the schools in time or are not enough for all learners in a school which delays curriculum delivery, therefore, parents may be asked to fill in the gap so that their children may participate in their academic work.

2.4.3 Content educators teach

Magnusson, Krajcik, and Borko (1999) define content knowledge as a form of information and knowledge that educators impart and that learners should be learning in a particular learning area. Frequently, content in teaching and learning obtains educators' attention which is about what learners are taught (Klep, Letschert, & Thijs, 2004). Thijs and van den Akker (2009), together with Tyler (1949), discuss the three basics sources for choosing and arranging content: knowledge, social preparation, and personal development. Khoza (2017) refer to these basics as literature (knowledge), methodology (social preparation) and framework (personal development). For this study, Thijs and van den Akker's perceptions were used.

Thijs and van den Akker (2009) describe knowledge as a scholastic and traditional custom for educational and future progress, while societal preparation is matters applicable for insertion from the standpoint of social styles and necessities. Personal development is about components of significance to development and education beginning with personal and learning requirements and learners' welfare. Importantly, some of these foundations are laid at home by parents. This study, and Tyler's observation recommend that a worthwhile curriculum should find good equilibrium among these foundations (Tyler, 1949). Tyler alleged that learning area

professional needs, societal needs, and learners' needs, are supposed to collectively regulate the learning objectives. This suggests that: knowledge addresses the professional view; social preparation addresses the societal view as it is the process of imparting knowledge; and personal development addresses the personal view as it focuses on individuals. Scholars concur that professional view is influenced by the objectives of the curriculum as goals that educators can achieve in the near future by teaching learners to understand the content derived from recommended textbooks (hard-ware resources) (Dewey, 1969; Khoza, 2016a; Maxwell, 2013; Tyler, 2013; Valli, 2003; van Manen, 1977).

In 2012, performance-based curriculum (CAPS) was implemented in South Africa, every learning area was linked with globally recognised content (Khoza, 2015d). According to Khoza (2017), in order to make decisions from a professional view, knowledge gained from school and global standards is applied. In other words, learners' performance is gauged against global content criteria. More than just assessing what learners know, it often focuses on what learners were supposed to accomplish or know. This suggests that in the professional view they expect learners to absorb or acquire knowledge (content) from the lower level to the higher level of the discipline. Therefore, they search for what still needs to be attained or is academically lacking (Budden, 2017; Khoza, 2016b). This does not require any involvement from parents since it is professional, and all the parents can do is to support their children and encourage them to excel academically.

Shulman (2005) advocates that content knowledge, brings understanding, constructs or building blocks of the learning area, while curriculum knowledge, is regarded as sequences for teaching the learning area. This simply suggests that it is important for all educators to have a thorough understanding (curriculum and content knowledge) for teaching to be effective and their views emanate from what is to be taught and learned. The parents might not have curriculum and content knowledge and therefore, it was a challenge for them to assist their children as they can only motivate and support them.

Shulman (2005) explains that educators must be accountable when it comes to content knowledge, and that at the end of teaching and learning there should be understanding from both learners and educators. The study further explains that the educator is a scholar who is expected to know the learning area as a whole which suggests that educators are the mainspring of learning area content during the course of teaching and learning which was informed by personal view. This is true of the current curriculum (CAPS) in South Africa which is educator-

centred; hence it encourages the professional view and there is no room for parental involvement.

Dewey (1969) believed that educators who are able to identify and craft “genuine intellectual activity” in learners are good educators, and he argued that approaches of disciplines should be closely knitted with such activity. Dewey (1969) advocated that subject matter is the product of the lively inquisitiveness, and quest for truth. This proposes that educators will have a combination of personal and professional views as they will assist learners identify their potential while grooming them to achieve academic work. He further states that educators who are familiar with viewing content from the advancement and improvement perception were able to identify learners with promising intellectual activity. To accomplish this, Dewey (1962) states that it is imperative for educators to know content in such a manner that promotes its analytical background. Having a curriculum that is planned by curriculum designers does not necessarily mean it is implemented or experience in the same manner by the schools (Booyse & Plessis, 2008). This is similar to what is currently happening with CAPS. While it is meant to be uniformly executed, educators have different views since the ideological-ware is not specific (Czerniewicz & Brown, 2014; Khoza, 2016b). This proposes that the execution of content can be impacted by activities of teaching/learning in individual schools. Therefore, it will be difficult for parents to assist their children since they may not have content knowledge and ideological-ware, so they can guide and support their children.

Moreover, the South African curriculum CAPS (2011), which is in line with a professional view, has systematically documented all contents, themes, conceptions, and expertise that educators are supposed to teach, as well as all the intended activities for practical learning. Therefore, educators should be in a possession of adequate knowledge for them to be able to execute the content in CAPS. As a result, parental involvement is not that necessary in content delivery. Adediwura and Tayo (2007), and Khoza (2015b) affirms that understanding of a particular learning area knowledge determines the pedagogical knowledge content for learning area themes. As a result, this triggers concern about the quality assurance in the CAPS curriculum since it is emphasised by Berkvens et al. (2014) that for curriculum quality to be addressed, issues of practicality, constancy, relevance, and sustainability must be addressed.

In addition, Berkvens et al. (2014) state that curriculum content should enable learners’ social life, further development, and the working world. Hence, the content in CAPS is applicable to South African learners because it enables them to study further in institutes of higher learning.

Nevertheless, it still does not equip learners to be ready for the working world as there is less time allocated for experiential activities than theory (Mpungose, 2015) which is against the societal view. Consequently, CAPS is not inviting to parents as it is content-based and therefore, can only be delivered by educators.

In contrast, CAPS is inconsistent as its ideological-ware and teaching methods are not specified, which suggests that ideology and methods of teaching may be different for each educator which advises that it is personalised. To ensure effectiveness of class practices that are inclusive, it is required for the curriculum to be malleable so that adjustments will suit specific settings and circumstances of the learners (Kozleski & Siuty, 2014; Loreman, 2010). This is not the case with CAPS since it is rigid and does not easily allow for modification. This further recommends that CAPS may be unsustainable in future and that activities can have an impact on the content that the institutes deliver. In conclusion, knowledge, methodology, and framework used in CAPS do not necessitate parental involvement as it is performance-based. However, learners are sometimes given homework and activities that require parents to monitor their academic progress and to provide their children with the necessities that will improve learning.

2.4.4 Teaching or learning activity for academic work

Beetham (2007) describe learning activity as when learners relate to each other by use of particular apparatus and resources in order to achieve certain outcomes that can be evaluated. For instance, learners may be doing problem solving, argument evaluation, fact presentations, or goals negotiation. According to Conole (2007), learning activities should be attained by finishing multiple tasks so that the planned learning outcomes may be attained. Khoza (2017) categorised learning activities into three, which are content-centred; educator/learner-centred; and societal-centred.

According to Sontakki (2015), content-centred is a professional view because activities are planned and founded on content or information that learners are required to obtain, educator/learner-centred is of a personal view since the educator or the learner is at the centre of these activities (educator/learner is involved and active), and societal-centred addresses a societal view since the society is at the heart of these activities. Budden (2017), Davidovitch (2013), Khoza (2017), Mpungose (2015), and Saulnnier's (2008) studies are in support of learner-centred activities since they encourage learners to be critical thinkers, assist in

formulating a discussion between academia and learners and generate comparisons among methods of teaching, outcome of learning, and goals of assessment.

They also have the potential of boosting the children's relationship with their parents as there might be more communication, as they interact in search of information required by the activities. For this reason, various studies propose the pragmatic reform that comes from scientific alterations and from the prominence of knowledge since it is possessed by each person. Pragmatic curriculum is the periphery between competence and performance-based curricula that is steered by formative assessment, curriculum aims, philosophies, daily work, educator/learner focused activities, mixed learning, and role enquiry (Budden, 2017; Khoza, 2017; Mpungose, 2015). For that reason, parents should be there to ensure that all these activities take place and learner progress is monitored.

According to Conole and Fill (2005) learning activity entails three different elements: Context is the settings where the activity is taking place, which comprises of purposed learning outcomes, learning area, and surroundings where the activity occurs; Adopted teaching and learning approaches, which specifies models and theories; Tasks carried out, including techniques, participants roles, and required tools and resources. Hence, educators should be of the societal view as it includes learning outcomes, which suggests it was competency driven and put society at the heart of teaching and learning (Schiro, 2013) and will allow the involvement of parents since parents are part of the setting.

According to Khoza (2014), the level at which outcomes are attained does not necessarily matter, what is of importance is that they are attained. Methods used for teaching and learning, together with models and philosophies are important. Cornbleth (2001) purports that, with the end goal to attain high evaluations, learners ought to spend time and effort on their work. This is in support of the professional view as learners are expected to perform well and are encouraged to work harder. Wilson (1995) mentions optimal learning condition, where learners are naturally occupied with various exercises in their quest for numerous learning exercises, with educators serving the position of mentors as well as facilitators and parents as a support system to their children thereby ensuring that the activities are completed in time, especially the activities that are done as homework.

The learning activity principle is based on how teaching and learning takes place. In order for an educational environment to stimulate learning, it supposed to apply accurate activities which

include practical examples (Herrington, Reeves & Oliver, 2014). So, every activity that learners do must be founded on the activities of specific discipline (Young 2001). For instance, if learners undertake tourism studies, every activity must be linked to the practice and principles of the tourism sector and learners connect the activities to the real-life tourism sector. It then become the responsibility of parents to expose their children to the immediate surroundings and environment. It is argued in Oliver and Omari's (1999) study that learners who accumulate suitable complex skills and knowledge of the discipline, eventually execute their practical work well compared to other learners who were not exposed to appropriate activities.

As a result, learners begin to make an impact on their communities through assignments as they continue with their studying since their assignments will have real-life examples (societal view) which necessitate the involvement of parents who may be part of real-life examples (Lebow and Wager, 1994) which concurs with the societal view. On the other hand, if only real-life examples are given to learners, they may come across a class-based activity which they may not have appropriate skills and knowledge (professional view) to manage, thus, both professional and societal views should be considered for holistic development of the learners. Activities done in the societal view are founded on challenges that touch various communities of the learners and their parents.

Khoza's (2015b) study on student educators' reflections on their CAPS practices shows that learners' activities should be content allied. However, in the CAPS document the outcomes of learning are not clearly articulated. This suggests that the activities are not allied to outcomes of learning but rather to aims. Khoza (2015) study recommends that the alliance between activities of learning and the content is essential, which does not include parental involvement because content-based activities are educator-centred. Conversely, the educators' view is not considered when trying to find the resolution concerning the steps to be taken in activities of teaching.

Similarly, CAPS (2011) states that it is imperative for educators to use discussions, homework, observations, class work, and demonstrations to ensure that learners are ready for assessments that are formal, of which some may be inviting parental involvement. Therefore, educators use activities that are informal (recommended by CAPS) while teaching so that they can evaluate learners' understanding based on what has been done in class. Alternatively, these activities enable educators to give a learner response (feedback) in order for him/her to be equipped for activities that are formal and parents can monitor the child's progress.

According to the qualitative study conducted by Taole (2013), educators are representatives of transformation during curriculum evaluation since they are the ones who execute curriculum and they select the activities that should be completed for the individual learning area. Taole (2013) asserts that the failure or success of the curriculum is determined by teaching/learning activities. Mpungose (2015) suggests that educators have a challenge in executing other planned activities for CAPS because of inadequate knowledge of the content, which could be worse for parents if educators themselves have a challenge which tells us that parental involvement is not encouraged. For this reason, additional support and training is necessary to help educators better understand teaching/learning activities and the question could be; who will train the parents for them to be able to guide the child at home?

Khoza (2013a), Khoza (2015b), Wieman (2012), and van den Akker et al. (2009) concur that the main resource for effecting formal teaching and learning activities is ideological-ware resources. Khoza's (2013a) study highlights that the principle of teaching/learning activities is based on how learners are taught. His study emphasised the importance of using accurate activities that can connect learners to real-life significance for learners to keenly engage in the tasks at hand, which speaks to the societal view. Through this, parents can assist, guide, and monitor their children's work. For that reason, CAPS implementers (educators) should ensure that formal activities connect to real-life setting for learners to realise the necessity of doing such activities. Therefore, if it should connect to real life, it is also inviting to the community and involves parents which suggests the use of outcomes-based activities.

Moreover, according to Kennedy et al. (2006), continuous activities are regularly determined by frequent formative and summative valuation, and activities are improved through continuous assessments. Consequently, continuous assessments are mainly based on a mixture of controlled content-based assessments and various class and home activities therefore, parental involvement which is unnecessary since parents may not be acquainted with content. According to Zins, Bloodworth, Weissberg, & Walberg (2004), learning institutions are societal places and acquiring knowledge is also a societal process. They further state that learners do not acquire knowledge in isolation but instead it should be together with their educators, in cooperation with their friends and parents standing in support. CAPS (2011) stipulates that educators should conduct similar assessments every term. Therefore, educators are forced to execute CASS (continuous assessment) which is a portion of the learner's overall mark. Conole and Fill (2005) also state that assumed tasks stipulate the variety of tasks, linked

apparatus and resources, methods implemented, the relations, and function of those dealing with the task, and the assessments connected with the activity.

2.4.5 Educators' views on assessment

Assessment is an ongoing systematic procedure where different measures are applied to distinguish, collect, and interpret data about learning. It includes four stages: producing and gathering proof of accomplishment; gauging this proof; keeping records of the results; and utilising this data in order to comprehend. This is a way of discovering whether or not the learner has achieved progress in the goals as stipulated in CAPS (2012). Assessments are utilised by educators to check whether the information that they impart to learners accomplishes educational purpose and their intentions. It also enables learners to see where they have not met the required standards and allow them to develop in their learning.

As indicated by Black and Wiliam (2009), there are three principles driving assessment: 1. Formative assessment (assessment for learning), which is utilised by educators to monitor learners' comprehension so that they will be able to train, guide, and provide learners with constructive criticism. 2. Self and peer assessment (assessment as learning), where learners assume responsibility for their own learning and utilise assessment to determine how they learn and utilise that data to alter and move forward. 3. Summative assessment (assessment of learning), assessment that advises the stakeholders (Department of Education, parents, educators, and learners) of accomplishment in order to comment on achievement, encourage advancement, and plan mediations if important. All reasons ought to be joined in assessment practices to adjust teaching and learning and it is imperative that educators plan for assessments that are genuine.

Assessment as learning is of a societal view since it is fundamental to creating learners who think critically, and it underpins metacognitive aptitudes and adds to learners becoming deep rooted learners (Earl & Katz, 2000). This suggests that learners figure out how to appreciate data, contrast it with earlier learning, and utilise it based on new knowledge when they take part in peer and self-assessment. The learners' up-bringing plays a crucial role in this instance as they should be allowed to exercise their minds, even at home. Parents should allow them to state their view-point in some decision-making. This will help them at school since they are urged to watch their own learning and utilise educators' responses to revise and improve what they know.

Formative assessment is of a personal view because it provides knowledge and feedback in the course of the learning process. It also gauges the progress for learners, and it will also measure educators' personal progress. Formative assessment (assessment for learning) is useful to the educators and to the learners for evaluation to be powerful as it gauges the viability of learning and instruction procedures. The information or results ought to be utilised to illuminate the future practices and the parents can see where a child require assistance and subsequently can send them for tutorials if necessary.

Whenever assessment is conducted, there ought to be educators' response (Scalise & Wilson, 2011). Viable assessment practice can assist learners to improve their individual performance by using responses. Learners must know the methods that were utilised to evaluate them, how much information they have learned and how they can improve (Black & Wiliam, 2009). Assignments, tests, and projects enable learners to do learning exercises or exhibit their acquired knowledge and in this way educators' responses encourage them to consider what they have learnt. Subsequently, educators concur that choices of assessment ought to incorporate development assessment.

Craddock and Mathias (2009) believe that assessments are developmental structures which can have positive outcomes, especially summative assessments. In this way, assessment assist with monitoring if required learning results have been met and educators ought to give supportive activities that will empower advancement. Furthermore, they can use information gathered to illuminate choice of imminent practices of assessment. They ought to monitor learners to check whether there is any progress and inform parents about it.

However summative assessment is of a professional view which takes place once the learning is done, and it does not allow direct parental involvement. Therefore, parents can only motivate their children and allow them time to study; it also gives feedback to the learners and parents. Frequently, there is no learning that happens officially at the phase of summative assessment, aside from learning that transpires coincidentally which could take place by finishing of tasks and activities (Hanna & Dettmer, 2009). In the event that the learner is not achieving, an official choice has to be made as to whether or not the learner progresses to the next grade (Austin & Russel, 2010). A few learners may underperform during assessment and need to re-try the assessment. Parental backing is crucial at this point. Thus, educators ought not to choose summative assessment in isolation but rather they should utilise it together with different techniques to sustain learning.

According to Waggins (2012), Hanna and Dettmer (2009), and Craddock and Mathias (2009), educators concur that it is essential to utilise a variety of strategies for assessment while observing learners so that a fully rounded picture is seen as no one strategy best suits everyone. Educators need to incorporate a variety of assessments for dependability as this is the assessment standard. (Waggins, 2012) portrays a distinctive standard that can be utilised to decide whether the strategy of assessment is valuable: reliable (the point to which the weighing is exact and replicable), legitimate (preparing, appears if the assessment gauges whatever it intended to assess, and impact on prospect information), propriety to learners and costs effective (to the individual learners, the institution, and the whole general population). There are many different types of assessment to cater for learners' different developmental needs.

Furthermore, Berkvens et al. (2014) points out that CAPS includes assessment for learning known as formative assessment (informal/day-to-day activities) as well as assessment of learning known as summative assessment (formal assessment). This suggest that with CAPS there are assessments that can involve parents (informal) as well as others that do not allow parental involvement (formal). On the other hand, CAPS does not mention peer assessment. It is specified in a CAPS document that assessment for learning can be arranged using various methods, for example, discussions, observations, experiments, and one-on-one meetings (educator and learner), while assessment of learning may be done through tests and examinations (CAPS, 2011). Altogether, CAPS (2011) clearly addresses what and when educators are supposed to assess. The weightings and the kind of assessment that are to be done throughout the year should reflect on the assessment programme and parents should be made aware of these, in order to support and encourage their children in their academic work.

Therefore, CAPS assessments are constant, appropriate and suitable although their practicality is questionable as some schools especially in rural areas do not have enough material and resources and even the parents cannot support the schools due to poverty. In the South African curriculum, the development of learners is not dictated by a single short assessment towards the end of the term but as indicated above, by various assessments made at specific times throughout the school year. This involves incorporating a variety of instruments, and using exam and non-exam systems (Mulvenon, 2009). Therefore, parents should not wait for the end of the term to check the child's progress. This suggests that parents are welcome at any time to check on their children's work which is by all accounts reasonable as learners get an opportunity to enhance their academic work during the year and are to improve their performance. Moreover, all goals made regarding the learners ought to include all the activities

the learner has done all through the term. Therefore, educators advocate that different assessment should be alternated for holistic assessment practices.

2.4.6 Educator role in academic work

According to Domović, Vidović Vlasta, & Bouillet (2016), the educator role is about educators' capabilities and responsibilities. van den Akker (2003) note's that it is the curriculum that determines which method of teaching should be used and educators implement. Khoza (2017) talks about the three roles of an educator: educator as a lecturer; educator as a facilitator; educator as a researcher. Lecturing is instructional, and educator gives fundamental outlines of the subject and guide learners on how to tackle their tasks (Ice, Gibson, Boston, & Becher, 2011; Khurana & Boling, 2014). Moore (2012) describes facilitation as when educators initiate discussions and allow learners to engage with each other and share knowledge and they will give feedback to educators and one another as peers. Educator as a researcher, entails that educators participate in researching the classroom practices of their personal profession and also share professional development Nunan (2017). Research can be a useful tool for educators to make certain that the programmes of education are relevant.

Ice, Gibson, Boston, & Becher, (2011) and Khurana & Boling (2014) concur that over and above just coming to class and lecturing the learners', an educator's role includes other roles, such as the pastoral role (taking care of learners' circumstances and needs) which most of the time forces them to interact with parents. Therefore, the actual teaching element is just a portion of the educator's job. They further state that for learners to obtain good quality education and ensure the smooth running of the school it is imperative for educators to be aware that teaching includes putting on various hats. Therefore, this supports that educators will play all three roles in order for teaching and learning to be effective. Part of the educator as a researcher role may include, educators researching learners' background so that they may be able to understand learners' conduct and reasons for certain behavior, especially behaviour that influences academic attainment, since how learners behave is influenced by parental involvement (Sheldon, 2002).

According to Khoza (2015b), educator-centred method (for behaviourist) is when educators use goals and aims to determine their lesson, so when educators are researchers it addresses the personal view. If the lesson is determined by content, the method applied is content-centred (for cognitivist), when the educator is lecturing, it addresses the professional view. Lastly, when it is learning outcomes that determine the lesson, then it is a learner-centred method (for

constructivist) and the educator becomes a facilitator of learning which is in support of the societal view.

Moreover, it is apparent how educators teach when Hoadley and Jansen (2014) explain that Ralph Tyler's methodology on curriculum is orderly and sequential, Tyler's approach to education is not greatly concerned about learners understanding the idea in a process of teaching, if they can remember and can repeat the information given by the educator. Hence, Tyler's approach from a professional view, recommends that educators teach the planned or approved objectives of the curriculum which only includes knowledge learnt from school and not day-to-day knowledge. This suggests that parental involvement is not that important in this approach since learners have information that they learned from their parents. Therefore, this suggests that the current curriculum in South Africa is in support of Tyler's suggestion as educators are expected to teach only what is prescribed in the CAPS document which does not necessitate any parental involvement.

In addition, Booysse and Du Plessis (2008) plainly propose that Stenhouse's discussion opposes Tyler's recommendation, because Stenhouse's style in curriculum emphasises learning outcomes which concentrate on teaching process instead of objectives. Stenhouse's style is of a personal view and is supported by Booysse and Du Plessis (2008) as it proposes that educators should do research as part of teaching process by recommendation of engaging learners in multiple tasks throughout teaching and whenever necessary educators should be allowed to review and modify the information. As a result, instead of curriculum being dogmatic it is supposed to be descriptive for educators to be flexible which will allow them to accommodate different learning styles. Therefore, parents should be there as a support structure since learners need a little motivation for them to stay focus on the goal.

The pedagogies of the constructivist are becoming part of teaching and learning and anticipations emanate from the academic world where knowledge is generated or formulated instead of acquired (von Glasersfeld, 2013). At times it may be facilitated by dialogue instead of transmitted by educator discourse. Discovered and distorted instead of recalled as identical, fixed, positivistic thoughts (Dewey, 1969; Rorty, 2010). This suggests that the educators' role is not just to dispense information, but they must rather be facilitators (societal view). Some scholars are in reality keenly discouraging educators from practicing that role, as they end up neglecting other roles (Ball, 2000; McDiarmid & Clevenger-Bright 2008; & von Glasersfeld, 2013). However, progressively more educators are requested to first do diagnostic assessment

on learners which may necessitate parental involvement in order for them to access full background about learners. That can be followed by stimulating learners' involvement and lastly using learners' current knowledge as a foundation to assist them to build new, additional logical, or well-ordered knowledge (Brooks, 2002; Russel, 1993; Tobin, 1993; Wang & Walberg, 2001). Therefore, learners should be ready to grasp new knowledge and it is a parental responsibility to ensure that their children come to school in a right state of mind.

In a study conducted by Msibi and Mchunu (2013) the findings indicate that the CAPS curriculum is very rigid, especially regarding time allocation, where educators are limited, and it becomes a challenge for them to play other roles. Educators are encouraged to actively solicit learners' involvement and teach using that contribution as a background for further development. This also does not give room for parental involvement as these are the roles that are supposed to be played by the educator and all the parents can do is to give support and encourage learners to behave so that educators do not further waste time in behavioural issues. However, educators will not have any role to play if parents do not send their children to school. Therefore, for educators to play their role, learners need to be in school.

Moreover, constructivist pedagogies have stressed the importance of building, reflecting, speaking, questioning, writing and activity-centred education. The pedagogies suggest the educator be capable of using personal knowledge (personal view), and ability as an educator to cultivate a teaching space culture that is welcoming and values learners' contributions in intellectual responsibilities. According to Ball (2000) and McDiarmid and Clevenger-Bright (2008) educators who support those strategies of pedagogies will shape, direct, and develop learners' thinking by using these strategies as a setting. Therefore, educators will build on what the parents have already taught their children from home which speaks to a societal view.

Hence, it is vital for parents to know what is taking place in class so that they can follow up and ensure that learners are doing what is expected of them. The emphasis on inspiring learners can be difficult for new educators, since educators should use what learners know from home to assist learners mature, transform, and learn (Kwakman, 2003). This suggests that learners' involvement does not complete the lesson however; it is a setting in which educators' assist learners to enquire, reason, review knowledge, and acquire understanding about an idea the educator is supposed to impart. Thus, the educator will use the information from the societal view to form the bases of knowledge in a professional view. Kwakman (2003) states that the right lesson is not only about actively engaging learners; it is important to incorporate the basic

role of instruction integral to the pedagogies of constructivist. Therefore, constructivist pedagogies are in favour of parental involvement.

Furthermore, Khoza (2015b) addresses CAPS where student educators reflect on their practices; he emphasises the issue of educator role. CAPS is content/performance-based curriculum which suggests that educators should lecture learners which makes it a professional view. In this situation parental involvement is not vital as the content lectured might not be known by the parent. Nevertheless, parents still need to ensure that their children are doing their work and provide them with moral support.

Khoza's (2015b) study reports that participating educators used an educator-centred approach to finish their syllabus from CAPS documents which suggests that the participants had a personal view as the focus is on the educator. These educators also gave their learners homework for parents to assist them at home; thus, educators involved parents in their teaching. Nevertheless, some participants also used a content-centred and learner-centred approach. Moreover, a number of educators who participated in the study outlined that, they use whatever method came to their mind first so that they could complete the prescribed curriculum (CAPS) (Khoza, 2015b). This suggests that educators go to class unacquainted with the role that they play for the duration of their teaching. Hence, it is recommended that educators should pre-plan and adopt the appropriate method to teach that particular learning area syllabus.

In addition, CAPS (2011) planned the curriculum in a South African setting, and there is prearranged content that educators are expected to implement as it is, including planned and suggested informal, continuous and formal activities. As a result, it does not allow parental input. However, the policy is silent about the method or the role that educators should apply (content-centred, educator-centred and learner-centred) when implementing them. Therefore, educators individually decide which method to apply which should be done while planning the lesson. This also suggests that the execution of this prescribed curriculum (CAPS) is not constant as educators use various methods. The educator role alone will not yield productive results without the issues of grouping when implementing the curriculum.

2.4.7 Grouping/Community in curriculum delivery

The findings from Heller and Heller's (2001) research recommend that groups are built up of a diversity of discrete and social processes. Berkvens et al. (2014) insist that education is a

necessary general right of human beings and all children should not be disadvantaged regarding their education. This suggests that, for curriculum to be delivered by educators, children must be given an opportunity to access education for them to learn, irrespective of their ethnic group, gender, or socio-economic status. For this reason, if educators are not there to teach, the execution of curriculum can be unsuccessful. Moreover, Berkvens et al. (2014) are convinced that availability of education rest on various components that comprise the physical grouping (how accessible is the school?), financial grouping (can people afford the education?) and cultural grouping (is the community accepting the programme?).

Physical grouping is whereby the school admit the educators and learners and allow them to interact directly (face-to-face) in class in order to figure out what is being taught (content) (Budden, 2017; Khoza, 2017; Nkohla, 2017). Khoza (2017) further states that financial grouping is about the economic status of educators or learners that are to form a group. Lastly, is the cultural grouping which is about the cultural background of the members of the group (educators/learners). These explanations suggest that physical grouping represents the professional view, financial grouping represents the societal view, and finally cultural grouping represents the personal view (Budden, 2017; Nkohla, 2017; Pather, 2017).

Hence, Bernstein (1999) affirms that the professional view to curriculum inspires specific locations for learning (physical grouping). For instance, in the classrooms while the curriculum is of the societal view teaching and learning may take place in anyplace. Parents may have an influence in terms of physical grouping, as they are the ones who decide on the family location, which will determine the school that their children will attend. Alternatively, this suggests that educators, as the implementers of curriculum, must have infrastructure that is physically accessible to the community where education of learners may continue in order for them to gain views on parental involvement. Parents can also ensure that the schools in their community are well taken care of to safeguard sustainability of education in the area. The location of the institutions of learning are demarcated as rural regions while others are in urban regions (National Education Policy Investigation NEPI, 1993).

Therefore, this impacts on the easy access of institutions by educators and learners. Thus, educators commonly choose institutions in the urban areas rather than those in rural areas. This suggests that it is hard to access institutions in the rural settings because of the topography. For example, rivers that overflow their banks preventing access when there is too much rain and stony roads. Therefore, educators' views are important as they may need to cover for lost time

after such instances and they may need parents' permission for extra time. According to NEPI (1993) physical grouping is the main aspect that is deliberated on execution of curriculum as the institutions of learning should be run by the community since parents are expected to govern the institutions. Therefore, learners should be afforded sufficient knowledge that is professional (content), which empowers them, and which causes them to grow professionally.

Moreover, the lack of educators, especially for learning areas such as Physical Science and Mathematics in South Africa, was highlighted by the Department of Basic Education (DBE) (2011). This suggests that, parents' financial challenges may cause the schools not to have a group of educators to implement the curriculum and at the same time learners may not have money to go to school. For this reason, the Fundza Lushaka Bursary scheme was introduced by the department to help educators with financing (financial grouping) so that they can pursue their educational goals.

Another issue rising from financial challenges may be the issue of transport; when educators and learners' parents cannot afford to pay for transport to go to school, curriculum delivery may be affected. Hence, it is advisable for educators and learners to use institutions of learning that are close to their neighbourhood. In addition to this, a case study done by Prinsloo (2005) specifies South Africa as a country has gone through a number of legislation with regard to learners' safety and guarding their human rights. All those Acts are significantly concerned with learners' psychosomatic and somatic integrity in institutes of learning in order for learners to be grouped accordingly in education. CAPS (2011) does not specify who can teach the curriculum in any learning area. This suggests that no race, gender or culture (cultural grouping) can prevent one from teaching CAPS curriculum.

Again, an interpretive case study conducted by Khoza (2015) revealed that CAPS does not state who they should invite to be a part of their teaching. However, when it comes to the learners in a school setup, learners are gathered in several ways. For instance, the extensive combination can be the phases, after that it is the grades, and then in one grade. In the higher grades like 10 to 12 learners are combined as per learning areas that they selected to do, then there is a combination of females and males and amongst those sexes learners can combine themselves as per their interest or the areas they come from. This is confirmed by Adodo and Agbayewa (2011) when they modestly define grouping as an exercise of apportioning learners for teaching purposes.

Furthermore, in Khoza (2017) study, it is expressed that financial grouping of learners is not that much of a concern in societal view since learners' communities mostly feel accountable for learners' school fees as it is the responsibility of parents to pay for their children school fees. Communities do this because they believe that if they send their children to school, they gain skills that will benefit the communities and boost the economy. Usually it is parents from local businesses who finance learners that cannot afford school fees. However, the Department of Basic Education (DBE) also make provision for learners that do not have financial access to education, by making some schools no-fee paying for education to be accessible to all groups. Educators in Khoza's (2017) study concur that grouping learners according to their cultural and physical capabilities results in teaching success. On the other hand, these groupings can encourage or discourage learners to learn. Therefore, group cohesion may determine the success of the group.

In addition, Clément, Dörnyei, Noels (1994) were the first to identify the remarkable feature of group encouragement in a recognised learning situation, now known as *group cohesion*. In this ground-breaking study, the researchers indicated that group cohesion have a great influence on learner participation in the classroom. They managed to show that group cohesion “emerges as a motivational subsystem independent of integrative motivation and self-confidence” (Clément et al., 1994, p. 442). Moreover, group cohesion is perceived by many educators to be an essential element to inspire a team and encourage them to perform (Swezey, Meltzer, & Salas, 1994). CAPS (2011) does allow learners to work in groups in some class activities, depending on the learning area.

In addition, group unity is described as an extension of the development of the crowd that associates with calculable and qualitative affairs of the crowd (Clément et al., 1994). Therefore, it is important for educators, parents, and learners to be united in their groupings so that good academic work may be attained. According to Swezey et al. (1994) it is imperative that group members refrain from being absent, ensure that they participate in all the activities of the group and show attitudes of harmonisation that are high for the duration of the task. This is the reason why parents also need to be involved; to ensure that their children are at school all the time and are participating and doing their work as they are supposed to be. Looking at the class setting, Senior (2002) emphasises class unity is used by skilful educators in their classrooms to describe quality.

According to Berry (2006), educators may use different tactics to encourage and support learners in their groupings which includes, for example, stimulating interactive and interdependence expertise inside heterogeneous group, developing hands-on class tasks by suggesting peer teamwork tactics. Team work that is not mainly based on aptitude, where learners learn and where educators support the exchange of ideas in the classroom, can be enhanced by the suggestion of receptive teaching approaches. In addition, educators may also invite parents to assist them in monitoring learners' work at home. Generally, groupings are about associations. As a result, the school is part of the physical grouping, financial grouping, and cultural grouping as determined by its location. Therefore, for good rapport with the community, parents are to be involved. The location/environment that the grouping is learning/teaching from, is also essential if good academic work is to be produced.

2.4.8 Location/Environment for teaching or learning

According to van den Akker et al. (2009), location or environment in curriculum delivery looks at where educators are teaching or where learners are learning. This corresponds with Meier's (2015) case study that in schools and institutions of higher learning, teaching and learning is the important and main activity that sometimes formally occurs in a classroom or lecture hall or at times it may informally take place in an unanticipated area. Meier (2015) again recommends the environment or location that might motivate learners to work in groups as this may also impact teaching and learning. For this reason, Nakpodia's (2013) interpretative case study proposes that it is the obligation of the institution head to make certain that the teaching and learning environment is conducive for educators and learners.

In addition, Visser, Juan, and Feza (2015) suggests that the location/environment is about the learning context for learners, and questions need to be asked as to whether it is contributing or preventing learning from taking place. Visser, Juan, and Feza (2015) state that it is imperative, in the educational accomplishment of learners, to engender an atmosphere that encourages learning. Hence, CAPS considers the teaching and learning environment as crucial. Basically, location is an area where instructing and learning can occur without any hindrances. In a study conducted by Khoza (2013), location or space is about where educators are teaching which concurs with the case study conducted by Meier (2015) which signifies that teaching or learning is the crucial aspect of the institution of learning. In most instances, instructing and learning occurs in class (formal learning) although in some instances it befalls at unanticipated habitation (informal learning). This suggests that even from home or online, learners can learn,

and parents may be easily involved as a very close support system to the attainment of efficient academic work. Khoza (2017) provides us with three types of environment: face-to-face, distance, and blended environment.

Furthermore, Bentley (2017) describes these three types of learning environment. The face-to-face environment is regarded as the traditional teaching method whereby the content of curriculum was delivered to learners by educator in-person, within the school, using the classroom which does not involve parents. According to Reece and Walker (2016) face-to-face environment is of professional view and is used by a number of schools and higher institutions of learning and it is vital for engaging learners for effective learning to take place. This is the main environment that is considered in the current South African curriculum (CAPS). According to Bentley (2017), there are other methods that can be used to convey the knowledge and that does not require the learner to be physically in the school or classroom, which does not necessitate learning to occur at a certain time, nor within fixed settings. Bentley (2017) referred to these as the distance learning and blended learning environment, where parents can be involved in supporting and guiding their children. Thus, even from home learners can learn.

Distance learning environments make it impossible for the learner to communicate in-person with the educator, nor with their class mates, and it requires them to be enthusiastic with their own learning to succeed (Armitage, Evershed, Hayes, Hudson, Kent, Lawes, Poma, and Renwick, 2012). This is of societal view because teaching in this type of setting demands educators to enhance their lessons with tutorial gatherings to retain consistent connection with the learners and be able to give them response in order to make sure that learning occurs (Armitage, Evershed, Hayes, Hudson, Kent, Lawes, Poma, and Renwick, 2012; Reece and Walker 2016). This allows educators the opportunity to provide steady constructive feedback, which motivate the learners to yield more work for evaluation as they are certain of the development they are gaining.

Furthermore, Bentley (2017) described the blended environment as one whereby the theories of transaction distance are introduced. Here the educator is placed at the centre of learning as an enabler, and learners get to interrelate with one another. In order for the distance to be reduced, online application can be used as a tool that allows learners to discuss issues with their peers as the educator imparts the content, which may be done using amplified webinars or video conferencing to maintain participation (Bransford, Brophy, and Williams, 2000). Effective blended learning depends on creating a conducive learning space for good academic

achievement. Short, Williams, and Christie (1976) state that it is imperative for educators to bridge the physical space in blended learning by ensuring that learners can socialise and have discussions based on the course. Muijs and Reynolds (2005) state that in practicing this, it is possible for learners to continue with their conversations even if the educator contribution is over. This is a personal view because it also allows learners to frame their education and they can relate to it with contributions and content, thereby building fresh understanding for themselves. This process should be underpinned by systematic lessons by suggestions of conferencing apparatus or social media, which are important, as they make sure that learning and participation proceeds and the interest of the learners in the learning area is kept (O'Hare 2015; Shearer 2010).

To enable this, it is parents who should provide the necessary resource like computers, internet connection, or data bundles. Over and above that they should allow their children time to engage in these discussions by reducing house chores for their children. Therefore, when learners are using blended learning since it requires internet parents are expected to monitor the use of the internet to safeguard their children. A study by Duerager and Livingstone (2012) about parents supporting children's internet safety, shows that instead of parent imposing restrictions on internet usage, positive internet experience can be shared with children. This ensures that children are not deprived of opportunities and skills that can be gained from the internet. However, they are to actively mediate its use which suggest that parents should communicate with their children about it and be there or explore the internet together.

Nakpodia (2013) suggests that all school principals should create a conducive educational environment where teaching and learning occurs for educators and learners. Meier (2015) also suggests that location or the area can impact instructing and learning since it has the potential to inspire working in combination with learners. However, Kwakman (2003) notes that impartation of information is not the only way learning may occur, because conducive environment for learning has to be created by facilitating learning whereby learners take control of their personal learning. Bransford, Brophy, and Williams (2000) and Putnam, and Borko (2000) state that even though the purpose of learning is eventually transformation within practices of the classroom (face-to-face), it is not necessary for learning to only take place in this context, since great experiences of learning can also be obtained out of class. These three (face-to-face, distance, and blended) environments can be used to ensure that learners use all the learning space available to them for good academic work. Putman and Borko state that the

learning site that is most suitable for learner development should be determined by the particular goals for learners' learning (Why are they learning?). Putman and Borko suggest allowing learning to take place in various places, either inside or outside the class whereby educators play a significant role. This suggests that teaching and learning may occur face-to-face in class; at home (distance) where they can do homework and with parents' assistance, or an application (blended) can be used where educators emphasise the information learned in class and learners can still socialise with their fellow classmates.

Furthermore, according to Visser, Juan, and Feza (2015) the conducive learning environment for education goes further than just face-to-face (school and a classroom) but takes account of the distance (home) and the blended learning environment. Parents provide learners with resources that they need in these settings, which has good impact on their children's educational experience and academic work. However, CAPS (2011) does not cover the distance and blended environment, which suggests that it supports face-to-face learning which is of a professional view. Even though there is an e-Education policy, it is not implemented by all the schools.

Visser, Juan and Feza's paper makes known that for learners' good academic work the distance, blended, and face-to-face settings (home, online and school or classroom) together play an important role. They conclude that the socio-economic nature of the school is not the only element that influence the performance of learners. However, the level of parents' education and other socio-economic factors will determine if it is possible to participate in blended learning. Visser, Juan, and Feza (2015) argue that intermediations that purport to improve learners' performance should not only focus at school level. However, the findings show that the home setting that the learner comes from must be well thought-out as it may also determine online accessibility.

In addition, in the analysis of large national database, the face-to-face (classroom) development and distance (home) environment were noted to be substantial autonomous determiners of attitudes and achievement (Fraser, 2015; Fraser & Walberg, 2005). These studies first looked at the distance learning environment and discovered that learners who have at least one parent who has passed matric, whose assessments are in the same language that they use at home, and whose socio-economic status is high, do well in their academic work, which is in support of the societal view. Upon examination of the environment of the face-to-face effects, it was established that the structures of the school and accessibility of overall material or resources

have an influence on learning. Large numbers of learners accommodated in a class had a bad academic influence. Distance learning and the face-to-face environment processes were also deliberated in order to find out which has more impact on learners' achievement. The findings revealed that the two prominent influences are the language spoken by the learners at home and learners' socio-economic setting (home environment), followed by the infrastructure of the school.

Moreover, in a blended learning environment, applications like Cisco Spark or Moodle, make it possible for learners from different places or environments to give their view whenever they get time and they do not miss any information as it is kept in a system (Cisco 2016). Basically, the application provides the school with a professional group instrument that affords learners in distance learning an opportunity to communicate, attach documents, discuss, and engage in video calling. This method of conveying distance learning is reinforced by Robinson and Appukuttan's (2013) study, who discovered that when educators and learners use their cellphones and association apparatus, it is possible to academically incorporate individual schemes and work to their benefit. In addition, the incorporation of association apparatus with individual devices commends the worth of individualising learning of a professional nature and engaging with content of curriculum, hence encouraging learners to be enthusiastic about their work, which will lead to them owning their studies (Bell and Gilbert, 2005).

Berkvens et al. (2012) pronounce in their study that to ensure curriculum success the environment for learning has to be carefully investigated. The study further states that it is important for the environment of learning to be appropriate for present and local setting. In South Africa at the moment, the CAPS document only emphasises face-to-face environment, which is not accommodative to parental involvement as educators are with the learners in class. While more and more people, especial learners, have easy access to the internet through mobile devices, CAPS has not considered blended learning and distance learning. Even though; e-Education policy document was made known to institutions with the purpose of bringing about change in teaching and learning DoE (2004), Blignaut and Howie (2009) and Holcroft (2004) concur that the national introduction of Information and Communication Technology (ICT) in South Africa did not openly link with the policy of e-Education and some of the districts, and schools do not have access to it. In fact, there seems to be a large breach among schools, districts, and provinces, and within national e-Education.

Vandeyar (2010) suggests that educators and principals are not included in units of e-learning from the districts. Therefore, their e-Education policy knowledge is very limited. As a result, parents are also not involved, although the policy stipulates that community should be inherently included in e-education. Vandeyar (2015) expresses that even though educators are exceptionally placed at the meeting point of policy and practice, for the policy of e-Education to be executed with success relies on the bigger environment of the policy where classrooms are located. Districts capability and incompetence unfavorably affected their aptitude to execute the policy and give schools support. According to Esau (2017), Ndlovu (2017), and Nkohlhla (2017), hours are used to monitor the content-centred location/environment that is face-to-face when to develop learners' professions (professional view) are the goals of teaching and learning whereas days monitor blended environment which is inviting to the parents as they would be with their children to assist whenever necessary.

2.4.9 Educators' views about time for curriculum delivery

According to Whitrow (2003), time is a component of entire systems of human acquaintance, the entire manner of manifestation is linked to the mind function and is an essential piece of the cosmos. He further states that the nature of time cannot be accounted for by any learning faculty. Time is an import part of curriculum implementation in the Department of Education and educators have to make a decision about how they use the time available to them to teach. Orr (2011) explains time as the unlimited constant advancement of being and happenings of the previous era, current and yet to come regarded as a whole, time is allocated, accessible, or utilised.

Berliner (1990) study about instructional time talks about allocated time, involved time/available (time utilised for activity) as well as educational learning time (utilised). Allocated time is described as the time made available by the educator, institute, region, or government for learners' instructional purposes. Berliner states engaged time as the time learners' use to concentrate on the lesson or materials with an aim to learn. Lastly, according to Berliner (1990) and Fisher, Berliner, Filby, Marliave, Cahen, & Dishaw (2015), academic learning time is the time whereby learners are effectively involved in the tasks or with learning materials that are assigned to them and the materials and the tasks are linked to the valued outcomes of education, which is the portion of time allocated to a learning area, for example Mathematics, Life Orientation, or Science. Allocated time speaks the professional view mostly for the reason that allocated time is precisely directed to measure (Berline, 1990) and in the

CAPS document time is allocated in hours. While engaged time speaks to social view since it is full of activities that are necessary (Carroll, 2003), years determines engaged time. Academic learning time speaks to personal view because it is about acquiring knowledge in a certain content area for personal development (Berline, 1990).

Therefore, one will plan in terms of days. Four notions build up the academic learning time: allocated time, rate of success, engaged time, and the curriculum amount of alignment as compared to the measure of outcomes. This suggests that allocated time and engaged time are important as they produce a compound perception found in educational time and one cannot only choose one as all are essential for achievement of academic work. An amount of accumulation for academic learning time may be resolute in different areas of content of the curriculum, which has equally experiential and reasonable associations with outcome measures in a particular content area (Berline, 1990).

Alternatively, even though additional coverage of the topics of the learning area commonly increases learner attainment, it is not certain all the time. Various research has stated slight or no influence on attainment as a result of diverse quantities of time allocated (Cooley and Leinhardt, 1980; Anderson 2018; Sanford and Evertson, 2018; Wood, 1984; Link and Mulligan, 1986; and Pittman, Cox, and Burchfiel, 1986). The themes, methods of research and stage groups, investigated by these allotted teaching time studies are not the same and to some extent elucidates clashing findings. Burns (2018) concludes the message that arises from the study about allocated time. Even though the main determining factor of learning is not time, Burns records that it seems to be an indispensable component, which is not enough on its own to yield learning.

In Berliner's (1990) study it was noted that for the purpose of collecting data about time allocated for teaching, various studies have implemented the newly established approach of survey to study teaching time. The South Africa education system usually specifies how long the school year should be, how long the day should be, how many hours each lesson should take, and the number of grades to be taught. Towards the end of 2011, a new nationwide system for education was developed (CAPS), with progressively fewer numbers of differences in years, days and hours of teaching and learning allowed by the districts. In the meanwhile, there is government backing regarding education, with deterioration in the independence of schools in the local districts and there is minimal differences throughout districts with regard to teaching time difference. On the other hand, the number of hours for school has been reduced.

For instance, the foundation phase takes place for less than five hours per day and others do just above six and half hours per day. Some schools offer winter classes and also after-hours classes. All challenges regarding teaching time are checked on a regular basis by DBE and researchers (e.g. subject advisor, circuit manager and CAPS) (CAPS, 2011; Goodlad, 1993). It is checked because people believe it to be the vital indicator of efficiency, even though they are, without a doubt, rough indicators of educators or school effectiveness when compared to the amount of time spent doing a task (Cooley and Leinhardt, 1980; Needles, and Stayrook, 1979; Stallings, Sanford and Evertson, 1982; Wood, 1984; Link and Mulligan, 1986; and Pittman, Cox, and Burchfiel, 1986).

Furthermore, Heyneman and Loxley (1983) argue that in countries that are under developed, where educators' planning and years, days and hours of education have a great influence on attainment and economic growth, the impact of quality and quantity in education is very clear. In spite of the challenges, Burns (2018) agrees that, in education, the influence of the amount of time for instruction on learners' academic work is obvious and has great significance to policy discussions. However, the importance of adding more time for instruction is strongly supported by studies that use more advanced research methods, if academically that time is correctly used (Magliaro and Borko, 1986; Rossmiller, 1986; Peterson, Swing, and Stoiber, 1986). This is a concern with CAPS since more schools have winter classes and after hour's classes, whether allocated time is used for what it is planned for (is there really a need for extra time?).

Thus, sometimes parents have to pay extra for their children's tutorials in order for learners to grasp all the necessary information. This suggests that, to be exact, the time dedicated to teaching is adequately well-thought-out that it makes learners engage in their studies (engaged time), otherwise it engages learners who are included in stimulating tasks while it affords good academic work (academic learning time). Few studies have implemented advanced research methods in order to enquire about more effort required and most of them connected results of learners' attainment to extra engaged time and academic learning time.

The following studies concur that the engaged time has positive effect on learners' academic work (Cooley and Leinhardt, 1980; Good and Beckerman, 1978; Stallings, Needles, and Stayrook, 1979; Wyne and Stuck, 1979; Rossmiller, 1986; Peterson, Swing, and Stoiber, 1986; Magliaro and Borko, 1986; and Butler, 1987). A number of readings have mentioned the advantages of academic learning time on learner attainment. They include Muir (1982), Wang

(1985), Brophy and Good (1986), Griswold, Cotton, and Hansen (1986), and Ornstein & Hunkins (2004). In spite of much similarity in all these readings, one needs to be careful when deducing academic learning time results. According to Berliner (1990), good academic work cannot always be as a result of forever increasing academic learning time. In actual fact, when academic learning time that is needed by a learner to clearly understand academic work has been maximised or surpassed, the advantages of academic learning time starts to reduce.

Moreover, according to Khoza (2013), time is about when educators are teaching. However, as per section 4 of the Employment of Educators Act (1998) in South Africa, all educators ought to be at work for at least 7 hours each day. In addition, CAPS (2012) also emphasises the issues of time allocated to the content to be taught. In an action research conducted by Mpungose (2015) participating educators expressed that in the current South Africa curriculum (CAPS) the amount of time allocated for each concept is clearly specified as the policy indicates the amount of time to be allocated for the learning area and there after it specifies the amount of time for concepts discussed within the learning area.

According to Fortus and Ramnarajn (2013) the current curriculum in South Africa (CAPS) supports the professional view, which is that there is insufficient time during the school year to complete the required curriculum. Consequently, learners are compelled to go for extra lessons. For example, additional classes on weekends, early morning, afternoon and during school holidays, which requires parental consent and sometimes payments if they are not offered by the school the learner attends. Therefore, it is imperative that parental involvement is considered when such decisions are made. Educators express that the curriculum is too long, and learners struggle to grasp all the information on the scheduled topics. It may be recommended for the curriculum to be shortened and although most of the topics that are covered are interesting and important; the curriculum is far too time consuming (Cordy and Green, 2016). Therefore, time is not adequate since learners are unable to put in to practice the acquired knowledge.

Thus, it is suggested that allocated time should be reviewed for learners to have enough time for academic learning and engaging. According to Cordy and Green (2016), currently in South African schools there are societal concerns which see educators experiencing serious constraints regarding time. At the same time, the department expects them to yield good results in the national assessments, which leaves inadequate time for academic learning. Hence, learners have to dedicate more time to their studies at home and parents have to allow them that time

by reducing their household chores. In the Cordy and Green study, educators felt like they are always “controlling the crowd” because CAPS prescribes that each learning area should be finished at an allocated time and educators have to hurry and ensure that everything is covered for assessment, whether or not learners are ready for those assessments is a worrying factor.

Furthermore, Visser, Juan, and Feza’s (2015) research provides difficult, realistic confirmation of how significant teaching time is, although they were unable to study what the institutions of learning are doing for the duration of teaching minutes. Preceding studies on how the class time is used shows that the amount of time available for teaching and learning is as vital as what is taught or done in classrooms (Aronson, Zimmerman, & Carlos, 2002; Cotton & Savard, 1982). These studies prove that learners who participate in a classroom, are the ones who achieve better results.

Therefore, if developers of policy want to add time for learning it is imperative that they make certain that educators effectively use that time for teaching and learning. On the other hand, if policy developers want to reduce time for learning in class they should be capable of diminishing undesirable results caused by decreasing time for learning which can be achieved by ensuring a larger proportion of available teaching time in which learners are involved in learning. It is doable to reduce time for teaching without reducing involved time for learning. However, good academic attainment is associated with additional time allocated for learning as the method that can be used to better learners’ results and for extra time for parents’ consultation.

However, in a study conducted by Fisher (2009), educators believed that if their objective as educators is to motivate learners to think and produce better academic work, it also their responsibility as educators to generate a learning atmosphere that enables involvement and activity (academic learning) time. Therefore, educators should ensure that learners learn how to write, read and think in different learning areas which necessitates an arrangement of teaching time with educators’ objectives. Calling for learners to pay attention and be as patient as possible will not equate to the academic outcomes that are anticipated by learners, politicians, and parents. Fisher (2009) does not believe that everything should be cancelled to generate a brand-new start, but rather believes that it is vital for educators to upsurge their teaching accuracy, considering what learners know, which knowledge is still missing, and how to bridge the gap through the use of time.

In addition, Baker, Fabrega, Galindo, and Mishook (2004) recommend that a vital school resource is teaching time. The role that a parent can play here is to ensure that the learner is in school on time in order for teaching to take place. Studies have proven that dedicated time to teach a particular learning area is definitely linked to learners' academic work (Coates, 2003; Connor, Son, Hindman, & Morrison, 2005; Connor, Morrison, & Katch, 2004; Smith, 2000). Despite the fact that teaching time is interwoven with lesson quality and content, it constitutes the central point of research on efficiency of the school (Lee, Smith & Nwemann, 2001; Yair, 2000). Hence, in class there are a number of elements that impact the allocation of teaching by educators. These elements are influenced by educators' views about teaching and learning (Crawford, 2007); the number of learners in class (Rice, 2006); support for administration work; assessments that are standardised (Marx & Harris, 2006; West, 2007) material and resources and demographics (Lee & Houseal, 2003).

2.5 Conclusion

Educators' views were discussed as the phenomenon for this study and curriculum concepts were conceptualised since they are the bases of a balanced curriculum. Concepts from curricular spider-web goals, material and resources, content, learning activity, educators' role, assessment, location/environment, grouping and time were discussed as essential concepts to ensure good academic work and also used as a frame for this study. The significance of educators' views about parental involvement in their children's academic work is overt in the literature.

The following chapter will focus on the research design as well as the methodology that was used to respond to the research questions for this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In Chapter Two various aspects of educators' views about parental involvement in their children's academic work were conceptualised by reviewing the literature. The literature review discussed the educators' views (personal, social, and professional view) and curriculum concepts from the curricular spider-web as a conceptual framework was used to analyse data for this study. It is important to describe how the study was conducted, as has been mentioned in Chapter One, so as to determine if the methods used were appropriate for the study. This study aims to explore educators' views about parental involvement in their children's academic work at a school in the Pinetown district.

For that reason, this study aims to attain the following objectives:

- Explore educators' views about parental involvement in their children's academic work in a school in Pinetown district.
- Identify what informs educators' views about parental involvement in their children's academic work in a school in Pinetown district.
- Explain the lessons that can be learnt from educators' views about parental involvement in their children's academic work in a school in Pinetown district

To attain these objectives, the following questions were asked:

- What are educators' views about parental involvement in their children's academic work in a school in Pinetown district?
- What inform educators' views about parental involvement in their children's academic work in a school in Pinetown district?
- What lessons can be learned from educators' views about parental involvement in their children's academic work in a school in Pinetown district?

According to Thomas (2010) the foundation of all research is the fundamental theoretical traditions of what institutes 'substantial' research and the appropriateness of the research methods used for knowledge advancement in a particular study. It is therefore essential to be acquainted with what these traditions are for conducting and evaluating every research. As a result, the theoretical traditions and the strategies of design supporting this study were

discussed in this chapter. Therefore, the main aim of this study was to explore educators' views about parental involvement in children's academic work. This chapter then outlines how the research was conducted by identifying the research paradigm as interpretive and it further discussed research approach/style (qualitative), sample used (purposive and convenience), methods used for generation of the data (questionnaire, semi-structured interviews and document analysis), the analysis of data (guided analysis), trustworthiness (dependability, conformability, credibility and transferability), ethical issues and study limitations. Christiansen et al. (2010) explain design of research as strategies of research that are coherent information which are used in order to achieve the objectives of research and to answer research questions that are indicated above. Figure 3.1 below provides a research methodology illustration for this study.

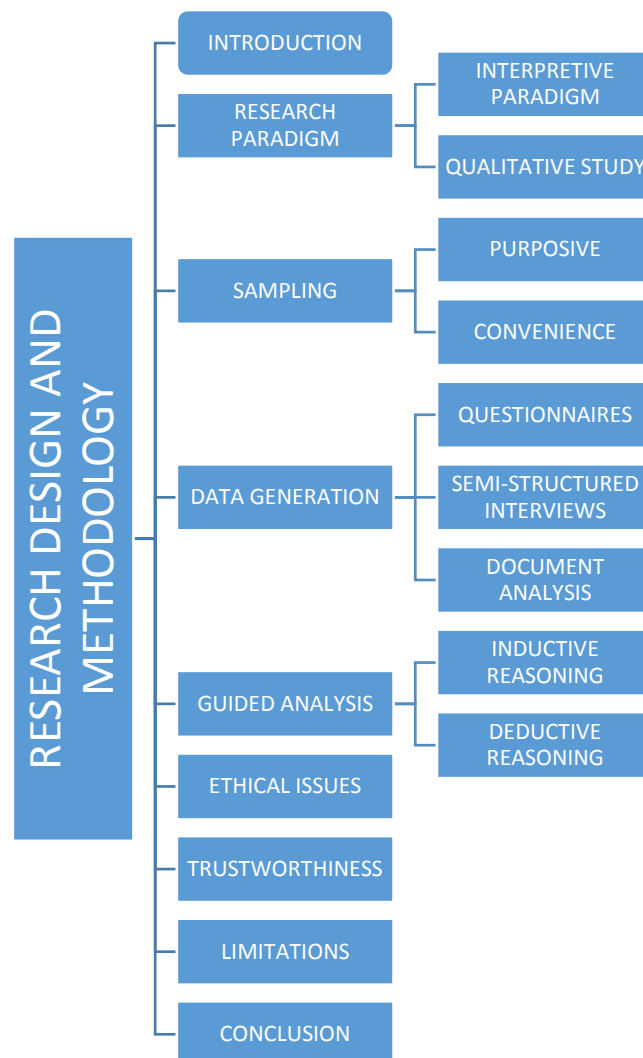


Figure 3.1: Flow chart for research design and methodology

3.2 Research Paradigm

Paradigm is derived from the Greek term *paradeigma* which refers to a pattern. Thomas Kuhn (1962) was the first person to use the term paradigm indicating a conceptual framework that is used by a group of scholars to afford them with a prototype that is appropriate for scrutinising anomalies and discovering resolution. Kuhn (1962) expresses a research paradigm as the mutual views common among researcher around the possible ways of understanding and addressing the challenges. Morrison (2007) and Christiansen et al. (2010) concur with Kuhn in defining this term, as they consider that the paradigm of research signifies a certain view of the world which describes the scholar. Therefore, a paradigm involves traditions and beliefs, frameworks, structures, or ideas in the academic world or scientific system; the pattern (Olsen, Lodwick, & Dunlop, 1992).

It is similarly understood as a method of observing reality and a structure of concepts used to bring together understanding and observations. This means that individual research paradigm is perceived by how its data is generated and how the findings are interpreted. Thus, according to Creswell (2013) together with Cohen, Manion, and Morrison (2011), it is essential for the study to spell out the research paradigm it uses since how the world is researched is dependent on how one views it. As a result, various paradigms of research are outlined by studies which are, therefore, comprised of the critical, the interpretive, and the post-positivist paradigm. All these paradigms have a particular approach of seeing and understanding the world. The critical paradigm reflects the ideological and political setting to bring about change or transformation; the interpretive paradigm strives to comprehend and interpret the world according to its artistes; post-positivists conversely make every effort to be objective, predictive, to look for patterns, and to construct laws and behavioural rules (Cohen, Manion, & Morrison, 2011).

3.2.1 Interpretive Paradigm

This study used the interpretive paradigm which is described as the paradigm that highlights the importance of better comprehending the world through our personal involvement (Tuli, 2011). According to Denscombe (2014), the interpretive paradigm contests the notions that societal scholars sometimes look at things from a neutral point. Instead, it views societal actuality as instinctively fashioned by beliefs and activities. This suggests that societal scholars cannot anticipate being completely neutral. However, Tuli (2011) argues that researchers within this paradigm are naturalistic since they are part of the real-world situations as they unfold naturally. Hence, Cohen, Manion and Morrison (2011) suggest that researchers in this

paradigm should be members of the societal actuality they are researching. Cohen et al. (2011) also state that individual researchers will only be able to understand the societal domain if they play a part in it. Hence, I chose the school I work in and my involvement has raised the question and I had to be careful of being biased in my interpretation. I was not intrusive (Leedy & Ormrod, 2010).

Furthermore, researchers in the interpretive paradigm are certain that the outward world is made up of people's personal experiences which make up realism; as a result, they might possibly take on an epistemology that is inter-subjective and the conviction that realism is constructed socially which is ontological. Interpretivists accept as true that there is no distinct precise itinerary or single technique to understanding (Scotland, 2012). While, Taylor and Medina (2011) maintain that in the tradition of interpretivism there is no 'right' or 'wrong' theories. Rather, they can be looked at according to how 'stimulating' they are to the people who could use them together with the researcher. In this study the in-depth study of educators' views about parental involvement about the children's academic work was constructed in the field.

According to Scotland (2012), the interpretive paradigm is supported by means of viewing and interpretation. Hence, data was collected by referring to the views presented by educators. Whereas, information meaning was constructed through interpretation by scrutinising related issues and patterns and drawing conclusions from educators' views. Reeves and Hedberg (2003) state that the interpretive paradigm emphasises the necessity to contextualise the analysis. Hence, there is a concern about comprehending the universe (educators' views) in its actuality from personal experiences of people (educators).

3.2.2 Research approach/style (Qualitative study)

The approach for this study was qualitative because I was interested in exploring educators' views "thoughts and actions" about parental involvement in their children's academic work (Denscombe, 2014, p. 2). According to Creswell (2013) qualitative researchers deal with socially constructed realities and qualities that are complex and indivisible into discrete variables. Their responsibility, as a result, is "to attempt to describe, understand and interpret how various participants in a social setting construct the world around them" (Merriam, 2002, p. 29). In this study qualitative approach allowed the researcher a chance to understand and describe the techniques in which different individuals make subjective sense of their lives.

Babbie (2004) also asserts that the aim of qualitative research is to promote better self-understanding and to increase insight into the human condition. This study was about social sciences and the subject was people (educators from a school in the Pinetown district). The plan was to realise educators' perceptions, perspectives, and understanding of parental involvement in their children's academic work and what informs their views. Also, this approach is an attempt to gain an in-depth understanding by asking questions that not only provide information to the researcher but also gives interpretation to the views of educators and what informs those views (Mouton, 2001).

In addition, Babbie (2004) similarly affirms that promoting healthier personal understanding and increasing awareness of the settings in which human life is the purpose of qualitative research. Hence, in this study, the appropriate approach was qualitative since it afforded me the chance to investigate and deduce educators' views about parental involvement in their children's academic work. Also, researchers using this approach search fewer varied groups (Cohen, Manion and Morrison, 2002; McMillan & Schumacher, 2014). For this reason, this research concentrated on five educators from various departments within a school to assist in studying all departments to gain data for this research.

It is essential to note that according to Carr and Kemmis (1986) in an interpretive study, scholars are not supposed to position themselves separately, however, they should observe the participants that take part in the research activities which are communicated in a particular social setting and thereafter make sense of their actions. As a result, my inherent control as the researcher in this study was not used to control the nature of the study with my views and perceptions. Furthermore, my research position was not used to affect participants' notion, circumstances, and opinions. In addition to that, four participating educators were post level one and only one Head of Department (HOD) as a result, we shared a similar level of power and control amongst one another. Therefore, a case study of the natural setting of educators' views about parental involvement in their children's academic work was studied. Westhuizen (2002) conducted a meta-analysis study where the topics and methodologies of research in South Africa were studied. This study established that the majority of research that uses qualitative approach applies case study methodologies. In twenty-four dissertations for Doctorate and Masters that were studied, nineteen of them paired qualitative approach with case study.

3.3 Research Design

According to Mouton (2001) research design is a logical plan for the research that gives a picture of the manner the study is to be and was steered. It illustrates all the important parts in a study. It includes, the data generation methods, samples or participants, data analysis, and explains how they come together in order to answer the questions in the research. The design for research can be compared to an architectural framework. In exploring educators' views about parental involvement in their children's academic work in order to improve data validity, research design can be perceived as a recognition of reasoning in a set of actions. Mouton (2001) further states that the purpose of research design is to plan, organise, and implement the study to ensure that the research findings are valid.

The case study was implemented for this study. According to Gillham (2000a) a case study is an enquiry that is purposed to answer questions in research that look for a variety of evidence provided by the case circumstances. This study aims to capture the reality of the educators' (participants) existing practices of, and considerations about, parental involvement in their children's academic work (Leedy & Ormrod, 2010). The case that was used is the group of educators that were chosen for questioning and interviews with the hope that the case study would permit me to carefully examine the data within the particular perspective (Zainal, 2007).

McMillan and Schumacher (2014) and Yin (2003) state that a qualitative case study permits a researcher to explore persons or groups easily through difficult intrusions, associations, societies, or plans division of data and then rebuild different phenomena. Therefore, this study explored the systematic and in-depth comprehension of educators' views because to capture the actuality of educators' views and understanding of what informs these views was the main purpose. Educators' views about parental involvement in their children's academic work was explored (Denscombe, 2014). This was achievable as I was based at the school where the study was conducted, thus allowing easy contact with educators.

Moreover, the approach of case study is advantageous in situations where environmental background of the studied event are noteworthy, as well as when the events that are taking place are out of the researcher's control (McMillan and Schumacher 2014). Hence, this study is exploring educators' views about parental involvement in their children's academic work, which is critical because it pertains the future of the child. Furthermore, Ritchie and Lewis (2003) define case study as the assortment of views that are engrained in a particular setting.

(Baskarada, 2014) accentuates the charm of the single case study in psychology and education professions, particularly its efficiency when applied in the testing of the instructional strategy. This study has assumed interpretive paradigm and applied the case study as the approach since it could afford a systematic method for data generation, information analysis and reporting of outcomes, so that, the problem could be deeply understood. As a result, this study allowed different educators' views and employed three methods to generate data and guided analysis that involved inductive and deductive reasoning.

The focus of the case study is on the extent of information that can be learnt as educators do not represent anyone but themselves (Baskarada, 2014). Hence, the case study is criticised a lot because participants represent themselves which is the reason why it cannot be generalised. Similarly, the fundamental view point of educators was to improve learners' academic work (Stufflebeam, Madaus, and Kellaghan, 2000). For this reason, case studies are significant in progressing vital knowledge in the appropriate knowledge realms. According to Yin (2003) and Stake (2013) case studies have different typographies, for the purpose of this study these types were discussed as per Stake's descriptions.

The classifications of case studies according to Stake (2013) are collective, instrumental or intrinsic. The case studies that are collective allow the scholar to discover dissimilarities between the cases so that the findings could be duplicated through the cases. Since the contrasts were highlighted, it is therefore, vital to carefully chose cases in such a way that the identical outcomes can be anticipated or based on a philosophy that could foresee distinct outcomes (Yin, 2003). Thus, instrumental case studies are applied in order to attain something instead of understanding a certain setting. It can assist to improve a philosophy or enhance the understanding of a problem. The case is mostly deeply evaluated, its regular undertakings detailed, its circumstances dissected as it assists the researcher accomplish the outward concern (Stake, 2013).

Furthermore, Stake (2013) referred to intrinsic case studies as those that are used by the researcher for the purpose of understanding the case better and he/she will have candid concern about case. In this instance the case exemplifies a certain feature or embodies other cases, for the reason that the case is of concern. Therefore, to comprehend the construct of the abstract or occurrence of the generic is not the purpose (Stake, 2013). As a result this study is an intrinsic case study because its purpose is to understand educators' views about parental involvement in their children's academic work. The participants (educators) represent themselves in the school

under study in order to improve the involvement of parents in their children's academic work at this particular school. However, the density and fertility of generated data suggests that the information can be interpreted in various ways (Cornford and Smithson, 2005) which confirms that all methodologies in research have disadvantages, hence, various methods were used to generate data. In addition, Yin (2003) also states that the research design is a plan of action for moving from one point to another, the starting point being the proposed questions to respond to and the destination being the conclusion or answers to those questions. Therefore, in this study, the sample was carefully chosen to ensure that in-depth information is gathered.

3.4 Sampling

Bertram (2010), Christiansen et al. (2010), and Cohen et al. (2011) refer to sampling as the practice of making decisions regarding individuals, location, conduct or actions to study or observe. Kerlinger (2000) suggests that sampling speaks of a process of electing a smaller, more controllable number of participants to take part in the research. He further says that there are aspects such as expense, time, and accessibility which often prevent researchers from using the whole population to gain necessary information. Therefore, a small set of the population is used as representative of the whole community.

Sampling methods are numerous in educational research. For instance, probability sampling and non-probability sampling. According to Cohen et al. (2011) probability samples take account of group sampling, multi-phase sampling, random stratified sampling and stage sampling, while non-probability samples considers purposive sampling, convenience sampling, and quota sampling. In this study non-probability sampling was used, precisely purposive and convenience sampling. This was evoked by the interest in knowing the educators' views about parental involvement in their children's academics. As such, individual educators who were not representing the broader community were targeted and there was no intention of generalising the outcomes which is why not all the educators in the school were studied (Leedy & Ormrod, 2010).

3.4.1 Purposive Sampling

The sampling used in this study was purposive so that educators who teach in a similar setting (a school in the Pinetown district) and work for the Department of Basic Education (DBE) in South Africa could be involved. Using purposive sampling assisted in making a choice that is explicit about the educators to involve as participants. Five educators, one from each

department (Languages, Mathematics and Science, Technical, Art and Services, Humanities, and Commerce) (single case) were selected. Participants were requested by email and telephone to participate on the basis of availability and willingness. I explained how the research was going to take place, that they would be required to fill in the questionnaires and answer the questions during interview which would be recorded. All participants responded promptly and accepted the request. I then gave them the consent forms which they signed, and all agreed to be recorded during the interview. I believed that educators were going to yield adequate information through my research questions. As Merriam (2002) states, sampling that is purposive happens when the sample selected by the researcher can provide information through which one can learn. For that reason, the sample selected was purposive since I made a special choice that specifies that the educators from all the departments in the school were studied.

Moreover, I am aware that generalising findings is not acceptable as educators are not representative of the wider population or other schools but they represent themselves (Tuli, 2011; & Collins & Hussey, 2013). Hence, Patton (2002) states that, through purposive sampling educators possessed various credentials (professional and academic) and their levels in experience also differ which allowed a variety of reactions and responses. Some of the educators that were chosen have represented educators in a School Governing Body committee (SGB), which is a good platform to communicate with parents.

Furthermore, sampling that is purposive correspondingly offers better attention and depth on individuals which yields richer information (Cohen et al., 2011; Merriam, 2002; & Patton, 2002). For this reason, the educators who were chosen are in possession of a particular qualification in order for their contribution in this research to be reliable and it yielded data that responded to research questions. Consent forms were given prior to the collection of data to participants, consenting to their anonymous participation, with the use of pseudonyms if preferred (Cohen et al. 2002). Therefore, educators' names were not used in the entire study. Table 3.2 displays the purposive sample that participated in this research. However, the names of the departments that they work under were shortened to identify them. For instance, Lan represents the participant from the language department.

Table 3.1: Profile for Participants

Participants	Years of Experience	Department	Grade	Age	Qualification	Gender	Race
Lan	12	Languages	10-12	46	M+4	Female	African
Hum	25	Humanities	10-12	52	M+3	Female	Indian
Mat	4	Mathematics and Physical Science	8-11	29	Masters in Education	Male	African
Tec	30	Technology and Services	10-12	62	M+4	Female	Indian
Com	6	Commerce	8-12	34	B.Ed Honours	Female	African

The educators who were chosen were fully qualified and have years of experience (Lan has 12 years, Hum 25 years, Mat 4 years, Tec 30 years and Com 6 years). In addition, the educators have extensive experience with dealing with issues of parental involvement in their children's academic work. Therefore, it was easy for them to state their views on the subject of the research.

3.4.2 Convenience

The sampling selection is considered convenient since educators were chosen from the school where I work, which was suitable for me as educators were easily accessible and could avail themselves as I was teaching with them in the same school. Convenience sampling is defined by Christiansen et al. (2010) as selecting participants who were easily accessible by the researcher, which was the case with this study.

However, convenience sampling is not without challenges and it does not assure easy generation of data. According to Cohen et al. (2011), it is not an easy task to select a sample which does not represent a certain population. Five educators who were easily accessible were chosen. These educators were not representative of the bigger population. Rather they represent only the school in question, which is the reason why generalising of findings could not be done. Thus, methods of data generation assisted in answering the questions in the research.

3.5 Methods of data generation

Various methods are used in order to obtain evidence about the study. Scott (2001) states that a number of studies collect their evidence through interviews, observations and questionnaires

although there are other methods. Three techniques were used to generate data: open-ended questionnaire, one-on-one semi-structured interviews, and documentary analysis.

3.5.1 Questionnaires (Open-ended)

Malhotra (2006) describes questionnaire as a courteous set of interrogations that can be used to obtain information from the participants in research and questions can be open- or closed-ended. Questionnaires are mostly used by scholars to evaluate community opinion (Miller, & Lambert, 2014). In this study Open-ended questions were set because I believed they would permit participants to express what they think in their own words and they yielded detailed responses. I believe it was effective for this study as it provided in-depth responses. Questionnaires gave a somewhat inexpensive, speedy, and resourceful method of collecting large volumes of information from five educators (Mcleod 2014).

According to Malhotra (2006), questionnaires are an operative means of understanding peoples' conduct, approaches, preferences, views, and intentions. As such, they were used to explore educators' views in this study. They were advantageous as data could be generated reasonably rapidly because, as the researcher, there was no need for me to be present when the questionnaires were completed. I was aware that it could take the participants some time to complete the questionnaire and as such gave them two weeks to complete it. However, the questionnaires were not done in two weeks and I had to give them more time, since they expressed that they were too busy. I only received the first one after three and half weeks and it took the whole term for one of the participant to complete hers.

Table 3.2: Structure of questions on the questionnaires (Khoza, 2018)

Curriculum Concepts	Questions	Educators were expected to respond based on:
Goals	Towards which goals are you teaching CAPS and how do CAPS curriculum goals allow parental involvement?	Aims Objectives Outcomes
Content	Which ideology is your subject/CAPS content based on and how can parents be involved in content delivery?	Knowledge (Literature) Social preparation (Methodology) Personal development (Framework)
Activities	Which activities/tasks are you using to teach CAPS, and do they allow parental involvement?	Informal assessment task Formal assessment task Continuous activities
Resources	What resources are you using to teach CAPS and is there a need for parental support/involvement?	Hard-ware Soft-ware Ideological-ware

Educator role	How do you facilitate learning (educator role) of your subject CAPS? How can parents assist in playing your role?	Educator-centred (lecturer) Learner-centred (facilitator) Content-centred approach assessor)
Grouping	How are learners/parents and educators in your school grouped (physical, financial and cultural) for successful teaching of CAPS?	Physical access Financial access Cultural access
Location or Environment	Where does teaching and learning take place (location) and how do you involve parents?	Face-to-face environment Distance learning Blended learning environment
Time	When (time allocation) are you teaching CAPS? When is time for parental involvement?	Teaching hours (time allocation) Teaching space/venue
Assessment	How do you assess learning (assessment) of CAPS and how do you involve parents when assessing?	Formative assessment Summative assessment Continuous assessment (CASS)

Moreover, I am aware that questionnaires are mostly used in the positivist's paradigm when there are more than thirty respondents. However, I used them to allow participants to answer the questions freely, at their own pace, so that even the ones who are introverted were accommodated. The questionnaire also helped the educators to familiarise themselves with the questions, so that they were ready for interviews. Educators were also given extra time to complete the questionnaire based on curriculum concepts from the curricular spider-web, looking at parental involvement in their children's academic work. However, there was a limitation with questionnaire as participants could give false information to satisfy societal expectation. For this reason, one-on-one interviews were conducted after the questionnaires had been completed, so as to substantiate the information provided on the questionnaires.

Educators were advised to state their views and how they involve parents in their curriculum delivery. Five educators were involved and were given two weeks to finish the questionnaire. However, some could not complete it in time and more time was provided. That was done to afford educators enough opportunity to express their views honestly without any pressure or influence from me. Thereafter, the responses were collected, and it took me a week to go through them, to acquaint myself with their reality, and get ready for the one-on-one semi-structured interviews. Although questionnaires can reach many people at once, they cannot be customised to individual participants as can be done with other methods of collecting data. For this reason, Bowling (2005) refer to questionnaires as impersonal which at times affect participants' responses. Hence the questionnaires were followed up with semi-structured interview.

3.5.2 One-on-one semi-structured interviews

One-on-one semi-structured interviews were correspondingly used to assist in exploring educators' views about parental involvement in their children's academic work. McMillan and Schumacher (2014) define interviews as open response questions to elicit participants' meanings and explore how they make sense of important events in their lives.

One-on-one semi-structured interviews seemed to be the appropriate method after questionnaires since the educators could explain themselves clearly and give in-depth answers. After, scrutinising questionnaires, I secured appointments for interviews with the educators by sending them messages on their cellphones and follow ups were done face-to-face. This was a challenge as educators kept postponing, with some not honoring their appointments which caused a delay for this study. However, I persisted until all the interviews were conducted. All interviews took place after school to minimise interruption and travelling since other educators stayed far. Three interviews took place in my class room and the other two were conducted in a school's conference room. The interviews began by asking the educators about their real-life (autobiographical) experience that involved parental involvement in their children's academic work. Pinar (2004) and Coetzee (2009) put emphasis on the use of *carrere* which the autobiographical knowledge as it assisted with yielding more data.

This study used semi-structured interviews which afforded the opportunity to develop in-depth qualitative versions of educators' views and practices reflected in their day-to-day experiences. For this reason, interviews were most suitable for this study as they supported the generation of data and encouraged social communication that brought support and development amongst colleagues. The setting for the interviews was informal to ensure that educators were as comfortable as possible in order to yield more authentic data.

A set of prearranged questions were asked as they could permit the researcher to enquire more information and answers were sometimes elucidated by educators (Maree 2010). Open-ended questions were asked, because they allowed clarification and a deeper understanding during interview. Open-ended questions also gave space for elaboration and depth in terms of participants' focus (Galletta, 2013). The skills to probe and institute follow-up questions are necessary for the researcher who uses interviewing as a method of generating data (Galletta, 2013). For this reason, I believe I own the necessary skills for probing and flexibility to follow up educators' responses which were apparent from the interviews conducted. Although there were structured questions the manner how the questions were deliberated between the

educators and me was dependent on how the educators answered. I made sure that I was not biased by not taking sides (remained neutral) to ensure that generated data was not influenced.

Furthermore, according to Christiansen et al. (2010) an interview for one hour can be transcribed into text of fifteen pages because interviews generate a great quantity of written data. For more accuracy, during the interviews I used a voice recorder to record educators (Galletta, 2013). This benefited me immensely as I could always go back and verify the information provided. I conducted the interviews after school and over weekend, as per individual educators needs to ensure that school times were not disturbed. Moreover, this assisted in reducing disturbance during the interviews since most learners and educators had gone home.

In addition, Zulu (2010) agrees with Cohen et al. (2007) and Msomi's (2013) studies that see semi-structured interviews as instrument that are mostly used for data generation since when participants are professionally approached it yields better quality data. Thus, I ensured professionalism and gave the interview process my undivided attention. All the interviews were one-on-one; it was easy to probe further in order to gain more information and educators could ask for clarity on ambiguous questions. As a result, it was easy for educators to state their concerns, views, and experiences as they were being interviewed which enabled me to fill in the gaps that were there from the questionnaires (Maree, 2010; Cohen et al., 2007).

As interviews are one of the more expensive methods of generating data, as they require much planning and consume time, I had to eliminate costs as much as possible. To conduct interviews I used my classroom, so there was no need to hire a venue and for voice recording the interview I used my cell phone. Over and above voice recording, I also wrote notes as a back-up for my work. The interviews were followed up by document analysis.

3.5.3 Document analysis

Documentary analysis, according to Mogalakwe (2009), is done in search of the information about the phenomenon in question. The specific documents that were used are learners' exercise book (homework book) so as to monitor if their homework is done regularly, attendance registers for parents meeting at the school, and educators' reports of the meeting in order to monitor if parents were involved, and educators' views based on those reports were looked at as they yielded some information for this study. Document analysis is concerned with naturally occurring objects with a concrete or semi-permanent existence which tells us

indirectly about the social world of the people who created them (Payne & Payne, 2004). Learners' books and educators' reports were able to show if parents were involved in their children's academic work. I was aware that some learners' work may not have been authentic or accurate as they sometimes copy from their friends (Creswell, 2013). To overcome that, I asked educators to request parents sign learners' book when homework was completed.

This was done to ensure that these methods work together to shore up my findings. An interview schedule was used, and open-ended questions were identified prior to the interview which compelled the educators to express opinions about parental involvement. From this, textual data was collected (Galletta, 2013). As this was a qualitative study, the findings could not be generalised to all contexts, however the conclusions may be transferred to a different context. This study was not done across sites which means it was impossible to draw out commonalities (Creswell, 2013).

3.6 Data Analysis

According to Christiansen et al. (2010), the next step after data generation is the analysis of data. Cohen et al. (2011) describe qualitative data analysis as making logic of data according to the participants' explanations of the status quo, observing patterns, subjects, groupings, and consistencies. According to O'Leary (2004), qualitative analysis comprises of working between cycles of inductive and deductive perspectives, exploring the themes, and the interconnections among themes.

Furthermore, data analysis in qualitative research is when one works with the generated data, establishing them, dividing them into controllable elements, coding, amalgamating, and looking for similarities (Bogdan & Biklen, 2003). Qualitative data seeks to discover themes, patterns, meanings and concepts. Yin (2003) talks about the importance of looking for patterns from generated data in order to link related information and gain meaning from it. As a result, the researcher should initially focus on the entire data, and thereafter address it individually, putting it together again to make more sense. Categorising assists in making pattern comparisons and distinction, to deeply reflect on specific patterns and complicated aspects and create meaning from them.

In this study, guided analysis was implemented to analyse data. Dhunpath and Samuel (2009) describe guided analysis as instances where groupings are formulated using guided analysis where classifications are adjusted through interaction with data. Guided analysis talks to the

pre-established categories of the concepts of curriculum from curricular spider-web (Thijs & van den Akker, 2009). For that reason, guided analysis was adopted which included both inductive and deductive reasoning as a procedure. According to McMillan and Schumacher (2014), the inductive reasoning is commonly used in qualitative research, where data is organised in different categories and patterns are identified within the categories. Furthermore, to formulate tentative hypotheses for exploration, inductive reasoning should begin with the generation of data where patterns are hunted (Christiansen et al., 2010).

Inductive reasoning was improved by making sure that the classifications developed from the data. I began with a set of classifications, which was plotted on the data which effected deductive reasoning. However, the data deductive reasoning for this study was underpinned by the curriculum concept. Therefore, to classify the generated data, the curriculum concepts from the curricular spider-web were employed as a conceptual framework that guided the analysis. In order to attain objectives for deductive purposes, I first set the classifications that were further plotted into the required data. In addition, the open-coding was applied to classify and describe particular information gathered (Cohen et al., 2011). Hence, guided analysis was most suitable for this study since it helped me to easily code educators' responses which allowed me to draw conclusions.

Furthermore, to analyse data in this study, three essential elements were incorporated: What does the data say?; What does the data mean?; and What conclusions can be drawn? After which analysis was presented to the readers. Moreover, open coding was employed. According to Cohen et al. (2011), open-coding is the modest marker that a researcher attaches to a part of text to describe and group that part of text. Guided analysis was used to assist with coding participants' responses from the interview transcripts and also to reveal the aim of this study which was to explore educators' views about parental involvement in their children's academic work. Educators were aware that the purpose of this study was to explore educators' views about parental involvement in children's academic work at a school in the Pinetown district. The questionnaires, voice recordings from the interviews, and reporting documents are evidence of the deeper search for understanding that took place as I persistently probed to ensure congruence with the educators.

Consequently, for reduction of data purposes, I listened to the voice recordings from the interviews a number of times before transcribing. Subsequently, I ensured that the transcripts matched the voice recordings and lastly the notes that were made during the interviews were

compared with the transcripts. Thereafter, the analysis of data began by categorising and organising data by searching for patterns and themes from the questionnaires, interview transcripts, parent meeting reports, and learners' books. That was followed by the information which was compared and analysed to understand educators' views, make sense of what they say and be able to interpret, triangulate and draw conclusion (Christiansen et al., 2010).

According to Rubin and Rubin (2011), for easy attainment of meaning from the data, formal methods were established to assist researchers to analyse qualitative data. Rubin and Rubin (2011) further state that to find and mark fundamental information from data techniques of coding could be used, categorising similar information by grouping it together, and connecting diverse themes and ideas. The codes list was drawn which emerged from the generated data and information sorted into themes that were used in the main questions in the research. Furthermore, the themes were fragmented to source the information so that I could explain and give details of the findings, make suggestions and elicit deductions.

Cohen et al. (2011) affirm that transcribing data is among the disadvantages of analysing data as it requires time or could be expensive if the researcher opts for hiring a scribe to transcribe data. In addition, the scribe might use his or her preferred words to record the information, which may be the cause of distortion. For this reason, in my personal time, I did my own transcriptions from the voice recorder, which afforded me a chance to choose important information that addressed my research questions directly from the source. Besides, I also had to keep in mind the non-maleficence (no harm to participants) principle by making sure that participants' exact words are transcribed. Thus, in order to complete this study, I had to adhere to all the issues of ethical clearance.

3.7 Ethical Issues

Frankena (2017) and Burr and Reynolds (2010) suggest that the word ethical is used to indicate rules of conduct or traditional values to a code or set of principles. Christiansen et al. (2010) and Cohen et al. (2000) indicate that ethics are about moral sensitivities to other people's rights and respecting their human dignity. This was very important in this study as it involved educators, whose rights and human dignity I respect. Christiansen et al. (2010) recommends that ethics in research are crucial, particularly if the study includes people or animals, since all research studies adhere to particular principles of ethics which consist of the rights of people involved to ensure that they are protected against any harm that may take place in research. Cohen et al. (2011) makes clear that ethics are positioned which denotes that they have to be

understood in particular local locations. Therefore, this study could not be conducted before ethical clearance was obtained from the school and Department of Education (see Appendices 3 and 5). Once I had obtained permission, the study resumed by communicating with the participants to ask them for consent to participate in the research study (see Appendix 4). Furthermore, the ethical principles autonomy, non-maleficence, and beneficence should be considered when doing research (Leedy & Ormrod, 2010).

Consequently, when participants had agreed to participate, I briefed them about the study and elucidated the purpose, which was to explore educators' views about parental involvement in their children's academic work at a school in the Pinetown district. All educators were made aware, in writing, and I also verbally emphasised their rights to privacy (confidentiality), pledged not to reveal their real names (anonymity), and that they were participating voluntarily. I also asked for their consent (Kvale & Brinkmann, 2009) and explained how the study would take place. Consequently, I made them aware that during the course of the study I would ensure that they were protected from any harm (non-maleficence), and their right to privacy was respected by using pseudonyms instead of their real names (their department names were used). I also reminded them that there would not be any benefit financially as the research is for study purposes only and ensured them that I will clarify any concerns that may emanate during the cause of the study.

The educators were informed that the study would be beneficial to them as they can implement the findings from the study (beneficence). I affirmed that their opinions matter as there was no right or wrong answer and explained that they could withdraw their consent and stop participating any time they wish to do so. I guaranteed that they will receive a report copy when the study is complete. They were informed that the voice recording could only be used with their permission during the interviews and are to be used for the purpose of this study. For the sake of honesty and transparency, the study sustained confidentiality at all times by not exposing the information given to anyone (Shenton, 2004). The institution identity was also protected to keep in line with the code of ethics.

In addition, this study had to adhere to the university's code of ethics and be approved by the university. Hence the university assigned a supervisor who guided and monitored my study and I wrote a proposal that clearly stated the intentions of the study and how those intentions were to be achieved. The ethical clearance committee of the university (Humanities and Social Science Research Ethics Committee) granted three years' clearance (authority) to conduct the

study (see Appendix 6). This highlights that all obligatory precautions were covered to warrant educators' rights in this study.

Nevertheless, deception and betrayal may be a danger in ethical issues, whereby the participants are not informed that they are participants of the study or when participants' personal information is publicised by the researcher with an intent to embarrass the participant (Cohen et al., 2011). In order to avoid this, in this study educators were informed in writing and had to sign the consent form, agreeing to participate. Similarly, to address the issue of betrayal, I assured educators that all the gathered information would be retained by the supervisor and I in secure storage at Edgewood Campus Library as soon as the research is complete, and that the information would be destroyed after five years. Therefore, it cannot be privately used by anyone or publicised. This leads us to the issue of trustworthiness of the study.

3.8 Trustworthiness

Trustworthiness speaks of the method in which the researcher is able to convince the receivers that the quality in the research is of a very high standard and the findings are worthy of recognition (Lincoln et al., 2007). According to Cohen et al. (2011), trustworthiness in a qualitative study is about how much value the study possesses; how truthful it is, and if it is neutral. Creswell (2013), Lincoln et al. (2007), and McGloin (2008) also propose that emphasis on the following concepts will increase trustworthiness in a qualitative study which are: credibility, transferability, dependability, and conformability. Consequently, I ensured trustworthiness of the study by safeguarding the above stated concepts are observed in the following manner:

3.8.1 Credibility

According to Creswell (2013), Kerlinger (2000), and Lincoln et al. (2007), credibility in qualitative research is about how trustworthy and believable the study is. Therefore, participants' lived experiences and reality should be evident in the findings of the research, giving value to the data generated from the encounter with people's thoughts. According to Shenton (2004) trustworthiness of the study can be reduced if we do not take account of minor things. Therefore, in addressing credibility, I ensured that an exact reflection of the educators' views were presented (Shenton, 2004). This was achieved by making sure that the findings

reflected the lived experiences of the educators, what they do in practice, and that the participants were not obligated to participate and share information. All educators were given the same questionnaires and during the interviews the same questions were asked. Interviews were conducted in a school context to enable educators to easily reflect on their reality and lived experiences. Educators were given an opportunity to opt out to make sure that data collection involved only those who were genuinely interested in participation.

In addition, in this study triangulation was implemented in order to ensure that this research is credible. Triangulation speaks to using various sources to generate data (Cohen et al., 2011). For that reason, three methods were used to generate data in this study: questionnaires, one-on-one semi-structured interviews, and documentary analysis. Furthermore, a conceptual framework of curriculum concepts from the curricular spider-web were applied that assisted in guiding and framing the entire processes of generating data which allowed the use of the same methods by all the educators.

3.8.2 Confirmability

Confirmability, according to Seale (2001), is the point at which the findings from the research are confirmed or verified by other people. Therefore, confirmability is about ensuring that the research findings replicate the participants' actual views and experiences without the researcher's positional influence (Shenton, 2004). For this reason, Shenton (2004) proposes that means should be made to show that findings came from the data and are not biased. Hence, the educators' audio recorded transcripts, findings, and conclusion of the research were returned to educators to ensure that they approve of what was written and confirm if it exactly echoes their answers. I also admitted any bias and probable conditions that could have influenced data in any form. To ensure consistency and coherence, I ensured that I did not use my research position or authority to impact the findings. Seale (2001) also suggests the practice of auditing in order to safeguard confirmability whereby the researcher uses methodological self-effacing justification of the manner in which the research was conducted. In addition, I made certain that I archived all the data that was generated in a safe place so that it is available in case the findings are questioned.

3.8.3 Dependability

Cohen et al. (2011) speak of dependability as reliability of the findings of research. Similarly, Merriam (2002) also asserts that dependability is the degree to which the findings in research

may be simulated in a similar environment, with a similar subject. Therefore, the significance of accountability is highlighted whereby the researcher is expected to pronounce the changing settings and conditions that are necessary for reliability of the findings in research. In the studies conducted by Cohen et al. (2002) and Neuman (2006), they affirm that qualitative validity is based on the dependability principle. This suggests that direct and correct information should be given for dependability in research. Thus, I provided brief evidence of generated data in this case study, which included exact quotations, to enable the person who reads the study to gauge the findings and I also used a voice recorder during interviews to ensure that I used educators' direct words.

Again, triangulation was used to ensure dependability and validity in this study (Merriam, 2002). Therefore, multiple methods of collecting data were used to confirm the emerging findings, which were interviews, document analysis, and questionnaires. Therefore, using the policy document (CAPS) and the review of literature enabled me to base the findings for this study on evidence that is solid and permitted well versed judgment of educators' views about parental involvement in their children's academic work.

Thus, as the educators were first given the questionnaires prior to the one-on-one semi-structured interviews, it allowed me to identify the gaps, which were covered or filled during the interviews. After transcribing, educators were afforded a chance to read their scripts to ensure that it was what they said. Moreover, when the study was completed, educators were again given the research to verify the findings.

3.8.4 Transferability

According Christiansen et al. (2010) and Cohen et al. (2011) transferability is about being able to apply the findings of the research to a different setting, therefore, I made certain that the findings were truthful, useful, and could be applied in an analogous setting. For this reason, it is possible to transfer and apply the findings derived from educators' views from the five educators who were studied to other educators in a similar setting. In addition, in this study, educators' views about parental involvement in their children's academic work were founded on curriculum concepts from the curricular spider-web which allowed educators to base their views on lesson plans, annual teaching plans, and the CAPS document. That is why, any other educator in an analogous context in South Africa can benefit from the findings of this study because all educators are guided by CAPS when teaching.

Furthermore, it cannot be ignored that, in qualitative research, generalisation is the main limitation since this methodology is subjective, which threatens the validity of inferences. As a result, to overcome this limitation I provided enough information about the context (educators at a school in the Pinetown district (please refer to location in Chapter One)). Therefore, the reader can decide if the predominant environment is comparable to another location which they are familiar with. Thus, one can determine if it is possible for the findings to be reasonably used in a different setting (Shenton, 2004). Interview questions were piloted to non-participant educators in order to avoid ambiguity (Cohen et al., 2007).

3.9 Limitations

I acknowledge the fact that I also teach in the same school, and as a result there could be risk of bias or personal interest. Nevertheless, for the duration of the study, I made certain that I did not state my views, experiences, and understanding. Thus, educators were offered the opportunity to share their personal information, without my influence. In addition, since qualitative research operates on a small scale (which is the main reason for personal, and contextual subjective findings) generalisation is not possible.

3.10 Conclusion

This chapter has explained that this was an interpretive case study of five educators from different departments that teach at a school in the Pinetown district in KwaZulu Natal. The findings reflect lived experiences of these educators. Hence, the research paradigm, research approach, sampling, methods of generating data, data analysis, ethical issues, trustworthiness, and limitations to the study were discussed. This design afforded the study with a well-organised plan that directed the implementation of the envisioned objectives. Disadvantages of all the methods were similarly catered for. The data was collected by the use of questionnaires, one-on-one semi-structured interviews and document analysis to ensure reliability of data. Therefore, I explored the educators' views about parental involvement in their children's academic work by means of these methods. This chapter then explains how the whole study was conducted and interpreted.

In the following chapter the data collected was presented and analysed with a focus on unpacking the findings from the research. The discussion will follow.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The previous chapter has shown how the study was conducted by stating the paradigm, methodology, style, sampling, data generation methods, how data was analysed, ethical issues, and trustworthiness that were used for this study to be effective. This section discusses how data were analysed to elucidate the findings of educators' views that originated from the questionnaires, one-on-one semi-structured interviews, and documentary analysis. To allow organised and easy to follow analysis the curriculum concepts that emanate from the curricular spider-web were used as a framework. Therefore, this chapter was presented in response to the three research questions that seeks to find the educators' views about parental involvement in their children's academic work, what informs their views, and identifies the lessons that can be learnt from educators' views. Five educators participated in this study for the purpose of generating data and were identified as Lan, Hum, Com, Tec and Mat as previously indicated in Table 3.1. The coding method was used to identify the themes derived from the questionnaires, interview transcriptions and documents that were analysed. Subsequently, the study used direct quotations from educators' responses to present the findings.

4.2 Discussion and findings

According to Cohen et al. (2011) it is imperative to be guided by a precise plan when analysing data so that the planned objectives of research may be attained. Therefore, Figure 4.1 demonstrates how the spider-web curricular concepts were applied to guide the analysis of data. Thereafter, there were themes that emerged from the data generated and the literature from Chapter Two was used as the basis to discuss findings. Educators' views were divided into three categories, which were personal view, professional view and societal view and the curriculum concepts were aligned to these views.

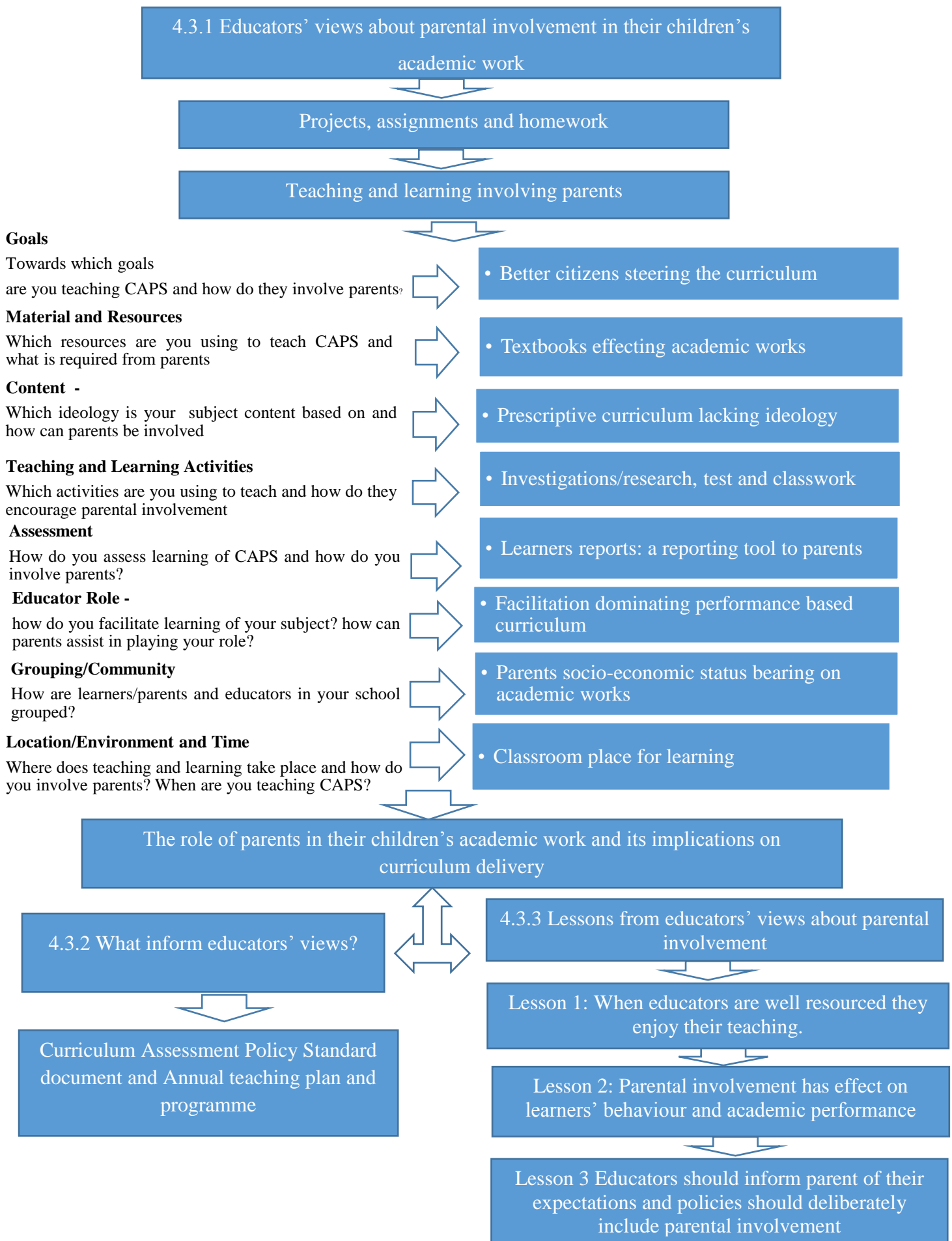


Figure 4.1: Themes emerging from data and curriculum concepts (van den Akker et al. 2009 & Khoza 2018)

4.3 Themes emerging from generated data:

4.3.1 Educators' views about parental involvement in their children's academic work

4.3.1.1 Projects, assignments, and homework

4.3.1.2 Teaching and learning involving parents

- Better citizens steering the curriculum
- Textbooks effecting academic work
- Prescriptive curriculum lacking ideology
- Investigations/research, tests and classwork
- Learners reports a reporting tool to parents
- Facilitation dominating performance-based curriculum
- Parents socio-economic status impact on academic work
- Classroom a place for learning

4.3.1.3 The role of parents in their children's academic work and its implications on curriculum delivery

4.3.2 What informs educators' views?

4.3.2.1 Curriculum Assessment Policy Standard and Annual Teaching Plans

4.3.3 Lessons from educators' views about parental involvement

4.3.3.1 Lesson 1: When educators are well resourced, they enjoy their teaching.

4.3.3.2 Lesson 2: Parental involvement has effect on learners' behaviour and academic performance

4.3.3.3 Lesson 3: Educators should inform parent of their expectations and policies should deliberately include parental involvement

Furthermore, the following findings were realised through scrutinising of questionnaires, interviews, educators' reports, and learners' notebooks.

4.3.1 Educators' views about parental involvement in their children's academic work.

4.3.1.1 Projects, assignments and homework

All educators in this study shared the same sentiments about the involvement of parents in their children's academic work as a result, these educators concur that they do require parental involvement. They said that, parents can assist by ensuring that learners complete their homework and assignments. Lan explained:

“Parents must be involved in terms of the project, assignment and homework which seems to be a very big problem at this point in time because we don't get that involvement from the parents, but we expect the parents to help the learners with the project, assignment and homework.”

Educators are right to require parental involvement because, according to Kimaro and Machumu (2015), there are many activities that are included in parental involvement such as assisting children with homework, going to school functions, communicating with educators, necessary parenting while at home, and being part of governance at the school, which is in support of the professional view. Thus, learning may typically be focused on attainment of specific aims founded on a particular local setting (Bernstein, 2003; Deng & Tavares, 2013). This suggests that parents were people who were able to understand this setting in order for them to assist educators in attaining those specific aims.

However, as much as educators expect and appreciate the involvement of parents in their children's academic work, they do not see that happening since parents distance themselves from it. Their expectations suggest the social view where educators need support from different stakeholders because they do not have strict instructions to be followed by their learners as a source of information which can be a challenge with CAPS because it has strict instructions that needs to be followed. As a result, Hum felt that the relationship they have with the parents is not a good one. As she explained:

“I would think that is not the relationship that I would want to have with parents because I feel I hardly see them, you call up a parent teacher meeting in all your Grades say from 10 to 11 and they would not come.”

Lan also felt the same and stated that even if they get hold of parents over the phone they make excuses for not being able to come to school or check up on their children's academic work:

“My experience is that parents are not interested that much when it comes to their children education because even if you have the problem you phone parents they will come up with their own stories they are working or they don't have time.”

However, it is very clear that parents are not involved as educators expect them to be, which makes one wonder if parents are aware of educators' expectations of them or the role they should play in their children's academic work. It is also possible that these parents take the professional view where they expect the educators to have strict instructions/content to be followed by their children without any interference from other stakeholders (including parents) so that their children will have strong subject foundations. On one hand, parents who believe in this may feel that they send their children to school to get subject foundations, therefore, if the educators expect them to contribute, they may take their children for home-schooling. On the other hand, a study conducted by Porumbu and Necsoiu (2013) indicates that the household is an important aspect that plays a fundamental role in the development of a child.

They further say that an initial scholastic and societal environment for a child is the family. Marin and Bocos (2017) define family as a vital scholastic agent that has a big effect on the development of the child and evolution of the school. This suggests that children need their parents to teach them the basics and to be there as a support system for them and the school. CAPS also is not specific about parental involvement. As Tec explains:

“I don't see CAPS involving parents besides us giving reports of learners' assessment that seem to be the only channel of communication which is working with some few parents however it's not involving parents so much with learners work because a lot of content lies on the shoulders of the educators to disseminate in the classroom.”

Thus, this suggests that while educators expect parents to be involved, CAPS is not welcoming to parents as it is content-based, therefore, it is only known and can only be delivered by educators. Therefore, there is no room for parental input, and as a result educators concurred that parents can only assist with overseeing that learners are doing their homework and assignments. However, what is happening here is in line with CAPS because CAPS is driven by the principles of performance, technical, or professional curriculum. All educators mentioned similar thoughts as those of Hum, when she said:

“Parents can assist by ensuring that learners complete their homework or assignments.”

Hoover-Dempsey, Battiato, Walker, Reed, De Jong & Jones (2001) state that for the most part, the involvement of parents in the academic work of their children takes place incidental instead of by direct guidance. In most cases parents are not deliberate in making sure that they are there for their children. This is evident in what Hum is saying here. Her statement tells us that parents are not checking if children are doing their school work while they require that as educators. However, since this study did not include parents’ views/testimonials learners may lie to their parents about homework, which gives educators a wrong perspective about parents. In addition, in terms of knowledge, methodology and the framework that is used in CAPS it does not necessitate parental involvement as it is performance-base. On the other hand, educators complain about learners who do not complete their homework and assignments. This shows that there is some contradiction between educators’ expectations and policy.

Furthermore, most studies are in support of parental involvement in their children’s academic work, as in a study conducted by Koutrouba, Antronopoulou, Tsitsas, and Zenakou (2009). In their study many educators complained about minimal involvement of parents in school which relates to reasons such as parents’ reluctance to respond to a call to partner in organisations originated by the school. Therefore, educators in this study are having the same challenge of non-involvement of parents in their children’s academic work. Educators in Koutrouba et al. (2009) further stated reasons that may be among the causes for non-involvement of parents which were: the societal context and educational level of the parents which makes them reluctant to be involved in their children’s academic work. This may be the same reasons that cause the parents to not be involved in their children’s academic work in this study since educators stated that they have learners that come from diverse backgrounds which may have an impact on their involvement. Tec expressed that:

“We have a mix some learners are coming from families where both parents are professional qualified personal and then we have learners coming from single parent homes and then we have learners that are coming from a household that are not receiving even an income so we have a mix of learners in our school but the majority I would say they are struggling economically. I know that for the fact that for the excursion that I had about 240 learners doing my subject but I only had 60 who were able to afford a R70 to go for an excursion, and that influence their performance.”

What Tec is explaining here indicates that the background of learners may have a direct impact on their academic work and involvement of parents. When learners cannot go to an excursion, which is part of their learning experience, while it is parents who are expected to pay for their children. This raises concerns as learners will not be at the same level in terms of knowledge acquired, which may lead to other issues in education since it was not these learners' choice but circumstance forced them to be excluded. These learners will also be assessed using the same standards while they might not be at the same level in learning. Henderson and Berla (1994) state that when parents are aware of their children's school activities and learning, they affirm and prompt their children about the significance of education, which in turn motivate learners to behave and improve the educators' confidence. Therefore, parents should be made aware of activities like excursions in time, so that they can budget for them and ensure that their children are able to attend.

Tec here also suggests that the type of family that a learner comes from has an effect on their academic work and behaviour. She mentioned that some parents are busy earning "bread and butter" as a result, end up not having time for their children's academic work. Therefore, educators will have a challenge as parents will not have time to be involved in their children's academic work. Shumow and Miller (2001) learned that educated parents were much more involved in their children's school work than uneducated parents as they are acquainted with the system of education. They further said that single parents are most likely to outsource or shift this responsibility to after-care schools or tutors. As a result, they lose out on this valuable chance of supporting their children, monitoring their progress, and strengthening the relationship with their children.

This is the case with parents in this school, as Tec mentioned all these examples and backgrounds as belonging to children from her school. Education experts together with policy developers instinctively admit the significance of parental involvement in school and at home. Hence, parents overseeing their children's homework is associated with time for bonding and building up their relationship, which we are not seeing in this particular school and may be part of social ills mentioned in the study's background. Thus, Cotton and Wikelund (2005), and Khajehpour and Ghazvini (2011) also say that attainment in academics is associated positively with learners who have parents who track with educators in school and also put into effect rules even at home for their children's academic success which is linked with professional view. This is evident even in this setting, as Hum shared some of her experiences with parental involvement:

“I have some of my really disruptive learners parents on WhatsApp and I feel that, that has been really helpful because you find that if the learner is disruptive in class, I can just threatened him that, I am going to call you mom or dad for that matter and I have notice that those parents that have my numbers will contact me in the evening and query the child’s behaviour, but that is just a handful may be four learners compared to the hundreds that I teach.”

This proves that parents working together with educators can achieve better behaviour which may influence academic work at the end. Undeniably, in Wang, Dishion, Stormshak and Willett’s (2011) study, educators have realised that the rules enforced by parents have greater influence in minimising behavioural challenges in the perspective of better parental relationships. This prove to be true as we see the same thing happening with Hum learners. Therefore, it will be recommended that all educators should try this. Hum finds it convenient to communicate with parents on WhatsApp and learners change their behaviour when they know that there is communication between parents and educators. This suggests that WhatsApp can be used as a medium of communication which helps close the existing communication gap since parents are unable to come to school at times.

Therefore, the school should consider using WhatsApp to communicate with parents as it is quicker method of communication. It can also be considered for blended learning, where the educator can form a class group where they can chat about the learning area and learners can ask questions and be assisted. As a result, these learners’ academic work may improve as their parents were aware of what is happening and required at school and can encourage their children to do better. As result, curriculum execution time could be used in an appropriate way as educators can focus more on their work rather than disciplining learners about their behaviour. Alternatively, it is important for parents not to lose focus by concentrating more on the learner’s behaviour rather than their academic performance. Mat raised that issue as a concern by saying:

“Parental involvement differs as some parents are more interested in their children’s academic work or children progress and some are just interested in social issues you find that a parent is more concerned about the behaviour of the learner at school other than the actual progress of the learner in terms of their academic work. So, I always find that challenge where I have to redirect the parent that the focus is mainly on academic work and not more on the social behaviour when they are at school.”

One cannot deny the behaviour of learners may directly impact their academic work. However, parents and educators always need to remember that the core responsibility is academics. Hence, Mat is concerned with the parents who put greater emphasis on the behaviour of the child rather than their academic work. Therefore, Mat is in line with Khoza's (2014) study where Khoza said that attainment of visible or calculable educational outcomes is an important exercise in the societal view. Attainment of outcomes is the mark of completion because stages of outcome are not essential.

Thus, learning is typically focused on attainment of outcomes founded on a particular local setting (Bernstein, 2003; Deng & Tavares, 2013) and results are a main concern of the Department of Education. This suggests that parents should be made to understand the importance of attaining educational outcomes in order for them to assist educators in improving the learners' academic work. For that reason, the focus should be on both: attainment of academic work (educational outcomes) and behaviour of the child because both are important for the holistic development of the child. It is, therefore, important for educators to inform parents of what it is that they should be doing when they get involved to ensure the balance in academics and behaviour.

4.3.1.2 Teaching and learning involving parents

- **Better citizens steering the curriculum**

Most educators were not specific in answering this question in both questionnaires and interviews and they did not tackle all three aspects of goals, one only touched on an outcome. For instance, taken from the questionnaires, Lang said:

“The outcome is that content should be understood at the end of teaching and parents get involved by helping their learners/children to do homework.”

Hum gave the objective and the aim from CAPS but did not mention outcomes:

“To equip learners with the knowledge, skills and values necessary to function as citizens of this country, including physical and human aspects, new technologies (GIS), fostering empathy and fairness, judging environmental issues. The intention is to heighten the learners' perception of the environment and parents can assist by ensuring that learners complete their homework/assignments”

Mat stated the objective as:

“My teaching is based on ensuring that mathematical content is accessible to all learners by catering for learners with different needs.”

Com also highlighted only an objective on the questionnaire by saying:

“For content to be fully covered CAPS allows/affords parents to be involved in helping learners complete their homework tasks for which there is little time to be done during lesson time.”

Looking at the interviews there was some improvement in terms of how the educators answered because I asked the three aspects of goals separately. However, some educators could not tackle all three aspects. Hum said that:

“In terms of geography now the main focus in geography is people interaction with the environment and all of this occurs in space so because of that you need to make learners aware of the environment, so I feel that what I am teaching the child to be a well-rounded citizen that’s the reason for teaching.”

Mat was not specific on what the goals prescribed by CAPS are, instead he stated his personal objective:

“I always try to stick on the specific aims that are prescribed by CAPS documents and I also try to stick to the values that are stated in CAPS document, there are more than 7 specific aims that I cannot recite. However, in general I always try to make it a point that our learners attain more knowledge by involving them when they are doing their work and actually allowing them to spend more time going through the content”

Lan specified that:

“My outcome is that the learner should have proper understanding of the lesson and the aim is that at the end of the day the learner must be able to speak, write and to communicate with, using isiZulu since we are teaching isiZulu as First Additional Language”

Lan seemed to confuse the two aspects by mentioning learning outcome as an aim.

Tec answered in the same way as she did on the questionnaires which was not answering the question at hand but rather the importance of goals, and said:

“Yes with CAPS there are 3 goals which are very important, the lesson must have an aim so that we know exactly what you want the learners to learn, it must have objectives that are reachable so that you know what the learner will need to achieve, at the end the outcomes must be realistic the learner must be able to use the knowledge that have been taught so it makes learning meaningful.”

Com focused on the aim of the learning area while during the questionnaire her focus was on objectives and also stated that they do not have outcomes. She explained that:

“One of our main aim in South Africa as it has a high unemployment rate, the goal of the subject that I am teaching is to foster entrepreneurs to develop entrepreneurial characteristics or personality which will aid in South Africa the economics activities of South Africa so that learners will be able to create jobs, and creating their own jobs they are able to employ other people in the community as well rather than waiting for the government to create job opportunities for them and we don't have outcomes not that I know of.”

It seemed like educators focused on the aspects that they personally prefer (personal view). According to Dweck and Grant (2008) goals afford an outline that can be used by educators to understand and do what is required by curriculum, which lead to another form of thought, result and conduct. It is for this reason that educators should be well aware of their curriculum goals so that are able to work towards the achievement of those goals. Therefore, if educators are not working towards the attainment of the curriculum goal, this suggest that the curriculum will not serve its purpose.

Furthermore, most educators' views were professional (objectives). Only two educators' view were personal (aim) and there was also one societal view (learning outcome). Therefore, no educators expressed a view on all three aspects. Nevertheless, it is evident that the aim of CAPS curriculum is to better the lives of its citizens which we get from Hum, Com and Tec's response. Mat indicated that there are specific aims for learning area and since CAPS is performance-based its educators will have a better understanding of the learning area. The professional view sees involvement as an essential part of academic work as educators train learner to become professionals (Khoza, 2016a). This suggest that, parents may not understand

the technical part of education or learners work, since learners are supposed to be drilled with specific subject content as based on the curriculum, which may not be understood by the parents or community. As a results, it is the educators that can make parents aware of those goals, which will be difficult to do if educators do not know them.

Therefore it is advised that educators should revisit the policy document for them to have a better understanding of it. Kennedy et al. (2006) further states that aims come from an educator's point of view where an educator has expectations of the outcomes of the lesson; while objective is usually a specific statement of teaching intentions and outcomes are a statement of what is expected that the learners are able to do as a result of learning the activity (Kennedy, Hyland, & Ryan, 2006; & Khoza, 2015b). Conversely, educators in this study expectations and teaching intentions are not all clear since some aspects were not answered.

A study conducted by Noddings (2007a) suggests that for curriculum to be effective it should have all three categories: aims, objective, and learning outcomes. Therefore, educators should know all three and ensure that they are achieved through their daily enactment. Educators were aware of the goals from their CAPS documents even though they could not spell them all out. This shows that educators do not thoroughly read CAPS. Therefore, the goal of producing better citizens might not be achieved if it is not spelled out to learners and parents so that everyone work together to achieve that.

Therefore, educators need parents to lay the basic life principles which is a societal view so that when learners come to school educators will focus on attainment of goals and groom them professionally. This is concurred by Grolnick and Farkas (2002) who stated that the warmth of the parent is positively linked with children's enthusiasm to practice educational values and conducts endorsed by their parents. Therefore, the teachings from parents plays a significant role in learners' behaviour when they come to school, consequently, educators will have more time for curriculum delivery.

- **Textbooks effecting academic work**

A common resource for all educators is a textbook, which forms the basis of their teaching. Hum opened by saying:

“In Grade 10 and 11 the textbooks that we have is insufficient so the child doesn't have access to the textbook, so I'm always running out worksheets in Grade 12 it is the textbook and they have to buy a study guide because it is impossible for me to give them all the

content in the 6 months that I have, so in that sense their parents needed to give them R80 to buy a study guide. The one aspect that I feel learners fall short of is the newspaper because lot of the issues are all topical.”

Mat added that he goes beyond prescribed resources and tries to be relevant by using resources that mostly interest learners which is the cellphone and says:

“Mainly I am using chalk board and chalk and in more cases I am using worksheets, textbooks, calculators, writing material, study guides are bought by Grade 12’s and because of technology I also use cellphones to send some notes if I have a challenge with printing and I also make use of learners cellphones to send some information. Parents need to ensure that their children have these resources.”

Lan concurred with him by indicating that:

“I am using chalkboard, textbook, magazines and newspapers and we do not use any softwares. We do need help from parents with some resources like when you give learners an assignment or project to download something, for them to print and download that information they need money from parents or if they need information from Newspapers so parental involvement is required in terms of resources.”

Com also specified that over and above the textbooks that she uses she requires parental assistance in order for learners to be able to access internet:

“Textbooks, media, case studies, chalkboard, internet, laptop. There is definitely a need for parents because some of the events that we can apply with content need the internet, therefore, parents can buy data for learners if they are aware of their needs.”

Tec was not specific about the other resources she used. She just mentioned that she has all the resources except for recent magazines:

“I am not short of any resources except for recent magazines I requested from the school for recent magazines but they are always out of funds so I requested the learners to buy at least one travel magazine per term.”

During the interviews most educators answered the question of material and resources in the same manner as they did in the questionnaires. All educators use almost the same type of resources (chalkboard, textbook, magazines, worksheets and newspapers). However, their

responses showed that it is textbooks that are mainly used to effect teaching and learning. Hums also expressed that the number of textbooks they receive from the department is not enough for all the learners, this ends up defeating the purpose of having them if learners does not use them. Since, it would be unfair for some learners to get textbook while others do not have them. Some educators also use magazines and study guides that learners have to buy for themselves. As a result, they all agreed that they do require parental involvement with such resources that the government does not supply, especially study guides for Grade 12 learners, and internet access for research purposes. This is in line with societal view as parents and educators would be working together towards a common goal.

Furthermore, it is evident from the questionnaires and interviews that educators mostly use hard-ware resources (textbooks, worksheets and study guides). Very few educators use the soft-ware in a form of media and computer programmes. Only Mat and Com mentioned them. Most educators were not aware of ideological-ware as a result they refrain from answering that question. This is what Mat had to say from the interview:

“In class I don’t use any software but in maybe setting out questions papers and content delivery I do make use of programs like scratchpad, geogebra and other maths programs that are available but that is just for my personal use, all what the learner can see is just hard copies from the program which not what is supposed to be, so I don’t use them in class.”

Meier (2015) put forward that teaching aids are of various kinds which educators and learners use in a classroom in order to make the teaching and learning process real and productive. This suggest that educators in this school are correct to use numerous resources when teaching and learning. However, Budden (2017), Czerniewicz and Brown (2014), and Pather (2017), concur with Khoza (2013) that ideological-ware is meant to steer teaching and learning for the reason that education is about sharing of resources. Therefore, the use of resources is not done according to the suggestions from various studies since ideological-ware is not used in this school. According to Amory (2012) education is not about hard-ware or soft-ware (technology) but ideological-ware (philosophy).

Therefore, educators should be aware of the ideological-ware that they use as it will direct their teaching. Moreover, educators’ views about these resources are mostly from the professional views and very few are societal views as they use hard-ware and soft-ware and are silent about their personal view. Khoza (2015c) states that if hard-ware or soft-ware controls the curriculum

it commonly talks to professional and societal views. So, this is what is taking place in this school as educators are using hard-ware and software to teach. Nevertheless, if ideological-ware resources control a curriculum it talks to educator or learners' personal needs, which assist the educator or learner to comprehend professional and societal view (Govender & Khoza, 2017; Ndlovu, 2017). Consequently, this raises the question with this particular school: How do these educators comprehend these professional (hard-ware) and societal view (soft-ware) if they are not aware of their personal view (ideological-ware)?

This suggests that the educator as curriculum facilitator or executor is expected to realise the ideological-ware resources that underpin their planned curriculum prior to the execution processes, which is not the case here. According to Hoadley and Jansen (2014) and Khoza (2013b), the probabilities of attaining accomplished curriculum are escalated when there is comprehension of what steers the curriculum between personal, societal, and professional views as the right balance amongst a planned and enacted curriculum. This suggest that chances of attaining positive curriculum results are less than they supposed to.

According to Khoza (2016a), Ngubane-Mokiwa & Khoza (2016), if the curriculum is silent about ideological-ware educators will have to guess the philosophy that underpins their lessons. This advises that the execution of curriculum will not be the same as each educator will use different ideology which creates uncertainties as educators can have different views and may decide to use the wrong theories that oppose the planned curriculum or philosophies that are supposed to underpin CAPS. As a result, parents have no say in this regard as it is curriculum developers who make such decisions and educator just execute CAPS and have to decide on their personal ideology. All the educators ask is parents' assistance with some of the hard-ware as there is not enough for all learners and time and again they can also buy data for learners to enable to do research for assignments and projects.

- **Prescriptive curriculum lacking ideology**

During both the questionnaires and interviews, educators could not state exactly from what ideology their subject content is based and as a result most educators just stated what they thought it could be. In terms of content knowledge, educators are aware that they have to dig deep and research in order to give learners sufficient knowledge required by the learning area. For instance, Hum answered in this manner:

“No there is no specific ideology, but as I was looking at this question I came up with, it's a study of human and physical environment so would that be classified as ideology?”

I don't think so. And in terms of the content I find that we cannot just go with one textbook, I have to look at numerous textbooks to get all rounded idea of whatever I am teaching so if I am looking at a specific textbook written by a specific person I cannot just take one view point; I have to look at other textbooks to give learners the right information."

Mat referred to this question as a challenging question as he could not state exactly what ideology Mat is based on. He stated:

"Well that is a challenging question, but I will say it was the knowledge of... I want to say government knowledge but my understanding is that some knowledge was cultural and some was western knowledge so I am trying to fit this question in those two paradigms but I will say that we are teaching the content that is western but at the same time we are trying to integrate it with what we call common knowledge which is cultural, although there is no direct link between those two because of the subject nature it's something that we cannot say that we own a particular knowledge. Therefore, we try to spread that western ideology so that learners can actually understand it."

Tec did not respond direct to the question asked in both, questionnaires and interview, instead she responded:

"The content on paper looks very good by the time the learner finishes learning in my subject from Grade 10, 11 and 12 according to the content the child should be very knowledgeable but that is only an ideal because we have learners coming from so many different background, so many different learning styles they possess, so they do not all learn at the same rate, so I have to continuously research keep up to date with what is happening in my subject. Therefore, it is the educators' responsibility as they cannot only rely on the textbook but you've got to consult other learning tools as well to get more information."

Com responded by saying:

"I teach business studies which is influenced by both the following ideologies, scholar academic and social reconstruction, but caps does not specify which one is applied."

Lan clearly stated that the ideology is between learners and educators:

“No the ideology is between the learner and the educator, CAPS does not give us any content you come up with your own content and you try to get prior knowledge from the learner and you take it from there, there is no ideology at all that we are getting from CAPS, you come up with your own.”

Hum explained that:

“I would say that my lessons are very chalkboard orientated directly from a textbook”

Educators' views confirm that the CAPS curriculum is not based on any particular ideology, as a result, most educators use any ideology. Lan said the ideology is between the learner and the educator. This suggests that individual educators will use various ideologies which will result in the curriculum being executed in different ways, therefore, the implemented curriculum might be different from the planned curriculum. Also, Hum stated that she came up with her own ideology. According to Booyse and du Plessis (2008) having the curriculum that is planned by curriculum designers does not necessarily mean it is implemented or experienced in the same manner by the schools. Which is the same in this school, this basically mean that each educator may come up with their own ideology as a result curriculum will be implemented differently. This is similar to what is currently happening with CAPS, although it is supposed to be uniformly executed but educators have different views since the ideological-ware is not specific (Czerniewicz & Brown, 2014; Khoza, 2016b).

Com stated that CAPS does not specify which ideology is applied in her learning area. For that reason, CAPS is inconsistent as its ideological-ware and teaching methods are not specified in some learning areas, Tec stated that CAPS is prescriptive and does not allow educators to be creative. This implies that educators might be compelled to use one method in order for them to complete the curriculum since CAPS is performance-based. To ensure effectiveness of class practices that are inclusive, it is required for the curriculum to be malleable so that adjustments that will suit specific setting and circumstances of the learners can be made (Kozleski & Siuty, 2014; Loreman, 2010). This is not the case with CAPS since it is rigid and does not allow modifications. As Tec explained:

“Caps is so prescriptive with the amount of content that has to be taught that it's not allowing the teacher to be creative in a way that the teacher is delivering that kind of content, because the kind of creativity and all the different learning styles more time is needed, now because you are in a corner to deliver that content by the end of the term, we turn to go too fast with the

content. Parents can ensure that learners studying and reviewing the work every day after we have taught.”

Hum mentioned that her lessons are chalk-board orientated, taken directly from a textbook which suggest that she is using only one method of teaching. Therefore, different learning styles are not catered for and Tec concurred with her by saying they will need more time if they are to cater for different learning styles. Nevertheless, educators are calling for involvement of parents by following up on what was done in class and ensuring that learners’ study daily. They believe that parents can support their children and encourage them to excel academically.

Even though the policy is silent about parental involvement, if children learn discipline from home, it will save educators time that gets wasted while they are trying to discipline learners so that teaching and learning may take place. In addition, all educators knew the main themes of their learning area content which confirms that they are clear with what they are supposed to teach. Adediwura and Tayo (2007) and Khoza (2015b) affirm that understanding of a particular learning area knowledge determines the pedagogical knowledge content for learning area themes. Hum stated that:

“Now our content is divided into physical geography and human geography, so the physical geography now deals with climatology and geomorphology what you can see and experience and the human geography deals with population and problems on a social aspects. CAPS is not specific about the role of parents unless if the parents are actually taking them out, judging from what I am teaching the parents are not playing a role.”

Again, Com concur with her by mentioning most of the themes that are part of her learning:

“The main themes are business ventures, business roles, entrepreneurship and with this learners we have to incorporate basic knowledge and what they taught at home with the knowledge taught by educators. And, definitely some of the assignments and projects that we give to learners they need some parental involvement.”

Tec also mentioned that she has to acquaint herself with new knowledge to ensure that relevant information is passed to learners:

“I have to continuously research keep up to date with what is happening in my subject”

The themes to be taught are specified by CAPS and the annual teaching plan and educators are to execute them as they are. Shulman's (2005) study explains that an educator is a scholar who is expected to know the learning area as a whole. For that reason, as Tec stated, educators are correct when they research and seek knowledge from different resources in order to provide well versed information to their learners. Thus, educators are the main well-spring of learning area content during teaching and learning which is informed by personal view. On the contrary, learners' performance is gauged against global content criteria.

More than just assessing what learners know, it often focuses on what learners were supposed to accomplish or know. Consequently, in the professional view they expect learners to absorb or acquire knowledge (content) from the lower level to the higher level of the discipline. Therefore, they search for what still needs to be attained or is academically lacking (Budden, 2017; Khoza, 2016b) which does not require any involvement from parents since it is professional.

For content to be delivered, educators are to use various methodologies to impart knowledge to the learners. The current curriculum (CAPS) in South Africa encourages educator-centred approach since it is performance-based. However, some educators do use other approaches; Mat and Lan mostly use learner-centred approach although they occasionally use a teacher-centred approach and Mat indicated that:

“It was learner-based, the curriculum is expecting educators to be diverse sometimes we need to apply teacher-centred approach where you as a teacher you need to take a stand and maybe deliver the content as expected and more cases we are expected to apply learner-centred approach.”

Hum and Tec stated that their lessons are chalk-board orientated which suggests that they are educator-centred, Tec said:

“It is teacher-centred where it's more chalk and talk.”

This suggests that Hum and Tec are of the professional view which is in line with CAPS since it is performance-based, while Mat and Lan are of societal view as they engage the learners in the learning process. According to Shulman and Shulman (2004), educators have to be accountable when it comes to content knowledge. At the end of teaching and learning there should be an understanding from both learners and educators. This concurs with what is mentioned above, that indeed CAPS ideological-ware and teaching methods are not specified,

as we see these educators using different methods of teaching. This means that the educator in School A may use a different method from School B while teaching the same topic. Therefore, CAPS is definitely not uniformly executed because educators have different views since the methodology for teaching and ideological-ware are not specified (Czerniewicz & Brown, 2014; Khoza, 2016b). This suggests that teaching the content can also be affected by teaching/learning activities in each school.

- **Investigations/research, tests, and classwork**

The examples of activities that educators gave on the questionnaires were the same during the interviews. They all use more or less the same kind of activities. The following are the activities that are used by Mat:

“Well I am using investigations, I am using classwork, homework and sometimes we use assignments and may be spot test, major test and tutorials it was learner-centred.”

Tec did not mention many activities, only two types:

“Well we have tests and a project where parents can help the learner with their research and explaining of some aspects of the questions and the parents can see the work that is done so that the parents can be able to judge the ability of a learner as well, to see whether the learner is coping or not coping with the work.”

Hum was not specific on what types of activities she uses; however, it seems like she teaches to assess as she uses previous assessments on which she based her teachings. As she explains:

“The questions and activities are directly from the textbooks and what I do is I try to teach them using examples from the past exam papers as classwork, with these learners now if you try to teach them with massive information everybody is just looking out the window or concentrating on their cellphone so I try to direct it to exam questions.”

Just like Mat, Lan uses learner-centred activities. She said:

“Most of the activities that I am using are learner-centred because number one I look at the needs of the learners and what they can get and what they cannot get, so it cannot be educator-centred because the learners must be involved at all times. I give them activities like essays, comprehensions, investigations and orals.”

The following are the activities that are used by Com in the teaching of her learning area:

“Newspaper articles, assignments, research projects, presentations, and market day are activities that are used in the delivering of Business Studies.”

Educators use various activities when they teach, however investigations/research and classwork seem to dominate their teaching. These activities are learner-centred and educator-centred. According to Budden (2017); Davidovitch (2013); Khoza (2017); and Mpungose (2015) studies, learner-centred activities are of a personal view and encourage learners to be critical thinkers. Hence they conduct investigations and research which forces them to construct knowledge for themselves. Therefore, educators are correct when they use learner-centred activities to assess learners’ knowledge as they do not come as a blank slate to class which suggests that educators’ views are personal.

Wilson (1995, p. 8) refer to “the rich learning environment, where learners are typically engaged in multiple learning activities, with the educator serving the role of coach and facilitator.” We see educators using multiple activities in this study, which suggest that different learning styles are catered for in terms of activities. Therefore, educators are in line with what Wilson stipulates they use different activities to assess learners acquired knowledge. This also suggests that Tec is doing the right thing when she involve learners in this manner, she stated that:

“We do have activities that are learner-centred like recently they had to do a presentation on the cultures of South Africa and they were put into groups and they were to do a research on it and make some teaching aids, come to the front and deliver some lesson to their peers and their Peers did some assessment for them and it was peer assessment and moderated by the educator.”

On the other hand, every activity that learners undertake must be founded on their disciplinal activities (Young 2001). Khoza (2015) study recommends that the alliance between activities of learning and the content is essential. Hum confirms that her activities are in line with the content as they are directly from the textbook. Therefore, she is assessing the content that she is teaching. However, most educators did not say anything about content-centred activities, yet their curriculum is performance-based which suggests that, it is of a professional view. This may suggest that a curriculum of a professional view is executed using personal view, and that there is no uniformity in terms of activities which cause imbalances in the curriculum that is planned and executed. Conversely, educators’ views are not considered when trying to find the resolution concerning the steps to be taken in activities of teaching.

Similarly, Motshekga (2010) agrees with CAPS (2011) when it states that it is imperative for educators to use discussions, homework, observations, classwork, and demonstrations to ensure that learners are ready for formal assessment. Therefore, educators use activities that are informal (recommended by CAPS) while teaching, so that they can evaluate learners' understanding as based on what has been done in class as was done in this instance. Educators use classwork, which are informal activities, because they do not get recorded; their purpose is to effect formative learning. Thus, these activities enable educators to give a learner response (feedback) in order for them to be equipped for activities that are formal and parents can monitor the child's progress by looking at their classwork.

Mat raised a crucial point whereby parents end up doing activities for their children instead of supporting and ensuring that the work is done. As he explained:

“So in terms of learners doing their homework we expect that maybe parents will get involve to oversee the process and to check if learners are actually doing their work, so it should be on that particular note that we allow parents to be involved in learners academic work because we are trying to avoid a case where parents are actually doing their children work instead of allowing them to develop as individuals so parental involvement while it is important but we find that now parents are doing what is supposed to be done by learners.”

Using classwork, rather than homework, helps to ensure that activity is learners own work, which addresses Mat's concern. According to Zins, Bloodworth, Weissberg, & Walberg (2004), learning institutions are societal places and acquiring knowledge is also a societal process. Nonetheless, this does not mean that parents should do work for their children as authenticity is vital in teaching and learning and is part of principles of assessment (Meyers & Nulty, 2009). Zins, Bloodworth, Weissberg, & Walberg (2004) further state that learners do not acquire knowledge in isolation but instead it should be together with their educators, in corporation with their friends, with their parents standing in support. Therefore, parents should be there only to guide and support. Hence, Tec's example is a very good one as it includes all what Zins, Bloodworth, Weissberg, and Walberg are saying. Learners' research at home guided by their parents and they do their presentation in a classroom where peers assess and the educator moderates.

- **Learners' results: a reporting tool to parents**

Assessments are an important aspect of teaching and learning because they inform learners' academic work, so educators and parents use them to evaluate learners' progress. Therefore, educators expressed that they use different types of assessments to assess learners' academic work and they have an obligation to report to learners' parents about their progress. Mat mentioned the assessments that he uses and called for parental intervention to ensure learners have the resources required:

“Well during the course of the term learners was given investigations and assignments so we expect the parents to intervene and try to help learners by buying textbook that will assist learners and more importantly may getting tuition that will help learner to understand the content, Therefore, all tests, investigations, assignments and formal examinations are now done at school so parents are no longer involved in an assessment process. I will say that we are actually trying to engage this ideology of using assessment for learning and assessment of learning.”

Hum revealed that grade 12 assessment are not the same as grade 10 and 11 and the approach used is not the same. She also raised the concern that they do not get feedback from the parents, if they receive reports or not. She stated that:

“We separating it into paper 1 which is theory and paper 2 which is your map work so they write two exams. So the two exam papers will constitute the 75 percent and the other 25 is the continuous assessment in class which is generally class tests and assignments. I am using assessment as learning for my Grade 12's because I try to give them extra so that they can handle their exam questions but for the Grade 10 and 11's I'll be using assessment for learning. And the only time that the parents come in in terms of assessment is when they have to look at the report card and we indicate at the bottom that the parent has to sign to acknowledge that they received it which you don't even get back”.

Lan explained that she informs the parents before assessment about the programme of assessment to ensure that they are aware of their children's assessment in order to offer support and encouragement. She said:

“I give tests, I give class activities, I give assignments and projects. So I give the parents the assessment programme telling them I'm going to assess the learners and the

assessment is based on this particular content so I need the parents to remind and also to encourage, to motivate and also to help the learners to study and also to prepare themselves for that particular assessment.”

Furthermore, Tec stated that it is the CAPS document that set which assessments should be done and parents have to be given reports about learners’ progress:

“Assessment is prescribed by CAPS. CAPS is prescriptive now about assessment in fact especially now with the weightings you’ve got to give a test with a specific weighting and an assignment with the specific weighting so caps prescribes what assessment should be like in that assessment and it is reported to the parent.”

Com’s comment is similar to what Hum stated when she said that parents are to sign learners’ report as an acknowledgement that they have received it. However, most of the time they are not returned, therefore there is no evidence that they have received it:

“We have tests, we have rubrics, research, and there are memos. We give reports to the learners to have their parents to sign it so I can’t confirm whether the signature that comes with is the parent signature and most of them don’t come back, however, learners are not doing well which tells me that the parents are not involved because if parents are involved and they know what is expected of their child, they’ll be able to meet the deadlines and they’ll be able to do much better than what they are getting know.”

All educators express the importance of reporting back to the parents after assessments have been conducted. However, there is often no response from the parents, whether they received the results or not. Moreover, even when the learner is not doing well the parents often do not try to contact or meet the educators to find out what could be the possible reasons for poor performance. Formative assessment (Assessment for learning) should be informative to the educators and to the learners and for assessment to be effective as it measures the effectiveness of the learning and teaching process, the data or results should be used to inform the future practices so that the parent can see where a child requires assistance.

Therefore, whenever assessment is conducted there should be feedback (Scalise & Wilson, 2011). This poses a challenge with the current education policy which states that learners’ portfolio of assessment should be kept in school, therefore, parents can only see their children’s assessments when they come to school, otherwise they will have to wait for the report which

does not give much detail about learners' progress. Effective assessment practice can help learners to improve their personal performance by the use of feedback. Learners must understand the criteria by which they were assessed, how much knowledge they can improve (Black & Wiliam, 2009). As Com stated that rubrics are used as a guide since they give details on how marks should be awarded.

Furthermore, tests, assignments, project, and class activities allow learners to do learning activities or demonstrate their understanding. Therefore, feedback helps them reflect on what they have learned. Hence educators include formative assessment in their assessment programme, which is of personal view. Craddock and Mathias (2009) restate that assessments that are formative form an added abundant positive result when the records that are gathered match the outcomes attained from assessments that are summative. This is the reason why Mat and Tec stated that in some of the learning areas learners are not allowed to do assignments at home, since there is no correlation with their formative and summative assessments.

Thus, the imbalance shows that sometimes the assessments that are done outside the classroom are not learners' actual work. Hence, it makes it difficult for educators to make conclusions about learners' performance. Therefore, it is assessment and feedback that assists educators to check if required learning outcomes have been met and educators should provide remedial action where necessary that will enable development. They should also follow up on learners to see if there is any advancement and inform parents of their children's progress. Educators and parents are expected to assist learners gain confidence in critical analysis, development, practice and reflection of their own learning. Therefore, parents should be there for their children as educators indicated that they need to hear from them after they checked their children's report.

Furthermore, Berkvens et al. (2014) point out that CAPS has assessment for learning known as formative assessment (informal/day-to-day activities) as well as assessment of learning, known as summative assessment (formal assessment). Thus, educators use all these assessment methods, which addresses personal and professional view, while CAPS is performance-based and formative assessment are used for reflection. On the other hand, CAPS does not mention assessment as learning, known as peer assessment. However, Tec mentioned that she uses it as part of formative assessment. CAPS document specifies that assessment for learning can be arranged using various methods for example discussions, observations, experiment and one-on-one meetings (educator and learner) while assessment of learning may be done through tests

and examinations CAPS (2011). Therefore, these educators implement assessments accordingly as CAPS indicates. The assessment programme gives guidelines about the kind of assessment that are done and their weightings. Lan stated that parents are given the assessment programme in order to support and encourage their children in their academic work.

- **Facilitation dominating performance-based curriculum**

Teaching compels educators to first do diagnostic assessment on learners, to find existing knowledge to use as foundation before they can enact new knowledge (Driver, 1983; Tobin, 1993; von Glasersfeld, 2013; Wang & Walberg, 2001). This suggest that Com in this instance has diagnosed her learners' knowledge and level of understanding in order for her to determine which role she should assume. She stated that:

“Depending on the type of learners or the class that I have, with some learners you are able to facilitate but with others you have to be the one that lectures and since some of the projects need parental involvement I find myself actually having to do the research for the learner in case where learners don't have parents they don't have access to the internet so I have to step in as parental role and be very much involved whereby I allow them to use my laptop, use my data in order for them to complete their work.”

Hum also supports parental involvement in children's academic work as she allows learners to do their projects at home and whenever the learners are unable to get help from parents she steps in and becomes a researcher. She assist learners to research information for the project and through that, personal development takes place which supports personal view. Tec uses the same technique:

“As the educator I always respect the knowledge that the child is coming with because the child is not coming with an empty head so my first strategy that I use is the questioning technique to find out how much the learner knows and then I base what I'm going to discuss with the learner first so basically I use all the three methods I facilitate, lecture and also research. I would say, parents are there as monitors who ensures that their children are learning.”

Tec also diagnose what learners know before she starts the lesson as she acknowledges prior to learning and bases her teaching on it. According to Kwakman (2003), the emphasis is on involving learners as this is important for them to mature, transform, and learn. This suggests that involvement of learners does not complete the lesson, however, it is a setting in which

educators' try to assist learners enquire, reason, review knowledge, and acquire understanding about an idea the educator is supposed to impart. Thus, this suggests that Tec and Com are right when they question the learners and using the information from the societal view to form the bases of knowledge in a professional view. Since Mat and Lan also use facilitation they will apply the same method:

Mat explained:

"I would say I use both which is, a teacher being a lecturer and facilitator."

Lan concurred and said:

"I facilitate, when I facilitate I do need parental involvement the only problem is that parents are nowhere to be found."

Hum is the only one who assumes lecturing role and puts it this way:

"I would say that I lecture but I just try to bring their own everyday experience to class so that they will understand the concepts. The one aspect that I feel learners fall short of is the newspapers because the lot issues we discussing are all topical, if looking at the social disruptions, if we looking at HIV and AIDS everything is in the newspaper and the children do not have access to newspapers and if parents could buy them so learners can use it"

It is evident from educators' views that lecturing is the most used method, even though educators use it together with facilitating. According to Khoza (2015b), when educators use goals and aims to determine their lesson, it is an educator-centred method (for behaviourist). He further says that when educators do research it addresses the personal view because they develop themselves in the process. Moreover, when it is learning outcomes that determine the lesson, then it is a learner-centred method (for constructivist) and the educator becomes a facilitator of learning which supports the societal view. Lastly, if the lesson is determined by content, the method applied is content-centred (for cognitivist).

Here the educators are lecturing, which addresses the professional view. Therefore, educators in this research mainly use the lecturing method since the lessons are determined by content. However sometimes they do find themselves facilitating and researching for holistic development of their learners. They all stated that they need parents even though educators facilitate learning. It is remarkable that educators use facilitation even though the curriculum

is performance-based. Since CAPS is prescriptive and time is limited, educators will have to be very careful when using facilitation because it encourages socialising which might be time consuming. Furthermore, they will have to check if they are not contradicting planned curriculum (CAPS) as it is expected to be executed as is. Thus, in the CAPS (2011) planned curriculum in South African setting, there is pre-arranged content that educators are expected to execute which does not allow any parental input.

There are also planned and suggested informal, continuous, and formal activities. However, the policy is silent about the method or the role that educators should apply (content-centred, educator-centred, or learner-centred) when implementing them, however, it is biased toward lecturing (content-centred) since it is performance-based. Therefore, educators individually decide which method to apply which is done while planning the lesson. This also suggests that the execution of this prescribed curriculum (CAPS) is not constant as educators use various methods since educator in school A might use a certain method to teach a topic while the educator in school B uses another. Therefore, the same topic is taught different ways by different educators which means learners are not experiencing CAPS in the same way.

According to Ice, Gibson, Boston, and Becher (2011) and Khurana and Boling (2014), over and above just going to class and lecturing the learners, the educator's role includes other roles. In fact, the teaching element is just a portion of the educator's job. They further state that for learners to obtain good quality education and for educators to ensure a smooth running of the school, it is imperative for educators to be aware that teaching includes putting on various hats. As a result, educators are effective when they play different roles in the execution of the curriculum, despite indications that CAPS has not catered for that. Therefore, this supports that educators will play all three roles for teaching and learning to be effective.

However, educators are requested to firstly do diagnostic assessment on learners, then stimulate learners' involvement, and lastly use learners' current knowledge as a foundation to assist them to build new, logical, precise, or well-ordered knowledge (Brooks, 2002; Russel, 1993; Tobin, 1993; Wang & Walberg, 2001). Just as Com and Tec undertake diagnostic analysis prior to their teaching. The challenge is that there is no time to consult with all parents or allow much parental involvement. As in Khoza's (2015b) study where educators also gave their learners homework for parents to assist learners at home; thus, these educators involve parents in their teaching. Therefore, parents are given the opportunity to oversee and monitor their children's

academic work. Hence, Mat expresses that they need parents to be involved, which it is not happening. Tec expressed that, even though she plays the three roles, parents still need to monitor their children's work.

- **Parents socio-economic status' bearing on learners' academic work**

In order for educators to deliver the curriculum, all children must be given an opportunity to access education so that they are able to learn, irrespective of their ethnic group, gender, or socio-economic status. However, Berkvens et al. (2014) suggest that the availability of education rests on various components that comprise physical grouping (how accessible is the school?), financial grouping (can people afford the education?), and cultural grouping (does the community accept the programme?). Below are the educators' views about grouping for this school. Math puts explains:

“I would say that most learners are coming from disadvantaged background especially learners that are living nearby but other learners are privilege enough to afford transport fees because they travel quite a distance when they come to school and their parents can afford that particular arrangement where learners has to be taken to school daily, so I will say that we are in a school which is very diverse in terms of learners financial and cultural background. Socio-economically my understanding is that while other learners are able to come up with resources like calculators and stuff but we find that in most cases learners that are coming from under-privilege homes they will steal resources from other learners which is unfair.”

Hum also concur with Mat that the school has diverse learners and educators:

“They are all very diverse we've got socio-economic we've got those kids that are better off and have access to resources and there are those that are sitting here and are falling asleep, because they didn't sleep the night before for whatever reason and culturally we are completely different male, female altogether.”

Lan response shows that there are different races at the school and learners' financial groupings are different:

“Educators are classified according to race and the learners as well, some of the learners you find that they interact irrespective of race they have friends from other race groups but in most cases they are classified according to race. Most of the learners

in our school are financially disadvantage, what can I say they are not from rich families so there is no discrimination when it come to that they all work together because most of them are coming from the same background”

Tec went further to mention the type of household these learners come from, which has a great impact on learners’ academic work:

“We cannot really judge from the physical demographics that are surrounding the school because across the road we have some very above economic social group but in reality very few of their children attending to our school and from behind we have the old rural community which is across on the Hillside bordering our school we have a very informal community surrounding our school and in actual fact some of them are using our school wall as the back of their dwelling and further down the road we have more like a township kind of community so we basically have a very good kind of mix communities. That question is going to be very difficult to answer for the entire school Our school is, I would say, financially disadvantaged because most of the learners are only paying school fees only on an entry level and very few of them re-registering and paying their re-registration fee because they know nothing can be done to them we cannot sue them in the court of law, we cannot make any kind of demands for that money because of this lack of funding the school then basically just supply the paper which is the only resource for worksheets and the text books are supplied by the Department but other than that we are not getting the funding we would like to have so we can say that in most subject, socially and economically we are disadvantage. I know that for the fact that for the excursion that I had about 240 learners doing my subject but I only had 60 who were able to afford a R70 to go for an excursion, and that influence their performance.”

Com concurred with Tec about the type of household that learners come from:

“My school is situated in an area where there is the suburb life and there is obviously the disadvantaged as well, we have got one half of the school, where parents obviously have careers and they can afford to take their children to the school and other better schools but at the same time we’ve got underprivileged and others who don’t have parents and more than that some even if they have parents, their parents are unemployed so I guess we are in a situation where it is 50/50.”

Over and above the physical grouping parents' financial challenges may cause the schools to not have a group of educators to implement the curriculum and at the same time learners may not have money to go to school. Another issue rising from financial challenges may be the issue of transport, when educators and learners cannot afford to pay for transport to go to school and as a result curriculum delivery may be affected. However, in this school as Mat stated, there are some learners who come from far, who can afford to pay for transport to bring them to school, and there are learners who stay in the informal settlements surrounding the school who cannot afford much. As this is a fee-paying school some learners do not pay however, the school still accommodate them so that no one is deprived of the opportunity to be educated. Mat also raised a concern about learners who come from underprivileged homes stealing calculators from others which is very unfair and deprives these learners a learning opportunity.

Moreover, educators' views suggest that the grouping of this school covers the three views which are: physical grouping that represents the professional view as teaching and learning occurs face to face; financial grouping that represents the societal view as educators and learners of different socio-economic background come together; and finally cultural grouping that represents the personal view as different cultures are represented at this school (Budden, 2017; Nkohla, 2017; & Pather, 2017). Furthermore, as different groupings merge, working in unity is imperative. Nevertheless, it might be difficult for learners to work together in unity if they are stealing from one another. That may raise other issues like discrimination, which can impact on learners' academic work. It is also unfair to learners and parents that have already purchase the calculators. The school can try to get a sponsor to buy calculators for disadvantaged learners to avoid such things in future.

Looking at the class setting, Senior (2002) emphasises class unity is used by skilful educators in their classrooms to promote quality. According to Berry (2006) educators may use different tactics to encourage and support learners in their groupings which includes for example stimulating interactive and interdependent expertise inside heterogeneous group, developing hands-on class tasks through peer teamwork tactics. Thus, it is imperative for educators and learners to be unified in their groupings and make sure that their socio-economic status does not affect them in order for good academic work to be attained. Hum mentioned that there are learners that are falling asleep during lesson times which suggests that those learners are not learning as they are meant to. Therefore, their academic work will be affected.

Swezey et al. (1994) emphasise the importance of interaction with group members; which ensures that they do not miss out on anything and that their participation is evident in all group activities, which shows harmonisation. Thus, even though they are in class, these learners, will not benefit since they are inactive and they do not participate in activities done in class. This is the reasons, parents need to be involved to ensure that their children are at school, are participating, and are working as they are meant to be. Generally, groupings are about associations; as a result, the school is part of the physical grouping, financial grouping, and cultural grouping determined by its location. Therefore, for good rapport with the community parents are to be involved. The socio-economic status of parents is the cause of some learners missing out on a learning experience they could have gained from an excursion in Tec's class. This makes clear that the socio-economic status of parents does have a bearing on learners' academic work.

- **Classroom a place for learning**

In most cases, how educators and learners are grouped is determined by their location. It is the responsibility of the head of schools to ensure that the teaching and learning environment is conducive for educators and learners and that the time allocated for teaching and learning is efficiently used. For teaching and learning to occur in any environment there must be time available. As such, these concepts were grouped together. All educators in this school use face-to-face environment as the main location. Distance environment is used for homework and assignments, and blended environment is only used by three educators who admitted that they allow learners to contact them when they experience difficulties. Unfortunately, there are no proper channels for all learners to use a blended environment. Tec makes it clear that because of time constraints, educators are sometimes forced to move on to another topic even though learners have not fully grasped the topic in discussion:

“Mostly my teaching is in the classroom face-to-face, homework, and assignments are done at a distance. Well my telephone number is not a secret to my learner's but the instructions are given clearly to them during the lesson or class time however if they have any doubt some of the learners do call me and if one or two learners tip me off that there is some misunderstanding with some of the aspects then I come back the following day and explain to the whole class I think my learning area needs a little bit more time in terms of allocated time because it is a very current subject and it's continuously happening and so there are concepts that needs to be taught to them and

most of them being English second lan learners explaining the basic concept takes up a lot of time and then time is limited then to proceed to the next topic.”

This suggests that these learners may not do well in their academic work because of a lack of understanding in some of the topics. As a result, this necessitate parental support to initiate strategies that will assist the child (i.e. paying for tutorials or if the parent has knowledge in that learning area). Alternatively, if the environment was effectively used it will allow more time to make up for the short falls in learners’ understanding as educators could further explain online and learner could ask questions. Com’s response is similar to Tec’s:

“I teach face-to-face most often and I use distance learning when I give learners research, just in case anyone has a question or closer to exam time they can phone me for clarification. CAPS stipulate that, it has to be one hour per day and four hours per week and my timetable has provided or has made provision for that.”

Lan did not mention the blended environment. She stated that she only uses face-to-face and distance environment. She raised the issue of time in relation to language as a barrier which was also raised by Tec which makes it difficult to cover all the content. She explains:

“I use face-to-face and distance because I do whole class teaching and then I do individual attention because there are those learners who are not coping. And parental involvement is always required, because whatever you do with the learner the parent must know so they should get involved. The time that is allocated from CAPS is not enough since I am teaching isiZulu as first additional language sometimes I teach the learners and they do not understand anything so I have to spend more time teaching them one and the same thing over and over again but according to CAPS I am only allocated nine hours in ten days, so that nine hours is not enough sometimes I go beyond, and use time allocated for other things.”

Mat and Hum mentioned that they offer learners extra time to cover up for the topics that were not thoroughly covered during allocated time, however, it is not fully effective as some learners cannot make it to those lessons.

As Mat stated:

“My teaching takes place in the classroom, face-to-face contact face-to-face where all learners are in a classroom so we don’t have any distance learning if it happening it was through consultation where learners raise questions through phone calls or

WhatsApp messages but that is very rare because most learners are not very active. I will say I do use blended but the challenge is most learners are not active and they don't even do follow-up questions they just prefer to do their work on their own. I have 4.5 hours per week to deliver content as expected and also I try to extend that to another 45 min per day to have extra lessons but the challenge is that only few learners benefit from that because of transport arrangements some do not attend any morning classes, that was mainly how I try to teach within the specified time so also with consultation which is normally during break time where I try to avail myself, that was part of how one try to extend the time allocated to teach caps. Otherwise, time allocated normally we all complain that it is not enough."

Hum added:

"Teaching takes place in the classroom, face to face contact. The time allocated is four hour a week and of course I need to divide that because I have two aspects paper 1 and paper 2, I have the theory and I also have a practical. In terms the Grade 12 extra tuition have been taking place in the morning from like 7:15 and there again I have like 5 learners attending and I am also giving lessons in the afternoon so I am going beyond that four hours a week for the Grade 12's. The time allocated is definitely not enough."

Noticeably, face-to-face is the main environment that is mostly used in the current South African curriculum (CAPS). Therefore, educators are in line with CAPS as they mostly teach face-to-face. On the other hand, distance and blended environment are other methods that can be used to convey knowledge that does not require the learner to be physically in the school or classroom. Neither necessitate learning to occur at a certain time, nor within fixed settings. Also, these environments will enable educators to finish all the required topics within the set time. However, all educators use distance environment for homework and assignment purposes and not for actual teaching and learning. Consequently, no teaching takes place in this setting. Thus, time is an import part of curriculum implementation in the Department of Education and educators have decide about how they use time available to them for teaching.

Furthermore, Muijs and Reynolds (2005) state that in practicing blended environment, it is possible for learners to continue with their conversations even if the educator's contribution is over. In addition, it is positioned from the personal view because it also lets learners frame their education and they can relate with preceding contributions and content, building new

understanding for themselves. As a result, the learner who do not understand the educator can be assisted by their peers which coordinates with the societal view.

Furthermore, the learners in this school are missing out on this great opportunity and educators could use this platform to emphasise the topics that were not thoroughly dealt with in class. This process should be underpinned by systematic lessons by conferencing apparatus (conference call or online meeting) or social media, which are important, as they make sure that learning and participation continue and the interest of the learners in the learning area maintained (O'Hare 2015; Shearer 2010). Therefore, teaching and learning using distance and blended environment should be deliberate and since all educators are concerned about time constraints, these should be considered.

Moreover, Bransford et al. (2000) and Putnam and Borko (2000) state that even though the purpose of learning is eventually to see an improvement in knowledge and practices in the classroom (face-to-face), it is not necessary for learning to only take place in this context, since experiences of great learning can also be obtained out of class. These three environments (face-to-face, distance and blended) should be used to ensure that learners use all the learning space available to them for good academic work. Just like Putman and Borko's writing state that the learning site that is most suitable for learner development should be determined by the particular goals for learners' learning (why are they learning).

Putman and Borko suggest locating learning in various learning places either inside or outside the class whereby educators perform a very significant role. This suggests that teaching and learning may occur face-to-face in class; at home (distance) where they can do homework or go through their work with parents' assistance; or an application (blended) can be used where educator emphasise the information learned in class and learners can still socialise with their fellow classmates. However, not all learners can afford this technology and usually the more educated parents can assist in this way. Conversely, it is understandable that as a result of socio-economic status other learner may not afford this apparatus.

According to Cordy and Green (2016), currently in South African schools there are societal concerns with educators experiencing serious constrains regarding time, whilst the department expects them to yield good results in the assessments nationally. This leaves inadequate time for academic learning. Hence, learners have to dedicate more time on their studies at home and

parents have to allow them that time by reducing their chores, so that they will have enough time for distance and blended learning. In Cordy and Green's study educators felt like they were always "controlling the crowd" because CAPS prescribes that each learning area should be finished at an allocated time and educators have to hurry and ensure that everything is covered for assessment. Even if learners are not ready for assessment, they will be assessed and that may negatively affect learner's academic work.

Furthermore, as mentioned in educators' role, Msibi & Mchunu's (2013) study findings show that the CAPS curriculum is very rigid especially when it comes to time allocation. As a result, educators have to stick to prescribed times and it becomes a challenge for them to play other roles. This suggest that there are many other challenges that educators and learners may end up experiencing as a result of limited time, learner performance in their academic work may diminish, and there might not be time for core-curriculum and extra curriculum activities. Consequently, learners' holistic development may be hampered. As educators expressed, the curriculum is too long, and learners struggle to grasp all the information on the topics scheduled.

It may be recommended for the curriculum to be shortened and the most significant of topics that are covered be interesting and important; however, the curriculum is too large (Cordy and Green, 2016). Therefore, time is a major concern as learners are unable to put in practice the acquired knowledge. Furthermore, good academic attainment is associated with additional time allocated, particularly for underprivileged learners. However, educators are trying by giving learners extra tuition in the morning and afternoon but since it is not formally done some learners do not attend these lessons and therefore, the whole purpose is defeated. Fisher (2009) does not believe that everything should be cancelled for a brand new start, but rather believes that it is vital for educators to: upgrade their teaching accuracy; consider what learners know; which knowledge is still missing; and think about how to bridge the gap through the use of time which calls for educators to be most strategic.

4.3.1.3 Parental role in their children's academic work and its implications on curriculum delivery

A study conducted by Porumbu and Necsoiu (2013) states that the household is an important aspect that plays a fundamental role in the development of a child. Therefore, for children to do well in their academic work they need their parents. At the same time, there are many

activities that are included with parental involvement such as assisting children with homework, going to the school functions, communicating with educators, necessary parenting while at home and being part of governance at the school (professional view) (Kimaro & Machumu, 2015). Parents are expected to ensure that they do all these activities in order for them to be fully committed to their children's education. As a result, educators in this school do call for parental involvement in their children's academic work. Mat stated that:

“Parental involvement differs as some parents are more interested in their children's academic work or children progress and some are just interested in social issues you find that a parent is more concerned about the behaviour of the learner at school other than the actual progress of the learner in terms of their academic work. So I always find that challenge where I have to redirect the parent that the focus is mainly on academic work and not more on the social behaviour when they are at school.”

As Mat states, at times parents lose focus on why learners are at school and focus more on conduct and behaviour than on academic achievements, or it may be that they assume that their role is to guard the conduct and behaviour of the child while the educator concentrates on the academic work. Nevertheless, educators do need parental support to ensure that learners attain good results in their academic work. Thus, on the one hand, it can be found that learner's behaviour is good while they are not doing well academically, and on the other hand, the learner may do well academically but their overall behaviour is not good.

However, mostly learners know which aspect the parent is more interested in, and as a result, they will ensure that they do well with that. Therefore, parents should focus on both aspect, for the holistic development of the child. Even if the learner attains good results, it becomes difficult for the educator to teach in an environment where there is an undisciplined learner as other learners also suffer. Furthermore, Mat highlighted that at times parents not only guide and support their children, they do the actual work for their children:

“What happens is that parents try to involve themselves too much in a process of assessment and I think it is a disadvantage to educators and learners especially if parents are going to do their children's work other than helping and guiding them so there is that gap that parents do not understand the difference between helping their children do their work and actually doing work for their children so that is a problem we experience when we give learners assignments and investigations so we have come up with the rule that all assignments and investigations should be done during school

hours and during math's lessons which is also a disadvantage now because we are trying to take privilege that the parents can assist the learner as they are doing their SBA tasks so that privilege has been taken away from learners."

There again, he points out that parents do not understand their role and for this reason learners are no longer allowed to do their formal assessments (assignments and projects) at home in some of the learning area. Tec also raised her concern about the Practical Assessment Task (PAT) that learners can no longer do at home anymore She stated that:

"Unfortunately now we are instructed not to send the PAT out of the classroom because that would have given the parents a very clear indication of how the child is doing."

Tec also mentioned that parents are losing out as this was an opportunity for them to evaluate the progress of their children without having to go to school. Moreover, Mat complained about teaching time that is consumed by these assignments and tasks. However, he also appreciated this as a good decision since now he can see the true reflection of learners' abilities, since there is no chance of copying one another's work and parents cannot do the work for their children. As he explained:

"Well there might be loopholes in each and every interventions which will come out, I feel that in this process one will lose out time, teaching time which is... but we will benefit in terms of actual understanding of each individual learner because you find that there is a very big gap in terms of analysis where one look at the SBA marks and Examination marks of the learner so there is no correlation so I think that will help us a lot. It is better for us as educators to oversee the process whether learners are actually doing their work because at the end of the day we are not assessing parents but we are assessing learners so if we give learners resource to do their project at school being monitored and not just copying from one another because in most cases you end up making one assessment task five times or ten times because they have been copying from each other so we trying to make it a point that assessment matter"

In addition, the learners' School-Based Assessment (SBA) marks now correlate with their examination marks as they are both learners actual work. According to Kimaro and Machumu (2015), there are different factors that may affect a child that could prompt various opportunities for learners to realise excellence in their academic work. Hence, it is upon parents and educators to guide the child and ensure that they use all those opportunities. As a result, a

nurturing environment enhances the essential parts of a child's education. Children's learning inspirations at home can be deliberate (whereby focused activities are used), or incidental (whereby the child simulate adults' conduct).

Consequently, if learners are deprived of the opportunity to do work from home, both a parent and a child are losing valuable bonding time and parents might not be aware of the learning difficulties the child might have. Porumbu and Necsoiu (2013) study further states that the more cognisant scholastic approaches of the home mostly regulate the persona development and scholastic attainment of children. The influence on the future intellectual, societal and emotive improvement of a child is part of research that has been studied at length in the literature. However, parents have to be careful by ensuring that they do not overstep their positioning by doing school work for their children, since it disadvantages the child by depriving him/her a chance to learn.

Furthermore, beside parents overstepping their place in their children's academic work, educators also witness parents who are not there for their children. Lan stated that:

“With some learners you can see that there is some parental involvement especially when you give them something like proverbs and you give them a number of proverbs that they must go home and do some research and they must come back with the information the next day you can see that some of the learners are being helped by their parents bust some are coming with the wrong information meaning that there is no help at all at home and that impact learners negatively. Even though we understand that some learners are parented by very young parents because of teenage pregnancy in SA.”

This suggest that, at times, learners come back with the wrong information learned from parents, as some of the parents are not educated or do not know that particular information. Some learners do not get any assistance from parents because they are busy making a living or as a result of different social ills that exist in the society. Another possible reason could be learners parented by teenagers since teenage pregnancy is a pandemic in South Africa since young parents often struggle to care for their children without resources, training, and additional support, and are themselves prevented from going to school.

Similarly, Koutrouba et al.'s (2009) study confirms that the societal context and educational level of the parents may be the reasons which make parents reluctant to involve themselves in their children's academic work. Parents may not want their children to see that they do not

know, if for instance they themselves weren't taught Mathematics and Sciences because they weren't deemed worthy, or they have genuine fear related to some subjects because of the historical context and school. According to Porumbu and Necsoiu (2013), a nurturing environment produces the essential elements of a child's education. As a result, if parents are not involved in their children's academic work, learners perform poorly, their self-confidence or self-esteem may be dented and their relationship with parents suffer.

Hum and Com share the same concerns about parents who are not involved in their children's education which seem to be frustrating for them. Hum explains:

"I would think that is not the relationship that I would want to have with parents because I feel I hardly see them, you call up a parent teacher meeting in all your grades say from 10 to 11 and they would not come, even if they see learners reports with bad marks they don't come to enquire the reasons for that"

Com stated:

"There is a lack of parental involvement, in the community that I am based in parents do not come even to fetch their learners' reports, they don't come to meetings, they don't do follow up on the learners work and behaviour. Therefore, parental involvement is definitely lacking, and learners become uncontrollable and results are dropping"

The parents meeting reports collected from educators confirmed what Hum and Com stated. Five reports were collected from all participating educators with approximated 32 learners in each class: Lan had the highest turnout of 6 parents; followed by Hum and Tec who had 4; Com had 3; and Mat had 2. Lang emphasised that those who arrived, in most instances, are the parents of learners who are doing well and disciplined. She said:

"The parents who are coming to those meetings are the parents of the learners that you don't actually need while the parents of the learners that do not do well and are badly behaved who you really would like to speak to their parents do not pitch up."

This confirms that if parents are involved in their children's education, learners behave and as a result, produce good academic work. The lack of parental involvement in the children's education is a cause for concern and is one of the reasons for the decreasing pass-rate and lack of discipline in schools. As Com expresses, learners are uncontrollable. Educators' views make it clear that most parents outsource their parental responsibilities to educators and as a result

some educational activities do not get adequate time since much time is consumed by disciplinary issues. This suggests that aside from the eagerness of educators to work with parents, children do need them as the support structure. According to Papini and Roggman (1992), the connection between a child and a parent that poses emotional intimacy with structural provision together with backup independence can meet learners' needs as they develop methods that support a learners' growth from reliance to individuality.

Furthermore, of the ten learners' books that were analysed none showed any evidence that parents were checking their children's homework, although it appeared like the instructions were not clearly given to parents that they had to sign the learners' books. As Tec stated:

“If homework is given daily they have notebook where parents can see how the child is doing or what has my child learnt for today, but how many parents are checking this we do not really know since they do not sign the books.”

According to Henderson and Berla (1994), parents' attentiveness and concerns in their children's school activities and learning can affirm and prompt their children about the significance of education, which can encourage learners to behave and improve educators' confidence. Therefore, parents should be made aware that they are expected to sign learners' notebooks after they have checked what the child learned for the day. Education experts together with policy developers instinctively admit the significance for parental involvement in school and at home. Hence, Cotton and Wikelund (2005) and Khajehpour and Ghazvini (2011) also emphasise that attainment in academics is associated positively with learners who have parents who track with educators in school and also put into effect rules even at home, for their children's academic success, which is linked with professional view.

4.3.2 What informs educators' views?

4.3.2.1 Curriculum Assessment Policy Standard and Annual Teaching Plans

Educators concurred that their views are informed by the Curriculum Assessment Policy Standard and Annual teaching Plans (ATP) which prescribe what and when it should be done. Educators are expected to adhere to and implement the policy as it is. Com explains that:

“It is CAPS and the annual teaching plan which specify what should be done and when. Every beginning of the year parents are given programme of assessment and what learners will need during the year so that parents are able to assess annually what the

child is supposed to submit when and what exactly and the mark that will allocated for that particular project.”

Lan agrees with Com and they added that parents are given programme of assessment (POA) so that they are aware of what their children are assessed on, and when and what the weighting of the assignments are:

“I follow the annual teaching plan which specify what should be done and when, which is aligned with CAPS. I also give the parents the assessment programme telling them I’m going to assess the learners and the assessment is based on this particular content so I need the parents to remind and also to encourage, to motivate and also to help the learners to study”.

Tec also emphasises how rigid CAPS is, since educators are expected to execute it as it is. She stated that:

“Assessment is prescribed by CAPS on assessment programme, CAPS is prescriptive now about assessment in fact especially now with the weightings you’ve got to give a test with a specific weighting and an assignment with the specific weighting so CAPS prescribes what assessment should be like in that assessment and it is reported to the parents.”

In 2012 South Africa introduced performance-based curriculum CAPS (2011) where every learning area was assigned globally recognised content (Khoza, 2015d), which is in line with a professional view. It has systematically documented all contents, themes, conceptions, and expertise that educators are supposed to teach, as well as all the intended activities for practical learning. This recommends that educators should be in possession of adequate knowledge for them to be able to execute the content in CAPS. Adediwura and Tayo (2007) and Khoza (2015b) affirm that understanding of particular learning area knowledge determines the pedagogical knowledge content for learning area themes.

CAPS directs and guides educators on what and how they are supposed to implement the learning area. ATPs are prescribed schedules with dates which specify the content to be taught on certain dates. Lastly is the POA; a programme that indicates all the assessments that are to be done in each learning area, including dates and weightings for all assessments. According to Khoza (2017), in a professional view, knowledge gained from school and global standards is applied. In other words learners’ performance is gauged against global content criteria. More

than just assessing what learners know, it often focuses on what learners were supposed to accomplish or know. This suggests that, in the professional view, they expect learners to absorb or acquire knowledge (content) from the lower level to the higher level of the discipline. Therefore, they search for what still needs to be attained or academically lacking (Budden, 2017; Khoza, 2016b).

Hence, CAPS is specific about what should be taught and how it should be assessed. However, it seem like there are some gaps that CAPS does not cater for and parental involvement is one of those. For this reason, it becomes a challenge for educators as they believe that the involvement of parents is essential in learners' academic work which suggests that these educators' views are societal. To ensure effectiveness of class practices that are inclusive, it is required for the curriculum to be malleable so that adjustments that will suit specific setting and circumstances of the learners can be made (Kozleski & Siuty, 2014; Loreman, 2010). This is not the case with CAPS since it is rigid and does not allow modifications.

Consequently, Mpungose (2015) suggests that CAPS might not continue for much longer since it does not specify the outcomes of learning and teaching, and learning might be ineffective if there are no measurable outcomes of learning. This indicates inconsistency because documents for CAPS do not link its objectives to any outcomes of learning and there might be confusion between educators as they may take different decision in that regard. Though, educators in Mogashoa (2016) study seem to favour CAPS, as they say it is clearly specified and it does not consist of confusing assessment standards and outcomes of learning as previous curriculum had too many and they were not easily remembered, which suggests that Mogashoa's educators' preferences are of the professional view.

However, not all educators share the same sentiment, in Naidoo and Muthukrishna's (2014) study educators indicated that some aims in a CAPS document are unclear (not linked to any content). As a result, they sometime guess to try and untangle the information. Consequently, this triggers concern about assurance of quality in the CAPS curriculum since, as emphasised by Berkvens et al. (2014), for curriculum quality to be addressed issues of practicality, constancy, relevance, and sustainability must be addressed. In addition, Berkvens et al. (2014) state that curriculum content should enable learners' social life, further development, and working world. Hence, the content in CAPS is applicable to South African learners because it enables them to study further in institutes of higher learning. Unfortunately, CAPS still does

not equip learners with adequate skills for employment, as there is less time allocated for experiential activities (Practical Assessment Tasks) than theory (Mpungose, 2015).

Dewey (1969) states that it is imperative for educators to know content in such a manner that it prompts its analytical background. Having a curriculum that is planned by curriculum designers does not necessarily mean it is implemented or experienced in the same manner by the schools (Booyse & du Plessis, 2008). This is similar to what is currently happening with CAPS, as it is supposed to be uniformly executed but educators have different views since the ideological-ware is not specific (Czerniewicz & Brown, 2014; Khoza, 2016b). This suggests that the teaching content can also be affected by teaching/learning activities in each school. Thus, the same thing might happen with involvement of parents, where some educators invite parents' participation and others might not since the document does not indicate that they should.

4.3.3 Lessons from educators' views about parental involvement

4.3.3.1 Lesson 1: When educators are well resourced, they enjoy their teaching

It is evident from educators' responses that when all the resources required by the learning area are there, it makes things easier for the educator. As a result, frustrations are reduced, and the educators enjoy doing their work. This will result in educators being productive (Meier, 2015) and as a result, learners improve, and parents receive good reports. In this instance, parents can assist by ensuring that learners take a good care of resources issued to them like textbooks. Tec stated how she enjoy teaching her learning area, she said that:

“As far as the resources in this room I am not short of anything I have it a data projector that we use plenty of DVDs and pictures on every aspect of the curriculum I'm teaching about 1 hour lessons in the class, encyclopedias, National Geographic magazines, Maps Gallery and in fact each learner can access a map, I have boxes of maps in my cupboard on South Africa and so on so I am very well resourced as far as my subject is concerned and because I'm so well equipped I thoroughly enjoyed teaching my subject. All I need from the parents, is to ensure that learners take a good care of all resources issued to them.”

On the other hand, Hum does not have all the resources she needs and as a result, she is not enjoying what she is doing because she complained about frustration. She responded in this manner:

“In Grade 10 and 11 the textbooks that we have is insufficient so the child doesn’t have access to the textbook, so I’m always running out worksheets in Grade 12 they have to buy a study guide because it is impossible for me to give them all the content in the 6 months that I have, so in that sense their parents needed to give them R80 to buy a study guide. The one aspect that I feel learners fall short of is the newspaper because lot of the issues are all topical, if looking at the social disruptions that we getting, if we looking at HIV and AIDS everything is in the newspaper and the children have not access to newspapers and on Televisions they only watch their own programmes, this cause some frustration as we cannot discuss these issues effectively with learners. If parents could buy newspaper so learners can use it for learning.”

Meier (2015) suggests that teaching aids include various kinds which educators and learners use in a classroom in order to make the teaching and learning process real and productive. This suggests that without material and resources teaching and learning will not be effective and productive. Therefore, there is no educator who would want to be unproductive, in such a way that even if the resources are insufficient they still try to deliver the content to learners to ensure that their teaching is productive. Over and above that, educators call for parental intervention in terms of assisting them with other resources. For example, Hum stated that they need parents to buy study guides and newspaper for their children which can improve learners’ performance. Although, we find that even some schools without enough hard-ware/soft-ware resources still produce good results. However, that requires educators to work harder and be creative which may, at the end of the day, cause them to not enjoy what they are doing.

4.3.3.2 Lesson 2: Parental involvement has effect on learners’ behaviour and academic performance

Hum expressed that there is a change of behaviour in learners when they know that their parents communicate with educators about their behaviour and academic work. She explained:

“I have some of my really disruptive learners parents on WhatsApp and I feel that, that has been really helpful because you find that if the learner is disruptive in class, I can just threatened him that, I am going to call you mom or dad for that matter and I have notice that those parents that have my numbers will contact me in the evening and query the child’s behaviour.”

Hum is also in support of this view. She said:

“On the last meeting there, we had I only had 3 parents coming out of 6 classes of about 200 learners and those were parents of good learners.”

Her statement suggests that if parents are involved in their children’s education, learners behave and produce good academic work. Castro et al. (2015), Fan and Chen (2001), Hill and Tyson (2009), and Jeynes’ (2007) studies state that it is accepted for educators to believe that the involvement of parents affects learners positively in their academic work. Again, educators in Clark (2015) study illustrated that it is important for the parents to be involved for the success of the school, the minute they begin to go to school. Learners are nurtured from home first where seventy percent of their time is devoted (counting holidays and weekends) beyond school boundaries.

Altogether, the above studies give detailed and broad methods that involvement of parents in their children’s education is likely to influence outcomes of education. Furthermore, Hango (2007), and Barton, Chiodo, Delaney-Black, Ratner, Somers and Yoon (2011) clearly put much more emphasis on aspects that impact involvement of parents’ accomplishments, of which it is imperative for educators to be mindful. It is pointed out by McNeal (2001) and Epstein and Sheldon (2002) that conduct outcomes are also impacted by involvement of parents.

4.3.3.3 Lesson 3: Educators should inform parents of their expectations and policies should deliberately include parental involvement

Educators expect and appreciate the involvement of parents in their children’s academic work, nevertheless, they do not see that happening since parents distance themselves from the school.

Tec stated that:

“Parents can pay a visit to the school to talk about the progress of their child they can find out how they could help out with their children.”

Educators’ expectations suggest the social view where educators need support from different stakeholders including parents. This might help to minimise learners’ behavioural challenges which will allow educators more time to deliver curriculum since CAPS has strict instructions that need to be followed.

As Com explains it:

“If you sending a child to school it should be obvious that you need to be checking up on your child, pick up your child’s report and check up on their behavior”

Com expresses that the need to monitor their children’s academic work should be obvious to the parents. However, it is clear that, it is not so, and parents might not be aware of educators’ expectations since educators have indicated non-involvement of parents. We do not know what parents’ view’s about non-involvement are, however, educators should make parents aware of their expectations. Even though educators require parental involvement, CAPS is not inviting to parents as it is content-based. Therefore, it is only known and can only be delivered by educators. Therefore, there is no room for parental input. Nonetheless, all educators concurred that parents can assist with overseeing what learners are doing, their homework and assignments. However, what is happening here is in line with CAPS because CAPS is driven by principles of performance, technical or professional curriculum.

Tec also stated that:

“I would like more parental involvement, I send notes in a note book where parents must sign that work is not done, I record the parents that I have seen and I also have a register that parents sign if they have come to visit but I must say I am very disappointed with parental involvement, most parents will only get involved when you call for them otherwise they do not take an initiative of checking on how their children are doing at school even though learners results are bad and it is not easy to get hold of them.”

In addition, educators believe that they need parental involvement with the intention of improving learners’ academic work as Tec indicated. Tec concurs with Com when she states that parents are not “making an initiative” since Com believed that it should be obvious to parents that educators need them. Thus, in order to effect change, the process should start by changing curriculum policies to purposefully involve parents. Only when that is done can educators inform parents about the role that they should play in their children’s academic work.

4.4 Conclusion

This chapter has deliberated, discussed, analysed, presented, and explored data by responding to all the research questions and educators' views about parental involvement in their children's academic work. To allow organised and easy to follow analysis the curriculum concepts that emanate from curricular spider-web were used as a framework. The findings were analysed and discussed, guided by the themes that merged from generated data. Therefore, this chapter was presented in response to the three research questions that sought to find the educators' views about parental involvement in their children's academic work, what informs their views, and the lessons that can be learned from educators' views. The findings discovered that educators require more support from parents to effect good academic work as well-resourced educators enjoy their teaching. It is important for educators to inform parents of what is expected from them when they are involved in their children's academic work and policies should deliberately include parental involvement.

The following chapter will highlight the study summary, conclusions and offer recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study set out to explore educators' views about parental involvement in their children's academic work and concepts of the curriculum at a school in the Pinetown district. This study also sought to understand educators' views; elucidated on what informed those educators' views; as well as deliberated on the lessons learned from the educators' views. The preceding chapter has offered, analysed, and discussed the generated data. In addition, this chapter is set to summarise the study then concludes with the results and findings realised in a previous chapter and provides recommendations in response to the three research questions: What are educators' views about parental involvement in their children's academic work in a school in the Pinetown district; What inform educators' views about parental involvement in their children's academic work in a school in the Pinetown district; What lessons can be learnt from educators' views about parental involvement in their children's academic work in a school in the Pinetown district?

Moreover, all the chapters will be summarised in this chapter (5.2 Summary). This is followed by the discussion of findings for this study in 5.3; future research suggestions were made next in 5.4; the recommendations were deliberated in 5.5; and lastly concluding remarks were done in 5.6.

5.2 Summary

The main focus for this study was to explore educators' views about parental involvement in their children's academic work at a school in the Pinetown district. In depth, the study sought to understand educators' views, what informed their views and lessons learnt from educators' views.

The first chapter introduced the study, the background was detailed and supported by the literature. The chapter was first introduced, and the study's title was also clarified (Educators' views about parental involvement in their children's academic work at a school in the Pinetown district). The chapter also explained the purpose of the study and stated where the study was located. The reasons for conducting this study were indicated and how they will contribute to the education sector and the society, which is followed by the literature review that explained what the literature is saying about the phenomenon (educators' views) of this study. The

objectives and the questions in research were also identified and lastly the research design and methodology were discussed.

Chapter Two followed where various literature was reviewed, thereby conceptualising educators' views and curriculum concepts which are also used as a conceptual framework for this study. The chapter was introduced and then the educators' views were elucidated on, focusing on personal view, professional view, and societal view (Khoza, 2016b). It highlighted how essential views are, as they are the focal point of every curriculum and guides all the concepts in the curriculum. It also indicated that effective educators begin by recognising and comprehending their views of the curriculum before they recognise pertinent goals taken from their learning area.

Moreover, the conceptualisation of literature also regarded the curriculum concepts (curricular spider-web) that emanate from van den Akker (2003) as a conceptual framework for this study which comprises of: goals (aims and objectives), material and resources, content, assessment, educator role, learning activities, grouping, location, and time. The chapter clearly stated that in the course of curriculum execution if there is a concept that is missing, the web of the spider can break down causing imbalance to the whole web which will impact on curriculum delivery.

Chapter Three has shown how the whole study was conducted by stating the research design and methodology that was used for this study to be effective. The chapter presented this study as a case study that adopted an interpretive qualitative approach. Purposive and convenience sampling were utilised to choose five educators from each department as participants in the study: Languages (Lan), Mathematics and Science (Mat), Technical, Art and Services (Tec), Humanities (Hum), and Commerce (Com). Questionnaires, one-on-one semi-structured interviews and document analysis were used for data generation to explore educators' views.

It also clarified that data was analysed by means of guided analysis ensuring that trustworthiness (dependability, conformability, credibility and transferability), and ethical issues were maintained throughout the study. The chapter also indicated how study limitations were tackled. The chapter concurred with Christiansen et al. (2010) who explained a design of research as strategies of research that are presented as coherent information which are used in order to achieve the objectives of research and to answer research questions that are indicated in Chapter One. Figure 3.1 provided a research methodology illustration that was used in this study.

The data generated was presented, analysed, and discussed in the previous chapter (Chapter Four). The analysis was done using the guided analysis from curriculum concepts that emanated from the curricular spider-web. The themes that emerged from the data generated followed the curriculum concept which enabled the analysis of educators' views about parental involvement in their children's academic work at a school in the Pinetown district.

As a result, this chapter concludes and provides recommendations in response to the three questions in research:

1. What are educators' views about parental involvement in their children's academic work in a school in the Pinetown district?
2. What informs educators' views about parental involvement in their children's academic work in a school in the Pinetown district?
3. What lessons can be learnt from educators' views about parental involvement in their children's academic work in a school in the Pinetown district?

5.3 Summary of findings

The study has displayed that educators utilise various views in different instances as per curriculum concepts. Educators in this study call for parental assistance with projects, assignments and homework for learners. According to Kimaro and Machumu (2015), educators are right to require parental involvement since there are many activities that are included in parental involvement. For instance, assisting children with homework, attending functions at the school, communicating with educators, and parenting while at home, and being part of governance at the schools. Therefore, children need their parents to teach them the basics and to be there as a support system.

Furthermore, educators stated that they teach learners who come from diverse backgrounds which also has an impact on their involvement with their children's academic work. Another reason, as one of the educators stated could be time constraints which does not allow them to be involved in their children's learning activities. As a result, educators felt that the relationship they have with the parents is not a good one, and some educators even said that parents were not interested in their children's academic work at all. Thus, parents are not as involved as educators expect them to be, which makes one wonder if parents are aware of educators' expectations of them or the role they should play in their children's academic work. It is also possible that the parents take the professional view where they expect the educators to have

strict instructions/content to be followed by their children without any interference from other stakeholders (including parents) so that their children will have strong subject foundations. Thus, these parents may feel that they send their children to school to get subject foundations, therefore, if the educators expect them to contribute, they may take their children for home-schooling.

Moreover, according to the findings, most educators could not distinguish the difference between the three aspects, aims, objectives and outcomes. Hence, most educators' views were professional view (objectives), only two educators' view were personal (aim) and there was also one societal view (learning outcome) which demonstrated that all educators did not express their views on all three aspects. It was expressed that it is the educators that can make parents aware of those goals.

The study also found that educators mostly use hard-ware resources (textbooks, worksheets, and study guides), and very few use soft-wares in a form of media and computer programmes. Most educators are not aware of ideological-ware and as a result they refrained from answering that question. Meier (2015) put forward that teaching aids are various kinds of resources which educators and learners use in a classroom in order to make the teaching and learning process real and productive. This suggest that educators in this school are correct to use numerous resources. Moreover, all the educators ask for is parents' assistance with some of the hard-ware as there are not enough for all learners and time and again they also buy data for learners, so they are able to do research for assignments and projects.

This study has found CAPS, as a prescriptive curriculum, lacks ideology. Educators' views confirmed that CAPS curriculum is not based on any particular ideology, and as a result most educators use any ideology. Consequently, according to Mpungose (2015), CAPS is inconsistent as its ideological-ware and teaching methods are not specified in some learning areas, which suggests that ideology and method of teaching may be different for each educator which suggests that it is personalised.

In addition, most educators use educator-centred and learner-centred activities and did not say anything about content-centred activities, yet their curriculum is performance-based which suggests that it is driven by professional view. This may suggest that a curriculum of a professional view is executed using personal view. There is also no uniformity in terms of activities which may cause imbalances in a curriculum that is planned and executed. Conversely, educators' views are not considered when trying to find the resolution concerning

the steps to be taken in teaching activities. Therefore, educators use activities that are informal (recommended by CAPS) while teaching, so that they can evaluate learners' understanding based on what has been done in class which is what educators are doing in this instance. Alternatively, these activities enable educators to give response (feedback) to learners so that learners may be prepared for formal activities and parents can monitor their children's progress.

Moreover, the study found that educators used all three methods of assessments. Most educators used assessment for learning known as formative assessment (informal/day to day activities) and assessment of learning known as summative assessment (formal assessment). This suggests that educators incorporate personal and professional view since CAPS is performance-based and they use formative assessment to reflect. On the other hand, CAPS does not mention assessment as learning known as peer assessment. However, one educator mentioned that she uses it as part of formative assessment.

Therefore, these educators are doing assessment as prescribe by CAPS. The assessment programme guide educators in terms of type of assessment that needs to be done and it also specifies the weightings. Parents are issued with assessment programme so that they may be aware of all the assessments so that they may support and encourage their children. Educators are expected to follow up on learners to see if there is any advancement and inform parents of their children's progress. Educators and parents are expected to assist learners gain confidence in critical analysis, development, practice, and reflection of their own learning. Therefore, parents should be there for their children.

Furthermore, educators in this research mainly use lecturing method since the lessons are determined by content, however sometimes they do find themselves facilitating and researching for holistic development of their learners. Thus, these educators involve parents in their teaching and parents are given the opportunity to oversee and monitor their children's academic work.

Educators' views concurred with Budden (2017); Nkohla (2017); and Pather (2017) that the grouping in this school covers the three views: 1. Physical grouping which represents the professional view as teaching and learning occurs face-to-face. 2. Financial grouping that represents the societal view as educators and learners of different socio-economic background come together. 3. Cultural grouping that represents the personal view as different cultures are represented at this school. Therefore, as different groupings merge, working in unity is imperative. Therefore, for good rapport with the community parents are to be involved.

Noticeably, classroom (face-to-face) is the main environment that is considered in the current South African curriculum (CAPS). Therefore, educators are in line with CAPS as they mostly teach face-to-face. However, it is disappointing that very few educators considered distance and blended environment methods as they can be used to convey knowledge which does not require the learner to be physically in the school or classroom, and does not necessitate learning to occur at a certain time, nor within fixed settings. Thus, all educators raised the issue of time constraints in their delivery of the curriculum. Also, these environments can enable educators to finish all the required topics timeously.

However, all educators use distance environments for homework and assignment purposes and not for actual teaching and learning. One educator indicated that because of time constraints she is sometimes forced to move on to another topic even though learners have not fully grasped the topic under discussion. This suggests that these learners may not do well in their academic work because of lack of understanding of some of the topics. This necessitate parental support in developing strategies that will assist the child (those strategies might include paying for tutorials or directly helping the child if the parent has knowledge in that learning area).

It was also learned that at times parents focus more on the conduct and behaviour of their child instead of academic achievements or it may be that they assume that their role is to guide conduct and behaviour while the educator concentrate on the academic work. Nevertheless, educators do need parental support to ensure that learners attain good results. Thus you may find that learners behave well but do not succeed academically. On the other hand, the learner may do well academically while their overall behaviour is not good. Nevertheless, most learners know which aspect the parents are more interested in and will ensure that they do well with that.

Therefore, parents should not only focus on one aspect, instead both aspects should be attended to, for the holistic development of the child. Even if the learner achieves good results, it becomes difficult for the educator to teach in an environment where there is an undisciplined learner as other learners also suffer. Furthermore, educators' views highlighted that, at times, parents not guided and supported their children but did the actual work. There again, they point out that parents do not understand their role and for this reason learners are no longer allowed to do their formal assessments (assignments and project) at home in some of the learning area. For this reason, parents lose out as this was an opportunity for them to evaluate the progress of their children without having to go to school. Hence, the learners School-Based Assessment

(SBA) marks now correlate with their examination marks as they both reflect learners' authentic (actual) work.

It was also noted that, parents do not avail themselves to provide academic support their children. According to Koutrouba et al. (2009) the societal context and educational level of the parents may be the main reasons for this which make parents reluctant to involve themselves in their children's academic work. Another possible reason could be that learners are parented by young people, especially since teenage pregnancy is common in South Africa. Consequently, these parents do not know how to take care of their children. As a result, if parents are not involved in their children's academic work, learners perform poorly, their self-confidence or self-esteem may be dented and their relationship with parents suffer.

This study also revealed that educators' views are informed by the Curriculum Assessment Policy Standard and Annual Teaching Plans (ATP) which prescribe what and when work should be done. While CAPS directs and guides educators on what and how they are supposed to implement the learning area. ATPs are prescribed schedules with dates which specify the content to be taught on certain dates. Lastly, is the Programme of Assessment (POA) which is a programme that details the assessments that are to be done in each learning area, which includes dates and weightings for all assessments. However, it appears there are gaps that CAPS does not cater for and parental involvement is one of those. For this reason, it becomes a challenge for educators as they believe that the involvement of parents is essential in learners' academic work which suggests that these educators' views are societal.

Over and above these findings, this study also revealed three lessons that emanated from educators' views about parental involvement. Lesson 1: When educators are well resourced, they enjoy their teaching. Educators expressed that the availability of resources makes their teaching easier. As a result, frustrations are reduced, and educators enjoy their work. One of the educators stated how she enjoy teaching her learning area, but without material and resources teaching and learning would not be effective and productive. Therefore, no educator would want to be unproductive, so much so that even if resources were insufficient they would still strive to deliver the content to learners to ensure that their teaching is productive.

Lesson 2: Parental involvement has an effect on learners' behaviour and academic performance. Another educator expressed that there is a change of behaviour in learners when they know that their parents communicate with educators about their behaviour and academic work. Thus, if parents are involved in their children's education, learners behave and produce

good academic work. The involvement of parents in their children education is likely to influence outcomes of education.

Lesson 3: Educators should inform parents of their expectations and policies should specifically include parental involvement. Since, educators expect and appreciate the involvement of parents in their children's academic work, policies should deliberately include parental involvement to help encourage parental participation and prevent parents from distancing themselves. Educators' expectations are in line with social view where educators require support from parents since there are no strict instructions to be followed. However, this can be a challenge because CAPS has strict instructions that need to be followed.

5.4 Recommendations

1. CAPS should be reviewed in order to deliberately include ideological-ware, involve parents in their children's academic work, and suggest a plan where parents and educators assume accountability for children's academic work.
2. A pledge or contract should be signed by parents to set-up high expectations, ensure suitable environment for learning, and instilling learning culture by daily discussing academic work, and work with educators to overcome discipline challenges.
3. Schools should use social media (technology) as a communication channel to reach parents (such as WhatsApp and Facebook). This will fast track their communication and will ensure that all the parents get the messages since many learners don't give written messages to parents.
4. Schools should also consider implementing the e-Education policy which include blended learning environment. Therefore, educators can form class groups where they can discuss various topics and learners can ask questions and get assistance. Cisco (2016) recommends applications like Cisco Spark or Moodle for blended learning environments. These applications make it possible for learners from different places or environments to review others' views or present their views whenever they have the time so they don't miss any information.

5.5 Conclusion

This chapter concluded the whole study by summarising the chapters. The findings have been discussed and the recommendations were made based on educators' views about parental involvement in their children's academic work as very important in teaching and learning. Therefore, this involvement should be considered with extra caution as learners' future are at

stake. The use of curriculum concepts from the curricula spider-web has clearly shown how much educators desire parental involvement in their children's academic work. Therefore, the following suggestions can be looked at for future research.

5.6 Suggestion for further research

As this study indicates that there are few parents involved in their children's academics, it is suggested that further studies should be done on parents' views about parental involvement in their children's academic work.

In addition, in this study, the findings were gathered from only one institution of learning. It could be exciting to see if other contexts especially in rural areas, have the same challenges. Therefore, I propose that a study should be done to gain views of other educators from different settings, especially in rural areas.

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APPENDIX 1

QUESTIONNAIRE

Full name: _____

This questionnaire is for your views about parental involvement in their children’s academic works in your teaching of CAPS. You may use various sources to complete this questionnaire. Present your views by following the curricular spider-web themes/questions as follows.

- 1. Towards which goals are you teaching (Aims/objectives/outcomes) CAPS and how do CAPS curriculum goals allow parental involvement?

- 2. Which ideology is your subject/CAPS content based on and how can parents be involved in content delivery?

- 3. Which activities/tasks are you using to teach CAPS and do they allow parental involvement?

- 4. What resources are you using to teach CAPS and is there a need for parental support/involvement?

- 5. How do you facilitate learning (Educator role) of your subject CAPS? How can parents assist in playing your role?

6. How are learners/parents and educators in your school grouped (physical, financial and cultural) for the successful teaching of CAPS?

7. Where does teaching and learning take place (Location) and how do you involve parents?

8. When (Time allocation) are you teaching CAPS? Where is time for parental involvement?

9. How do you assess learning (Assessment) of CAPS and how do you involve parents in assessment?

Curriculum signals (teach and supervise)	Agree	Not sure	Disagree
Goals are important in teaching and supervision			
Content is not important in teaching and supervision			
Grouping/Community contribution is important in teaching and supervision			
Educator/supervisor roles are not important in teaching and supervision			
Time management is important in teaching and supervision			
Teaching and research environment is not important in teaching and supervision			
Learning activities are important in teaching and supervision			
Resources are not important in teaching and supervision			
Assessment is important in teaching and supervision			

APPENDIX 2

Semi-structure interview

Individual interviews

Full name: _____

This Individual interview will require you to tell a story about your views in teaching of Curriculum Assessment and Policy Statement (CAPS) using Curricular Spider-Web as a framework for the analysis. Present your views by following the curricular spider-web themes/questions as follows.

1. Towards which goals are you teaching (Aims/objectives/outcomes) CAPS and how do CAPS curriculum goals allow parental involvement?
2. Which ideology is your subject/CAPS content based on and how can parents be involved in content delivery?
 - 2.1 knowledge (literature), social preparation (methodology) and personal development (framework).
3. Which activities/tasks are you using to teach CAPS and do they encourage parental involvement?
 - 3.1 content necessities, educator/learner centered and societal centered
4. What resources you are using to teach CAPS and is there a need for parental support/involvement?
 - 4.1 Which hard-ware, soft-ware and ideological ware do you use?
5. How do you facilitate learning (Educator role) of your subject? How can parents assist in playing your role?
 - 5.1 Educator as a lecture, facilitator and researcher
6. How are learners/parents and educators in your school grouped (physical, financial and cultural) for the successful teaching of CAPS?
7. Where does teaching and learning take place (Location) and how do you involve parents?
 - 7.1 face to face, distance and blended environment
 1. When (Time allocation) are you teaching CAPS? Where is time for parental involvement?
 - 1.1 allocated time, engaged time/accessible (time on task) and academic learning time (utilized).
 2. How do you assess learning (Assessment) of CAPS and how do you involve parents in assessment?
 - 9.1 Assessment for, of and as learning

APPENDIX 3



UNIVERSITY OF
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

17 January 2018

Dear: The Principal

Re: Request for permission to conduct research at Wyebank Secondary School.

My name is Sibahle Mthabela, I am a Curriculum Master of Education (Masters) student at the University of KwaZulu-Natal Edgewood campus, South Africa. I am currently engaged in a research project entitled, “Exploring educators’ views about parental involvement in their children’s academic works at a school in Pinetown district”. The purpose of the study is to explore educators’ views about parental involvement in children’s academic works in a school in Pinetown district. The interest is in looking at educators’ views on how much effect parental involvement has on learner’s academic achievement and how can all stakeholders work together towards the same goal. Educators’ views about parental involvement may not only benefit the learners academically but holistically as it also develops self-confidence and parents develop themselves as well and their skills for parenting are also cultivated. Parental involvement is also a platform for good rapport development between educator and a parent as they work together toward the attainment of the same goal, which is the development of the learners, this also may ease the load on educators’ side. Relationship between a child and a parent may also be built through this. So this maybe an advantage to the community as a whole as it has a potential to produce better society as society is formed by families. Therefore, I would like to request to use your school and 5 educators from each department to conduct this research project. Please note the following:

- The school and educators’ confidentiality is guaranteed.
- The interview and questionnaires discussion may last for about 1 hour.
- Any information given by your educators cannot be used against the school, and the collected data will be used for purposes of this research only.
- There will be no limit on any benefit that the school and educators may receive as part of participation in this research project;
- Data will be stored in secure storage and destroyed after 5 years.
- Educators have a choice to participate, not participate or stop participating in the research. The school and educators will not be penalized for taking such an action.
- The school and educators are free to withdraw from the research at any time without any negative or undesirable consequences.
- Real names of the school and educators will not be used, but symbols such as A, B, C, D, E and F will be used to represent school and educators’ names.

- The research aims at knowing the challenges of your community relating to team work, scarcity, peoples' movement, and effects on peace.
- School and educators involvement is purely for academic purposes only, and there are no financial benefits involved.

Thank you for your contribution to this research.

Yours faithfully

Sibahle Passionate Samukelisiwe Mthabela

Student number: 215082634

Cell: +27 73 190 501.

Email: senzisbonga@gmail.com / 215082634@stu.ukzn.ac.za

If you have any further questions about the study, at any time feel free to contact me. If you like, a summary of the findings of the study will be sent to you. If you have any other concerns about your rights as a research participant that has not been answered by the researcher, you may contact my supervisor.

Dr. SB Khoza

School of Education, Edgewood campus, University of KwaZulu-Natal.

Contact details: email: khozas@ukzn.ac.za

Phone: +2731 260 7595.

Discipline Co-ordinator is Dr. LR Maharajh,
Curriculum Studies, School of Education,
Edgewood College, University of KwaZulu-Natal
Phone: (Tel) 031 260 2470
Email: maharajh@ukzn.ac.za

You may also contact the Research Office through:

Ms Phume Ximba

University of KwaZulu-Natal

Research Ethics Offices: HSSREC

Private Bag x 54001, Durban, 4000

Telephone 031 260 3587

Email: ximbap@ukzn.ac.za / Hssrechumanities@ukzn.ac.za

DECLARATION

I..... (Full names of the school principal), the Principal of hereby confirm that I understand the contents of this document and the nature of the research project, and I consent for the school and educators to participate in the research project.

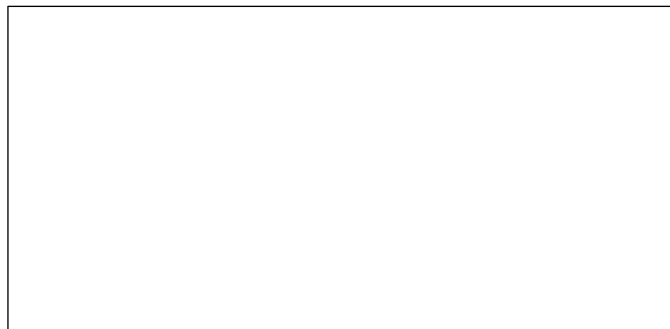
I understand that the school and educators are at liberty to withdraw from the project at any time, should they so desire.

Therefore I grant permission to Sibahle Passionate Samukelisiwe Mthabela to conduct her research in the above mentioned school.

.....
SIGNATURE OF PRINCIPAL

.....
DATE

SCHOOL STAMP



APPENDIX 4



UNIVERSITY OF
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

15 January 2018

Dear Participant

INFORMED CONSENT LETTER

My name is Sibahle Mthabela, I am a Curriculum Master of Education (Masters) student at the University of KwaZulu-Natal Edgewood campus, South Africa. I am currently engaged in a research project entitled, “Exploring educators’ views about parental involvement in their children’s academic works at a school in Pinetown district”. The purpose of the study is to explore educators’ views about parental involvement in children’s academic works in a school in Pinetown district. The interest is in looking at educators’ views on how much effect parental involvement has on learner’s academic achievement and how can all stakeholders work together towards the same goal. Educators’ views about parental involvement may not only benefit the learners academically but holistically as it also develops self-confidence and parents develop themselves as well and their skills for parenting are also cultivated. Parental involvement is also a platform for good rapport development between educator and a parent as they work together toward the attainment of the same goal, which is the development of the learners, this also may ease the load on educators’ side. Relationship between a child and a parent may also be built through this. So this maybe an advantage to the community as a whole as it has a potential to produce better society as society is formed by families. Therefore, to gather the information, I am interested in asking you some questions.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- There will be no limit on any benefit that the participants may receive as part of their participation in this research project;
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- The participants are free to withdraw from the research at any time without any negative or undesirable consequences to themselves;
- Real names of the participants will not be used, but symbols such as A, B, C, D, E and F will be used to represent participants’ names;
- The research aims at knowing the challenges of your community relating to resource scarcity, peoples’ movement, and effects on peace.

- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

	Willing	Not willing
Audio equipment		
Photographic equipment		

Thank you for your contribution to this research.

Yours faithfully

Sibahle Passionate Samukelisiwe Mthabela

Student number: 215082634

Cell: +27 73 190 501.

Email: senzisbonga@gmail.com / 215082634@stu.ukzn.ac.za

If you have any further questions about the study, at any time feel free to contact me. If you like, a summary of the findings of the study will be sent to you. If you have any other concerns about your rights as a research participant that has not been answered by the researcher, you may contact my supervisor.

Dr. SB Khoza

School of Education, Edgewood campus, University of KwaZulu-Natal.

Contact details: email: khozas@ukzn.ac.za

Phone: +2731 260 7595.

Discipline Co-ordinator is Dr. LR Maharajh,
Curriculum Studies, School of Education,
Edgewood College, University of KwaZulu-Natal
Phone: (Tel) 031 260 2470
Email: maharajh@ukzn.ac.za

You may also contact the Research Office through:

Ms Phume Ximba

University of KwaZulu-Natal

Research Ethics Offices: HSSREC

Private Bag x 54001, Durban, 4000

Telephone 031 260 3587

Email: ximbap@ukzn.ac.za / Hssrechumanities@ukzn.ac.za

DECLARATION

I..... (Full names of the participant), the educator at
..... hereby confirm that I understand the contents of
this document and the nature of the research project, and I consent for the school and educators
to participate in the research project.

I understand that the school and educators are at liberty to withdraw from the project at any
time, should they so desire.

Therefore I grant permission to Sibahle Passionate Samukelisiwe Mthabela to conduct her
research in the above mentioned school.

.....
SIGNATURE OF THE PARTICIPANT

.....
DATE

APPENDIX 5

Parents meeting held on the 26 May 2018

Grade : _____ Division : _____

Number of Learners : _____

Number of Parents Attended : _____

General Parents Views (about learners academic work) :

Educators Remarks :

Educators Signature

Date

APPENDIX 6



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/1424

Mrs Mthabela

7 Petria Avenue

Wyebank

3610

Dear Mrs Mthabela

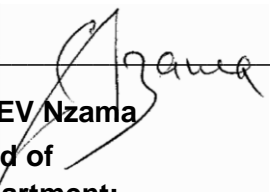
PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **“EXPLORING EDUCATORS’ VIEWS ABOUT PARENTAL INVOLVEMENT IN THEIR CHILDREN’S ACADEMIC WORKS ATA SCHOOL IN PINETOWN DISTRICT”**, 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 findings 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 11 January 2018 to 30 June 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers 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.

Wyebank Secondary School



Dr. EV Nzama

**Head of
Department:**

**Education Date: 15
January 2018**



20 March 2018

Mrs SPS Mthabela 215082634
School of Education
Edgewood Campus

Dear Mrs Mthabela

Protocol reference number: HSS/0218/018M

Project title: Exploring educators' views about parental involvement in their children's academic works at a school in Pinetown district

Full Approval – Expedited Application

In response to your application received on 8 March 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Professor Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Dr SB Khoza
cc. Academic Leader Research: Dr SB Khoza
cc. School Administrator: Ms Tyzer Kihumalo

Humanities & Social Sciences Research Ethics Committee

Professor Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymam@ukzn.ac.za / mohunp@ukzn.ac.za

Website: www.ukzn.ac.za



100 YEARS OF ACADEMIC EXCELLENCE

APPENDIX 8

Educators' views about parental involvement in their children's academic work by Sibahle Mthabela

From Theses (2018 Curriculum Studies)

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3

< 1% match (student papers from 09-Jul-2015)

[Submitted to University of KwaZulu-Natal on 2015-07-09](#)

4

< 1% match (publications)

[Karbach, Julia, Juliana Gottschling, Marion Spengler, Katrin Hegewald, and Frank M. Spinath. "Parental involvement and general cognitive ability as predictors of domain-specific academic achievement in early adolescence", Learning and Instruction, 2013.](#)

5

< 1% match (Internet from 19-Jan-2014)

<http://anglistika.files.wordpress.com/2008/10/kaufman.pdf>

6

< 1% match (student papers from 07-Apr-2016)

Class: CURRICULUM CONTEXT AND CHANGE

Assignment:

Paper ID: [655895744](#)

7

< 1% match (student papers from 07-Sep-2015)

[Submitted to University of KwaZulu-Natal on 2015-09-07](#)

8

< 1% match (Internet from 12-Sep-2018)

http://ulspace.ul.ac.za/bitstream/handle/10386/1998/maepa_mm_2017.pdf?se=

9

< 1% match (student papers from 01-Nov-2015)

[Submitted to Flinders University on 2015-11-01](#)

10

< 1% match (Internet from 10-Jan-2018)

https://etd.ohiolink.edu/!etd.send_file?accession=miami1406724761&disposition=inline

11

< 1% match (publications)

APPENDIX 9

Christine Davis
5A Denys Reitz
Roosevelt Park
Tel: 0716850170
Email: christinem4c@gmail.com

Sibahle Mthabela University of KwaZulu-
Natal Durban South Africa 3610

06 May 2019

To whom it may concern

Re: Thesis: Exploring educators' views about parental involvement in their children's academic work at a school in the Pinetown district

This letter serves to confirm that I edited Sibahle Mthabela's paper before submission.

No content was added and very little was changed by me during the process. Changes were limited to spelling and grammar, while content changes were identified and submitted to Mrs. Mthabela for review.

Please feel free to contact me should you have any further questions.

A handwritten signature in black ink, appearing to be 'CD', with a large loop at the end.

Christine Davis