AN EXPLORATION OF THE ROLE OF PARENTAL INVOLVEMENT IN THE PSYCHOSOCIAL DEVELOPMENT OF ADOLESCENT LEARNERS IN SECONDARY SCHOOLS

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BY

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DECLARATION OF ORIGINALITY

I, **NTOMBIKAYISE PROTASIA DUMA** 206520169 declare that: **An exploration of the role of parental involvement in the psychosocial development of adolescent learner in secondary schools**, abides by the following rules:

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SUPERVISOR'S STATEMENT

This dissertation is submitted with/without my approval

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Dr Ncamisile P. Mthiyane (Supervisor)

DATE:……………………….

DEDICATION

This Study is dedicated to The Almighty God for enabling me to go through the Masters journey. To my two best friends, my beloved mother Agnes Duma and my late father Enoch Mqadi for believing in me. To all those who gave me their support and encouragement throughout this study. Without these people, this study would have not become what it is today.

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ABSTRACT

This study research aimed to explore the role of parental involvement in the psychosocial development of the adolescent learners in secondary schools. Literature reviewed revealed, discussed the following topics: International background on parental involvement; challenges of parental involvement in the psychosocial development of adolescent learners, linguistic challenges; lack of educator training; contextual/community factors; lack of parental involvement, Theoretical framework, Theoretical significance. This qualitative case study purposively selected two secondary schools in the rural context of Pinetown District in KwaZulu-Natal. A sample of one Life Orientation teacher from each participating school, two parents from each school and a total of four learners from each school was selected. A total of four boys and four girls, in grade 10 and grade 11 from both participating schools. This study utilized semi-structured interviews with teachers, parents and focus group interviews were applied with adolescent learners. Data generated was analysed following thematic analysis. Themes that emerged included: The understanding of parental involvement in the psychosocial development of adolescents; the need for parental involvement in the psychosocial development of adolescents; the lack of parental involvement as a hindrance to academic performance of the adolescent learners and challenging school factors and the lack of parental involvement. All ethical issues were adhered to.

Data that was analysed indicated that parental involvement has significant effects in improving learners' psychosocial development which yields positive effects on improved academic performance; enhanced development of self-esteem in adolescent and surprisingly for parents as well. This research has proven that the role of parental involvement is important for secondary schools to adolescent learners in their development and to know themselves as they are developing at home, school and in community and as individuals as well as in building good relationships with parents.

Keywords: Parent, Parental involvement, Adolescence, Adolescent learners, Secondary school and psychosocial development

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CHAPTER ONE
ORIENTATION AND BACKGROUND TO THE STUDY

1.1 Introduction

The South African Schools Act of 1996 (SASA) offers a recognised authority in learning to relatives such as parents and to societies. SASA builds expectations aimed at making the partnership within school governance to be more significant. This chapter looks at the background of learners' schoolwork by searching through the role of parental involvement in the psychosocial development of the adolescent learner in secondary school. The study begins by looking at the background information, problem statement the study motivation, followed by the importance of the study, aims of the study, as well as the main research questions which are the backbone that directed the study. Within the chapter relevant terms and concepts that were used are explained in detail.

1.2 Background to the study

Parents are the first teachers of children whose role is extremely important in the development of values, beliefs, interests and the identity of the child. Children need the ongoing support, guidance and encouragement of parents. The underpinning philosophy of the South African Schools Act of 1996 (SASA) is that, schools are encouraged to become self-managed as well as self-reliant. Bagarette (2011) further explains that this is when the principal is no longer expected to carry the burden of managing the school alone. In terms of the amended provision of section 16 of SASA, a School Management Team (SMT) must be formed to assume responsibility for the daily running of the school and for the implementation of the school's policies. Thus, the headmaster works closely with SMT members which include teachers, parents and learners' representatives. They all share a combined accountability for all parts of school management and organisation.

Du Plessis and Mncube (2011) argue that the task of the school governing body (SGB) is to determine policies and brings at the centre new understanding of governance of the school system. Parents send their children to schools with the expectation that they will get quality education in order to secure their future with a decent vocation and their psychosocial challenges

met. Policymakers and school administrators take for granted that schools will provide this quality education. Pinantoan (2013) points out that the power of parental involvement on learner development and academic performance should not be underestimated. He further emphasises that, learners do much better in their school performance when their parents are actively involved in their psychosocial development and are working closely with schools.

Several initiatives have been developed and implemented in South Africa post 1994. These initiatives focus on learner development. According to Taruvinga and Cross (2012) the 1998 introduction of Outcomes Based Education (OBE) in South Africa, in, focused more on what adolescent learners could do after they had been taught. Aiming at preparing learners to be able to demonstrate their abilities to think, to communicate effectively and above all to be capable of providing leadership skills in their work world. According to the Department of Education, the vision of South Africa is a prosperous and internationally competitive country, which promote knowledgeable and productive people from different societies. Therefore, teachers, parents and learners are to share responsibilities of education with that of the state (Department of Education, 2010).

In addition, Newland (2015) in the Centre for Child Well-Being, parental involvement in their children's development does not only improve a child's confidence, assertiveness, and academic performance across subject areas, but it encourages healthier behaviour and social adjustment to them. Therefore, family participation in education supports and nurtures children to be more productive and responsible citizens. The initial challenge for most parents and family members is to understand the challenges that adolescent learners are faced with.

1.3 Motivation for the study

This study explored the role of parental involvement in the psychosocial development of adolescent learners in secondary school. Personally, I was motivated by my psychosocial experiences to conduct this study. I had always believed that education enlightens individuals in many ways. To me the goal of education makes a person wiser, more knowledgeable, better informed, have morals, be responsible, critical and capable of continuing to learn and develop simultaneously. Personally I have experienced lots of struggles and much loneliness in my studies. In my

family no one had an interest in my education, I was motivated by the fact that I wanted to be the first graduate in the family. That motivation alone gave me enough strength to experience many psychosocial challenges and I took my studies most seriously. I would compete with my peers in each grade to be the best academic performer. I did this without letting them know I was competing. I used to stay behind after school and do all my homework so that by the time I reached home I had finished my school work because I had no support system. Due to my higher performance, I became a leader in-exam preparation study groups. This role benefitted me more and prepared me for doing well even in my future studies. Challenges and successes I experienced at school I could not share with anyone at home and this was my deepest challenge that affected me negatively. Seeing many learners and students drop out of school, I questioned myself many times, what kept me focused and why did I not join them in leaving my education.

In my seven years of teaching profession I have realised that some learners are exceptionally good in school performance, while some are extremely poor and choose to eventually drop out of school before they complete their secondary school level. My observation in teaching profession and in my school, parents are not at all involved in the education and the development of their adolescents. I discovered, in conversation with some parents and learners, that parents believe that it is a teacher's duty to support learners. Parents did not come even to check their children's performance let alone reporting them when absent from school. When learners were forced to bring their parents to discuss their study concerns, they would grab anyone from the street and brought that person to the teacher. Usually most parents come to school to fight or argue with teachers when their children fail to get a promotion to the next grade. Very few learners would dedicate themselves to their studies and most learners needed more teacher-parent support. In my school, teachers did their best in their supportive role but parents failed to avail themselves. School management was almost giving up as the culture of teaching and learning was almost non-existent. My fellow colleagues in profession felt that teaching was no longer meaningful. If we were to be young again, we would choose other professions rather than teaching.

Education White Paper 6 on Special Needs Education (2001) of inclusive education and training system, acknowledges that all children and youth can learn and that all children and youth need support. According to this system learners who need high levels of support will be accommodated. In this regard, the process of identifying, assessing and enrolling learners with the necessary support, teachers and parents will play a relevant role. In accordance with Education White paper 6 on Special Needs Education (2001) of inclusive education and training system the Bill of Rights (Chapter 2 of the Constitution of the Republic of South Africa) and Section 29(1) (a) of (1996), states that learners are obliged to receive education in order to be able to demand this respect and protection, as it states that everyone has the right to quality education. The quality of education provides learners with opportunities for lifelong learning, the world of work and meaningful participation in society as productive citizens, and to achieve all of this, there has been a need for supportive structures in all levels of development. It could therefore be a confirmation that needs to be appreciated that the education of any child starts from home by parents be it the mother or the father. Parents are without doubt, the key performers in the development of their children. Cross (2011) argues that learners in schools across the nation are threatened by critical, social, emotional, and environmental problems. These were my stepping stones because I wanted and aimed at proving such circumstances wrong, by doing even better in my studies hence the motivation to explore the role of parent involvement. Moreover, Bill of Rights (Chapter 2 of the Constitution of the Republic of South Africa) and Section 29(1) (a) of (1996), further states that parents must act in the best interests of their children and provide the initial protection and education.

1.4 Problem statement

The nature of the role of parental involvement is crucial and has ultimate impact on the psychosocial development of any adolescent learner. Children's emotions and behaviours depend very much on the support of their parents. In defining psychosocial development Domino and Affonso (2011) argue that it is an individual's growth and development on a social realm. Thus, psychosocial development is how individuals develop their mind, maturity level, and emotions over the course of the individual's life. Psychosocial development of adolescent involves the individual adolescent learner's better communication among the community, home, as well as school contexts. In these contexts, it is where parents can be more involved in the development

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of their adolescent children while the supportive structures among home, the school and wider community are collaboratively participating. This is therefore why the Harvard Family Research Project (HFRP) (2014) suggests that, nurturing relationships provides an emotional refuge for children, fostering the development of a healthy sense of belonging, self-esteem, and well-being. On the other hand, Halle, Zaslow, Wessel, Moodie, and Darling-Churchill (2011) if parents are sensitive and responsive to children's emotions, children are more likely to become socially competent and show better or developed communication skills. When parents are invited to visit school for discussing challenges faced by their children, they sometimes barely respond. This then leaves most parents or guardians failing to attend school functions because of many reasons. The study seeks to explore the role of parental involvement in the psychosocial development of adolescent learners.

1.5 Objectives of the study

The objectives of this study are:

1. To explore the role of parental involvement in the psychosocial development of the adolescent learners.
2. To explore the influence of the parental involvement in psychosocial support of the adolescent learners.
3. To explore the challenges of parental involvement (if any) in the psychosocial development of the adolescent learners.
4. To explore the importance of parental involvement in the psychosocial development of the adolescent learners.

1.6 Key/Critical research questions

1. What is the role of parental involvement in the psychosocial development of the adolescent learners?
2. How does parental involvement influence or not influence the psychosocial support of the adolescent learners?
3. What are the challenges of parental involvement (if any) in the psychosocial development of the adolescent learners?

4. Why is parental involvement important in the psychosocial development of the adolescent learners?

1.7 Significance of study

The significance of this study was to explore the role of parental involvement in the psychosocial development of adolescent learners in secondary school. The information obtained by completing this study will be of benefit to parents, adolescents, and teachers. If parents become aware of the importance of psychosocial support in the development of their children, this would result in active participation to everyone. Using overlapping spheres of influence as a framework, the significance of this case study was to explore teachers, parents, and learners' perceptions of school-family partnerships in the education of secondary school adolescents. Each teacher, parent, and learner bring a unique set of perceptions and beliefs about parental involvement into the school-family partnership. These perceptions influence everyone's role, their relationships, and the interactions between the schools and families.

The findings of this study might also be beneficial to educational institutions. The results may be utilised to develop secondary school programmes associated with parental involvement in school activities, decisions and homework. Programmes such as these, could be implemented to bridge the gap between home and school while improving adolescents' psychosocial development level. The result of this study might be a useful addition in the existing knowledge of sociology of education. The findings of the study might be useful for the policy planners in the education planning divisions. This would be the practical utility of this present empirical inquiry.

1.8 Clarification of key concepts

This section looks at the key concepts that guided the study, and are further defined and clarified as follows:

1.8.1   Parent

The South African School Act (Act 84 of 1996), defines the word parent as the parent or guardian of a learner, the person legally entitled to custody of a learner, or the person who undertakes

to fulfil the obligations of a parent with regard to the learner's education at school. Walfish (2010) concurring with the South African School Act (Act 84 of 1996) reports that a parent is a person who takes care and assumes responsibilities for the child. That person can be either biological or non-biological, guardians or caretakers. This, therefore, includes those who are raising the children of their family members. The concept of parent in this study is used as a generic term encompassing biological and or non-biological parents, guardians and all family members actively involved in the child's life especially in a child's learning and performance in school.

1.8.2   Parental involvement

Parental involvement according to Barton, Drake, Perez, St Louis and George (2004) implies the support the parents give to their children for them to become more effective in reaching out to their learning goals. Similarly, Blackmore and Hutchison (2010) describe parental involvement as a dynamic, interactive process in which parents draw on multiple experiences and resources that define their interactions with schools and their children regarding school work. Parental involvement is defined for the purpose of this study as any activities or actions that parents take in support of their children's psychosocial development and or academic achievement in partnership with the school. Understanding and addressing psychosocial challenges is hoped to holistically encourage learner academic performance to increase and attain sustainable education.

1.8.3 Adolescence

According to Steinberg (2014) adolescence is a life-threatening period of growth which is succeeding the beginning of puberty where a young person matures from being a child into an adult. Thus, it is a period of continuously changing mental, physical and psychological attributes. Davies (2011) also, adds that adolescence is a developmental transition between childhood and adulthood which entails major changes including cognitive, social and behavioural changes. At this stage it is where adolescents learn more about the 'real world' and try to do their best for both independence from parents and inclusion in social groups. Steinberg (2014), further states that this marks the increase in risk-taking and usually this does not take place at

any other point in one's developmental lifespan. Eissa (2010) and Wan (2012) regard adolescence as a period of total change in quantity and quality of a child's growth. On the other hand, Morton, Crump and Saylor (2012) argue that development differs in judgment and pace and is subjective to background factors. This study focuses on the adolescents who are still studying in secondary schools.

1.8.4   Learner

According to the Collins English Dictionary (2012) a learner is someone who acquires certain knowledge or a skill and is still learning something. A learner is a beginner at school, someone who is learning about a subject or how to do something. Moreover, the South African Schools Act (SASA) 84 of 1996, (South Africa, DoE, 1996) also looks at a "learner" as any person receiving education or obliged to receive education in terms of this Act. The focus of a learner in this study is of an adolescent searching for knowledge to broaden his or her horizons.

1.8.5 Adolescent learners

Glaser, Shelton and Bree (2010) describe adolescent learners as having characteristics that comprise the various attributes that shape the way individuals make meaning of their world around themselves. Furthermore, these attributes include specific skills, such as hypothetical deductive reasoning and metacognition, which are tied to an individual's stage of cognitive development. The study looks at the adolescents' perspective on how they view the role of their learning with the support of their parents getting involved.

1.8.6   Secondary school

According to the Collins English Dictionary (2012) secondary school in the South African context is known as a high school. The secondary school usually provides educational instruction for learners during the period from ages 11 to 18. Concurrently, the International Standard Classification of Education (ISCED) states that secondary education is considered the second and final phase of basic education. Thus, secondary education typically takes place after six years of primary education and is followed by higher education, vocational education or employment. Moreover, according to the South African School Act (Act 84 of 1996), the term secondary school refers to any public or independent school which enrols learners from Grade

eight to Grade twelve. Smetana (2011) refers to a secondary school as a place of tuition and learning, an open system established to meet the educational and training needs of the community at large. Thus, secondary school is not an independent or isolated entity, but operates within local communities. Secondary school in this study is seen as an institution that accommodates and prepares adolescents for tertiary education.

1.8.7 Psychosocial development

Erikson (1968) in his theory argues that psychosocial development is the development of the personality, through the social realm showing how one develops one's mind, maturity level, and emotions over the course of one's life, including the acquisition of social attitudes and skills, from infancy through maturity. He further states that psychosocial development involves eight stages of development in which each stage builds upon the previous. Erickson's theory describes how the impact of social interactions and experiences shape individuals throughout their lifespan (Erickson, 1968). Kath (2015) defines psychosocial as looking at the individual in the context of the combined influence that psychological factors and the surrounding social environment have on their physical and mental wellness and their ability to function, as they grow within the community. On the other hand, Slavin (2012) looks at psychosocial support as a tool that empowers individuals and their communities to tackle emotional reactions to critical events and creates community cohesion essential for adaptation. This tool transforms problems into opportunities for sustainable progress and allows them to advance in life. The study looks at the part which communities of our adolescent learners play in the lives of learners.

1.9 Delimitations of the study

The study focused only on two secondary schools in KwaZulu-Natal, in Pinetown District. Under normal circumstances such a study would have been carried out in the entire republic of South Africa. In this study, some of the parents felt un-welcomed at school and were reluctant to participate as they had the perception that their contributions to the study might offer unimportant ideas and they might not be appreciated. Murray, Finigan-Carr, Jones, Copeland-Linder, Haynie, and Cheng (2014) argues that some information reveal that some parents, particularly those of lower socioeconomic status (SES), may experience larger barriers to parent involvement than those privileged parents. This therefore highlights parental connectedness with what

is happening or discussed as a possible factor that shapes parent involvement. This was due to the lack of parental involvement and the school was not seen as part of the community. The development of children is not only their duty as parents but is a collaborative effort among school, families and the community at large. Some parents because of the level of illiteracy in the school community felt that participation was a waste of time and had to be visited in their homes. The times planned for interviews coincided with teaching times, however, other schedules were put into place which extended the initial time that was scheduled for data generation. For some participants, I planned meetings after school and for some during weekends. The sample for this study is small and results cannot be generalised as the sample was composed of Life Orientation teachers, parents, and Grade ten and eleven adolescent learners in two secondary schools of Pinetown district.

1.10 Outline of the study
The study is organised into five chapters, namely:

1.10.1 Chapter One
This chapter discusses background to the study. It further looks at the problem statement, motivation for the study, objectives of the study, key/critical research questions, and significance of the study. Relevant terms and key concepts used in the study are clarified. Delimitations of the study are explained in detail followed by the chapter summary.

1.10.2 Chapter Two
Chapter two covers a review of related literature that is relevant to this study which examines conceptualisation of parental involvement, the importance of parental involvement, psychosocial development of adolescents, social development, the role of parents, challenges of parental involvement, lack of parental involvement in the academic performance of adolescent learners, parents' attitude towards school and teachers' attitude towards parental involvement in school. Epstein's theoretical framework was discussed, including a brief historical background, and components of the theory. Chapter two discusses parenting, communicating, volunteering, learning at home, decision making, collaborating with the community, theoretical significance, methodological significance, practical significance and finally, the chapter summary.

1.10.3 Chapter Three

Chapter three outlines the research design and methodology that I have adopted in this study. It begins with the introduction of the chapter and research design, methodology and paradigm which couched this study. It further explained the context of the study, using a purposive selection approach and procedures, profiling of participants and looks at the secondary school teachers. Data generation methods and procedures which included semi-structured interviews and focus group discussions were included as were the characteristics of focus group interviews and the recordings of the focus group interviews. Issues of trustworthiness, data analysis approach and procedural steps were discussed. Ethical considerations that were adhered to, including informed consent and voluntary participation, anonymity and confidentiality, transparency of findings were explained and justified. This chapter concludes by giving the chapter summary.

1.10.4 Chapter Four

Chapter four presents data that was captured from the field and a discussion of findings that were generated in the study. Analyses and interpretation of data collected from the discussions and exploration were produced by applying the interpretivist paradigm and Epstein's Theory which was supported by literature.

1.10.5 Chapter Five

Chapter five draws the different parts of the study to a conclusive whole after viewing the analysis of data collected. Data was interpreted and discussed, drawing from the themes and sub-themes that emerged. Summary of the study, conclusions, and recommendations were made. The implications for future research based on conclusions and recommendations were also highlighted.

1.11 Chapter summary

The introduction and the background of this chapter have displayed that parental involvement is crucial in the psychosocial development of adolescent learners and has given us the overview of the impact it has on education and academic performance. This chapter also displayed how

the new system of education expects the parents to play a crucial role in the development of learners. Parents are required to share the responsibility as well as the knowledge gained in their involvement with their adolescent learners to build and develop their community and country. The following chapter discuses literature reviewed and the theoretical framework that under-pinned the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The previous chapter highlighted the background, problem statement, motivation and objectives of the study. It has also looked at the critical research questions, significance, and clarification of various key concepts, delimitations and the outline of this study. This chapter further discusses the literature that is relevant and discusses conceptualisation of parental involvement by looking at why parental involvement is important. It has looked at the psychosocial development of adolescents. Lastly it discusses the role of parental involvement in the psychosocial development of adolescent learners internationally and in a South African context. Challenges of parental involvement in the psychosocial development of adolescent learners are also discussed. Issues pertaining to community factors, family factors, lack of parental involvement in the academic performance of adolescent learner and the importance of parental involvement are explained. This chapter presents Epstein's Six Types of Parental Involvement Theory as a theoretical framework which underpins this study and its relevancy to the role of parental involvement in the psychosocial development of the adolescent learner.

2.2. Literature Review

The purpose of the review of related literature is to familiarise the researcher with the past and present facts as well as evidence in the area of study. Jesson, Matheson, and Lacey (2011) define a literature review as an evaluation of research published to date, on a specific topic for various purposes such as to justify research, support a proposal for research or provide an overview on a topic drawing attention for further needs of research. Additionally, Aveyard (2010) explains a literature review as a critical and in-depth evaluation of previous research. With respect to the above explanations, literature review would bring the reader up to date with previous research in the area of study. Onwuegbuzie and Frels (2016) argue that literature review is a portion that forms solid foundation of the future research in the field of study. It is a summary that outlines a specific area of research that allows any person reading the paper to establish why a researcher

is pursuing a particular research study. This study explored the role of parental involvement in the psychosocial development of adolescent learners.

2.2.1 International background on parental involvement

Parental involvement traditionally is where both parents and families are treated as separate contexts in educational studies. This section briefly highlights how parental involvement unfolded in different countries. According to Montgomery (2013) globally, teachers consider parental involvement in schools, as crucial for learners' academic performance. For example, in the United States of America (USA), Hayes (2012) noted that there is a relationship between parental involvement and learner academic achievement. In the USA parental involvement is a vital element for cultivating learner academic achievement. Thus, the No Child Left behind Act (NCLB) of 2001 of the United States Education Department (2004) looks at parental involvement as a contribution of regular two - way significant communication connecting learner academic learning and other school activities. The main aim of the NCLB Act of 2001 is to assist in increasing parental involvement in education and how to support parents as associates in education. The NCLB Act of 2001 also aims at closing the achievement gap between minority learners and their white peers. The term Hispanic or Spanish is a term, defined by the Encyclopedia Britannica (2016) that is largely stating people or nations and cultures that have a historical relation to Spain. Young and Vrogistinos (2010) state that Hispanic parents have come to understand their role of involvement as teaching self-confidence, respect and behaviour. Hispanic parents regard parental involvement as a participation in informal home activities such as checking homework, reading to children and listening to their children read.

Scottish people, according to The American Heritage Dictionary of the English Language (2004), are people or Britons who are the citizens of the United Kingdom, British Overseas Territories. Scottish education is also aware of the role of parental involvement in the education of their children. According to the Scottish School's Act (2006) Scottish Department of Education (2006) parents are the first and ongoing educators of the child. The Scottish education authorities recognise the important role that parents and caregivers play in the learners' learning and development. In Ghana, according to Donkor (2010) in the Weija community the Ghanaian

government together with schools created the environment that is appropriate for informal collaboration among parents, teachers and learners. Their main aim was to help their children to get a good education and assist them to increase their performance in their schooling. Hong Kong is a Chinese culture that looks at education as the most effective platform to social and economic enrichment and the development of the person. According to Wang and Sheikh-Khalil (2014) Chinese parents in Hong Kong support the practice of homework as a learning approach that contains drilling practices. Learners mostly depend on their parents more for emotional and practical support. At this stage of learners' education, parental involvement becomes more effective especially in developing a learner's inspiration, effectiveness and beliefs which play an important role in positively influencing educational outcomes.

2.2.2 Parental involvement and psychosocial development in the Sub-Saharan and South African context

As the late President Nelson Mandela proclaimed that, "Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of the mineworker can become the head of the mine and that the child of a farm worker can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another (NEEDU, 2013)". Education has been recognized as a support and the backbone of the success of the young democracy. It is the key to cultivating the standard of living and developing the lives of the poor people since 1994. South Africa has been confronted with numerous challenges while trying to structure a system of education that can strive and contest with global community. Motshekga (2015) maintains that, the present democratic government has indeed tried to address transformation through Changes to legislation, redress and essential modifications in the education system. Thus, the new structure presented new laws and policies that expected parents and guardians to play an essential role in the education of their children. Therefore, parents have to share the responsibility of education with both learners and teachers in schools. Okeke (2014) is certain that parental involvement defines a condition in which parents are perceived to be active partners in the process of educating their children. During the State of the Nation address in Cape Town in 2009, former President Jacob Zuma specified that, "Teachers, learners and parents must work together with government to turn our schools into thriving centres of excellence". Concurringly

with our former President Jacob Zuma, SADTU (2012) in its call for excellence in teaching and learning campaign, argued that, parents, community, teachers and learners needs to collaborate, in forming a community based parental support. This therefore called for the identification of schools, churches, and other community structures in the community that will be used as learning components where all community learners would come together for an hour or two promoting an after-school session. This would somehow give a fuller support to parents.

In a country as diverse as South Africa, which has also evolved from an era of separatism and segregation, comparing parenting styles across ethnic groups. Makwakwa (2011) argue that in South Africa, research concentrating on parenting is limited to parenting styles and parental behaviour and their effects on child outcomes. Latouf (2008) points out that studies, which specifically focused on the associational qualities between parenting styles and child outcomes, have shown that in early childhood, an authoritative parenting style was related with acceptable behaviour of children in a sample of five-year olds. Thus, during adolescence, authoritative parenting clarified the alteration in resilience for black and white adolescents. While on the other hand an authoritarian parenting style was connected to emotional-focused managing approaches of adolescents (Kritzas & Grobler, 2007). Makwakwa (2011) and Moyo (2012) state that an authoritative parenting style was also related with thoughtful decision-making in young adults and the aims and ambitions of youth. The studies conducted by Latouf (2008), Makwakwa (2011) and Moyo (2012) showed that parents used mainly an authoritative parenting style across ethnic groups in African continent specifically.

2.2.3 Systems of parenting in the South African system

Research suggests that the quality of parental involvement in the psychosocial development of adolescent learners is a relationship that has an impact on the development among adolescents' lives. According to Erickson (1968) an adolescent's emotions, autonomy, achievement and identity are all referred to as part of psychosocial development throughout life. According to the South African Schools Act of 1996c, Act 84 (RSA, 1996, p.4), the term parent refers to a

person who is legally entitled to custody (physical control) of a learner, and a person who undertakes to act as a parent of a learner for the purposes of the learner's education at school. Thus, a parent is the guardian of a learner and a biological parent of a learner. In African context, a parent is any adult whose role is to guide and accompany the child towards responsible adulthood. Most children have two main educators in their lives, their parents and their teachers. Parents are the prime educators until the child attends an early year setting or starts school and they remain a major influence on their children's learning throughout school and beyond. The school and parents both have crucial roles to play.

Parental involvement is defined for the purpose of this review as any of the activities or actions that parents may take in supporting their child's development and /or academic achievement in partnership with a child's formal education. This involvement may be in accord with Iglesia, Stover and Liporace (2014) in the form of academic support or academic monitoring. Although specific definitions for parental involvement tend to vary across studies, Rafiq, Fatima, Saleem and Khan (2013) believes that this general definition captures the essence of how people perceive this term.

Parent involvement usually involves parents' behaviours in home and school settings intended to support their children's educational progress. This according to Dearing, Gubba and Chisale (2018) will include the quality and frequency of communication with teachers as well as participation in school functions and activities. Thus, parental involvement bridges two key contexts in children's early development, namely the home and school settings. In this study parental involvement is conceptualised as a product of the interaction between the influences of school and home settings by providing continuity between the two environments. For example, if parents are aware of a teacher's instructional goals, they may provide resources and support for those learning aims at home. Similarly, in terms of social development, parental involvement may facilitate the development of consistent disciplinary approaches across home and school.

According to Wang, Ming-Te, Brinkworth, Maureen, Eccles and Jacquelynne (2012) personal experiences that evolve from the parent-adolescent relationship are the initial source that sets

in motion the cycle of how adolescents will self-evaluate and interact with others. Thus, the relationship between perceived parental involvement and adolescent psychological well-being is based on two realities. The first reality, the home environment, is the initial social arena in which adolescents have remained more consistently under the influence and supervision of their parents. Later, these individuals begin to seek an alternative reality, separating from parents and seeking inclusion with peers during adolescence. According to Grant and Ray (2017) education is crucial for the development of any society. He maintain that the more educated the people of a society are, the more enlightened and well-disciplined the society might be. Mainly, parents have fuller responsibility to socialise adolescents for making them fruitful members of their society. The more the parents are involved in the process of communicating education to their adolescents, the more the adolescent is likely to do better in their educational career and thus become productive and responsible members of their society. Thompson (2013) secondary school learning environment may be more complex than the intermediate phase and educational achievement expectations rise. This is more so because, adolescents are more likely to have higher academic performance levels and improved behaviour when parents are involved in their education.

2.2.4 Psychosocial development of adolescence

Steinberg (2005) defines adolescence as a sensitive and critical period for both normal and maladaptive patterns of development. Burger (2010) also defines adolescence as the transitional stage of development between childhood and adulthood, representing the period during which a person experiences a variety of biological and emotional changes. Hall denoted this period as "Storm and Stress" and states "conflict at this developmental stage is normal. During this period, adolescents suffer from various forms of problems and or dysfunctions and conflicts, which ultimately impair normal psychosocial development aggravating psychosocial dysfunction. The adolescent period has its own strains. Hormonal changes may be directly implicated in the increase in confrontation between parents and children and in various kinds of aggressive and delinquent behaviours. According to Cowie (2004) it has long been theorised that what adolescents learn, and how they react in certain situations is affected by their relationships with parents, parenting styles, and parents' behaviour. Thus, adolescents may imitate their parents through modelling their use of aggression in controlling them. Any ignorance on the part of

parents may lead to unwanted damaging effects on adolescents' growth and thereafter may create misbehaviour problems in children therefore parents play a critical role in the development of their adolescents. Erikson's theory of psychosocial development includes eight stages of development and at each stage, there is a different and specific conflict that the individual must resolve in order to move to the next stage of development. If the person is unable to resolve a conflict at a particular stage, he/she will confront and struggle with it later in life. Therefore, psychosocial development is a development on social territory. Psychosocial development is how an individual develops his/her mind, maturity level, and emotional state over the course of his/her life.

Gentry and Campbell (2002) define social development of the adolescent as a stage in which the child searches for his identity and the value of interacting with others. Erikson refers to this stage as identity versus role confusion – the adolescent is striving to establish a coherent self and find his worth in society (Papalia, 2008). Erikson identifies three aspects of identity: the choice of occupation, the adoption of values and the development of a satisfying sexual identity. Social development includes empathy, showing respect for oneself and others (Shunk, 2008) and is important for the understanding and interpretation of cognitive tasks (Donald 2007). In developing socially, adolescents may be egocentric, may think of others as either imaginary or real, or may be as interested in them as they are in themselves. They have a desire to be noticed and accepted by peers and other important people in their lives as they seek autonomy and independence, identity and social status (Huni, 2010; Simons-Morton, 2012). Erickson's theory states that, if the search for identity is successful, the adolescent will develop a value of fidelity, with positive self-esteem, positive psychological adjustments and good inter-personal relations (Gentry & Campbell, 2002; Meyer, 2008). On the other hand, if he does not have the sense of identity, the adolescent is unable to integrate his desires, possibilities and skills with the opportunities that society offers for growth (Meyers, 2008). Peer isolation has been linked to negative behaviour such as delinquency, psychological problems, anger and guilt later in life (Sullivan, 2006). At this stage, they form a personal and sexual identity of their own, which is influenced by the interaction of biological, environmental and genetic factors. If adolescents engage in early sexual activity, they increase their chances of contracting sexually transmitted diseases,

unwanted pregnancy, dropping out from school, unemployment, financial problems and having their own malnourished children who are subjected to ineffective parenting (Papalia, 2008; Stanley & Canham, 2006). It is a time when childhood trauma may surface and when adolescents may become aware of unconscious conflicts.

2.2.5 The importance of parental involvement in adolescents' psychosocial development

Parhar (2006) explains the involvement of parents in their children's education as having been long considered by researchers as an important factor that has positively impacted children's school success. Vassallo (2001) confirms that parental involvement in a child's education is a strong predictor of learner achievement. Characteristically, the more involved the parent, the more the child achieves. Houtenville and Conway (2008) concur in mentioning parental involvement as an important factor in pupil achievement. For example, if a parent sets apart time to help a child with homework, that child will most likely develop interest in schoolwork and will apply him/herself to schoolwork more diligently. Lemmer and Van Wyk (2004) also see parental involvement as a prerequisite for improving the culture of teaching and learning in schools. Jeynes (2005) further confirms that parental involvement is associated with higher pupil achievement outcomes. For example, when parents buy their children books to boost those provided by the school, they provide a conducive learning atmosphere at home and give themselves time to positively discuss issues relating to school, and the child is likely to learn successfully. Consequently, such a child will produce good results. If parents secured for their children a quiet place to study and do homework, review children's homework and talk about what happened at school, children will appreciate the importance of education and in consequence will be good learners. The results of Jeynes' (2005) study also consistently confirms that parental involvement is related to higher learner achievement outcomes whether the outcome measures were grades, standardised test scores, or a variety of other measures, including teacher ratings. This study has helped parents realise that their involvement in schools will help them discover their potential, which they can use for the benefit of their children.

Referring to research in the USA, Holloway (2008) affirms that parental involvement has a positive effect on children's achievement. Parents who are more involved in their children's education tend to be more knowledgeable about school goals and procedures (Hill & Taylor,

(as cited in Holloway 2008). They communicate the importance of education to children (Lareau, as cited in Holloway 2008) and assist children to learn strategies to enhance their perceptions of competence and control over achievement outcomes (Grolnic & Slowlaczek, 2009).

2.2.6 The role of parental involvement in the psychosocial development of adolescent learners

According to Epstein and Sanders (2000) parents could use their information to support their children in developing approaches that could benefit them in understanding literacy and numeracy in homework and assignments. They both believe that there should be a suitable approach between parental involvement and the school's expectations. Therefore, parental involvement and activities should be in line with what the schools are expecting which will then lead to positive educational results for the learners. If parents act as role models by asking questions about the school day as well as homework and assignments, then learners will realise that their parents recognise school related activities as essential.

According to Driessen, Smidt and Sleegers (2005) parental involvement stimulates the cognitive and social development of learners in a positive way. They further agree that parental involvement is a significant approach for moving forward the quality of learners' education. Lemmer (2000) argues that findings in a qualitative study on parental involvement by student teachers at the University of South Africa (UNISA) stated that parental involvement is an essential part of any whole school approach aimed at school improvement. Thus, parental involvement is unique to each school as it was possibly conceptualised differently so parental involvement practices differ. However, according to Angelle, and Anfara (2006) if there is some form of parental involvement, more structured parental involvement partnerships will develop for better education. According to research by Epstein (2001), Lemmer (2000), Dempsey, Jones (2001), De Carvalho (2001), and Jeynes (2005), parental involvement in learners' schoolwork does lead to positive educational outcomes. Therefore, parents do play a critical role in learners' cognitive development and school achievement. Parental involvement in learners' schooling does lead to many positive results such as improved educational outcomes; homework completion; and better parent child and parent school interaction according to Epstein (2004), Lemmer (2000),

Mmotlane, Winnaar and Kivilu (2009). This also results in learners' school attendance improving greatly.

2.3 Challenges of parental involvement in the psychosocial development of adolescent learners

Some of the class activities are allocated to be done at home with the support of a parent or guardian, according to Clasquin-Johnson, Joubert and Hartell (2010) and are normally termed homework. On the other hand, Mmotlane, Winnaar and wa-Kivilu (2009) believe that there is an essential need to boost parental involvement in order to increase learners' participation and quality in their academic performance. Thus, parents frequently become involved in their adolescents' education through homework. Whether adolescents do homework at home, complete it in after school programmes or work on it during the school day, homework can be an influential instrument that:

1. Allows parents and other adults know what the adolescent is learning;

2. It gives both adolescent learners and parents a reason to talk about what is going on at school; and

3. It gives educators a chance to hear from parents about adolescents' learning.

The Department of Education (1996) acknowledges the parental role in their children's education as the South African Schools Act 84 of 1996 states that parents are to be involved in the education of learners. Joubert and Hartell (2010) warn that this might be one of some of the challenges to some parents when involving themselves in children's homework. For example, these include the educational level of the parents, parents who are afraid to challenge the status quo of the school because they fear victimisation of their adolescent children, language barrier and educators might not have received training on how to work with parents. On the other hand, some challenges according to Lansberg, Kruger, and Nel (2005) are those of families who differ in terms of their skills, knowledge, resources and time available to promote the learning and development of their children. The complex nature of the family structure must be understood. The number of families with an atypical composition has increased dramatically. It is acknowl-

edged that there are more single-parent families, step families, families of mixed religions, families with adopted or foster children and grandparents raising grandchildren, as well as extended families due to Human Immunodeficiency Virus (HIV), or parents who are employed far from home, and parenting that is sometimes left to siblings.

According to Mmotlane, Winnaar and wa-Kivilu (2009) there is significant confirmation concerning the importance of the parent – family and School, working together as an approach in developing better teaching and learning. On the other hand, Loera, Rueda and Nakamoto (2011) sustain this argument when stating that, parental involvement is a serious influence in motivating learner participation and success. This argument is in line with the South African Schools Act, No. 84 of 1996 that encourages parent - school relationship strategies; however, this according to the Department of Education, (1996) is also recognising and giving permission for the role of parents in school governance.

However, Lemmer (2012) looks at the role of parents in learners' education, as traditionally restricted when it comes to parents attending parent - teacher meetings. According to Clasquin-Johnson, Joubert and Hartell (2010) teachers are continuing with the distribution of schoolwork as a homework to learners irrespective of the language used. This reveals that, illiterate or semi-literate parents are expected to read to their children, correct their articulation and observe homework, in a language they do not even know. Additionally, the above writers contend that, homework arrangement in South Africa has adopted and supports Eurocentric standards which expect every learner to have a parent, space and electricity available in every learner's home. The following are some of the restrictions that are challenges to parental involvement in learners' work.

2.3.1 Linguistic challenges

According to Utne (2015) South Africa is a country of diverse languages and is therefore, a richly multicultural country characterised by many languages spoken across the nation. According to Nel (2011) the census acknowledged by Statistics South Africa (2012) concurs with Utne as it revealed that the language that is spoken most in this country, is isiZulu, which is spoken by 22.7% of South Africans. This is followed by isiXhosa with 16.0%, Northern Sotho by 9.1%,

Tswana 8.0%, Sesotho 7.6%, Tsonga 4.5%, Swati 2.5%, Venda 2.4% and Ndebele 2.1%. Afrikaans is spoken by 13.5% of the population and English by 9.6%. Therefore, learners come from a wide variety of language backgrounds. This, then makes language in South Africa to be problematic due to the multilingual nature of the society and the ways in which children learn their first language. Most parents of our learners in deprived areas do not speak English which is the language of learning and teaching in South Africa. The communication between parent and child regarding school work and its instruction is then broken down. Another reason for lack of parental involvement is embarrassment. A number of parents who are illiterate or are unable to speak English feel as though they cannot assist or offer anything to their children which makes communication between school and parents difficult. Tamzarian, Menzies and Ricci (2012) contends that most parents would automatically feel intimidated by the professional language that is used within school premises which then becomes a source of embarrassment as some parents would recollect their own failure in school.

2.3.2 Challenges face by teachers

According to Statham and Harris (2010) for any school to participate successfully with parents, especially within South African schools, staff need preparation and training, mainly when collaborating with parents whose experiences are very different from their own. School staff ought to therefore obtain parental commitment training as part of their initial teacher training and they should be committed to developing themselves professionally. In my training, I never received any training on how to engage with parents. This has negatively affected the home-school interaction with regard to how homework and assignments are to be carried out and leads to parents lacking confidence in supporting their children's learning and engaging with school.

 Hingle and O'Connor (2010) reveal that when more parents participate in the education of their children, the more likely it will be that their children prosper in the education system. Furthermore, school improvement and school effectiveness research constantly demonstrate that parental commitment is one of the key factors in obtaining higher learner achievement. Therefore, schools that progress and endure development involve the society and build strong bonds with parents.

2.3.3 Practical significance

Lui, Simpins and Lin (2018) argue that parental involvement is the key to learners' achievement in school. For example, if parents set aside time to assist their children with homework, those children will most likely develop curiosity and become interested in their schoolwork and will put more effort in working more attentively. Jeynes (2010) concurs by confirming the advancement of learner performance when parental involvement is effective, and reports that, when parents buy their children books to boost those given at school it will offer a favourable learning atmosphere at home. Giving children enough time will positively allow them to discuss issues with their parents concerning school, and therefore such children are likely to learn successfully. Significantly such children according to Houtenville and Conway (2008) will yield good grades as their parents are fully involved, since parents' participation is a significant factor in a child's development. If parents secured time for their children and provided them with a quiet place to study and do homework, take time to review children's homework and talk about what happened at school, children will appreciate the importance of education which will help them to be good learners. This will then assist children to adapt well to school and start attending school more regularly.

2.3.4 Socio - economic status

According to Dornbrack, Scheckle and Felix (2008) the effects of poverty and unemployment are some of the major challenges that have a negative effect on homework completion. Therefore, parents of low socio - economic status (SES) are found to be less involved in the teaching of new learning skills and cognitive intellectual activities. Thus, parents who are affected by poverty might not regard the education of the learners as a priority as their daily needs would take preference. On the other hand, working class parents were lacking the cultural capital to assist their learners with homework. Deficit discourses ascribed to working class parents constructed them as having limited resources to draw on to assist learners with homework. Parents who had limited material resources were then also perceived to lack mental resources to help their children with homework (Dornbrack, Scheckle & Felix, 2008). Some challenges to parental involvement in schools and their children's education are due to negative attitudes and inferior feelings of parents. Factors such as daily psychosocial stressors, attitudes, and behaviour

towards schooling affects parent participation in homework assignments. In both schools, parental involvement in most cases was only seen in terms of attendance at parent meetings, and little attention was paid to the role of parents as active partners with the school in the learners' homework and assignments. Teachers with wrong attitudes, would undervalue working class parental involvement as they see such parents' involvement as not being beneficial in helping with homework. Moreover, Dornbrack, Scheckle and Felix (2008) argue that parents' occupations may limit their availability for involvement activities. The home culture may hold schools in such high regard that it is not considered appropriate for parents to be involved in the learners' education as teachers are seen as the experts of education.

2.4 Contextual/community factors

Arnett (2010) argues that psychosocial development of adolescent learner needs community support as a main foundation of growth. Forsyth and Donelson (2010) also point out that the community bring about relevant information to adolescents especially those that are in need. Thus, the community is important in ensuring adequacy in following up on adolescents. On the other hand, Ashton, Gordon and Reeves (2018) argue that a community that sponsors programmes based on valuables to assist in reducing stigma within communities is indeed a caring community for adolescents that grow within their environment. Thus, such programmes are the bridge between the community member and the adolescent learner growing within the community. Moreover, the majority of these programmes are aiming at addressing the psychosocial needs of adolescents. Which will help with more efforts directed at identifying and accessing more development of adolescents. Such programmes will assist even with assessing the health care needs within the households of these adolescents and provide support for and encourage adherence to treatment. Therefore, Peate (2017) asserts that psychosocial support from the community will provide care and support to adolescents to meet their age-appropriate and relevant emotional, spiritual, cognitive, social and physical needs, through interactions with their surroundings and the people who care for them. As some adolescents may be caring for sick adults within their household. According to Scales (2010) other adolescents may be cared for by grandparents, step-parents or cared for by other children that may result in them being victims of different situations such as emotional abuse, deprivation and neglect. This could automatically lower adolescents' level of

participation even at school. Thus, interventions that assists adolescent live and cope with life and its stressors will helps to build resilience

2.4.1 Family factors

Bryan (2005) states that education is crucial for the development of any society; stating that, the more educated the people of a society are, the more enlightened and well-disciplined the society might be. Moreover, family is accountable in socialising children by preparing them to be creative members of the society. The more the parents become involved in the process of conveying education to their children, the more the children might excel in their academic studies thus, become fruitful and accountable members of society. Furthermore, it has been assumed that academic achievement of learners may not only depend on the quality of schools and the teachers, but the extent of parental participation has a vital role to play in the psychosocial development of their children. Currently, we have come to understand the multifaceted nature of family structures. According to Chetty, Hendren, Kline and Saez (2014) the number of families with different structures has increased dramatically. Levine and Munsch (2011) argue that there are more single parent families, step families, families of mixed religion, families with adopted or foster children and grandparents raising grandchildren who either have lost both of their parents or their parents are sickly. Children brought up under these family structures are likely to have challenges because it is not the ideal family in accordance with the family of two parents. Children from broken family structures may lack proper support, love and care.

According to Winter, Morawska, and Sanders (2012) family is the closest, the most intense, most durable microsystem which is an influential part of the mesosystem. On the other hand, Hesselink and Booyens (2016) argue that family influences extend to all aspects of the child's development, language, nutrition, security, health, and beliefs which are all developed through the input and behaviour related feedback within the family. Harvard Family Research Project (HFRP) (2014) together with Peer (2018) affirm that a warm, nurturing and welcoming home tends to produce balanced children who also have positive personality development. On the other hand, an unwelcoming home environment characterised by poverty, low socioeconomic status, lack of services and resources, and malnutrition may result in negativity, unhealthy relations and state of health, stress, and diseases in children (EWP6a, 2005). The hopelessness

caused by a low socio-economic environment may influence behavioural and emotional problems (Meyer, 2014). Lack of good nutrition may even retard cognitive development (Vaughn, 2007) as the brain may not fully develop. A direct effect of this may be academic under-achievement and other related negative outcomes such as low self- esteem and feelings of guilt (Smith, 2008).

A poor parent-child relationship may lead to rejection and neglect of the child. The child who never knew empathy is likely to be unable to be empathetic and have healthy and lasting relationships with others. Papalia (2008) maintains that the child will be socially isolated and misperceived because he/she was never taught norms and how to comply with them. Inner conflict may be another result of an unhealthy parent-child relationship. The child may develop deviant behaviour as a result of being a member of a dysfunctional family or even disruptive parenting patterns (De Witt, 2007). Children from such families need support to cope with and survive home conditions that are not conducive to their well-being. Donald (2007) argues that research points out that not all children from poor background have behaviour problems and strongly believes that some develop resilience.

2.5 Lack of parental involvement

Parents and children should understand one another well and there should be a balance in their relationship (Du Toit, 2001). Additionally, where such a relationship occurs, parents can play their role over their adolescents in an understanding way, and, adolescents are able to have a positive response even to their society and can take fuller responsibilities. Research has consistently revealed that parental involvement in adolescents' education does make a positive change to adolescents' performance. The Children's Plan published by the Department for Children, Schools and Families (DCSF) in 2007 also highlights the importance of a partnership between parents and schools to support children in their learning, and how greater support will be provided for parents to involve them in their child's education (DCSF, 2007).

2.5.1 Parents' attitude towards school

According to Eccles (2012) decrease in parental involvement has been clearly shown as parents feel threatened by the advancement of school work. Brown (2007) argues that research done

in black South African schools, especially in rural areas, indicates that contextual factors that hamper parents' involvement in their children's education are illiteracy, curriculum changes, lack of time, school climate, urbanisation, health problems, economic factors, their attitude and the attitude of educators, including management. Both school A and school B had a high rate of illiteracy and semi-literacy, with youth having dropped out of school as a result of early pregnancy and economic instability. Thus, Eddy and Holborn (2011) indicate that as many African parents in South Africa cannot read and write, helping children in formal education will remain a problem for some time. Therefore, parents may also find that the methods used to teach various subjects are different from those that they experienced during their time of learning. They may sometimes feel that they will frustrate or confuse their children. Schools are to understand that lack of participation by parents does not necessarily mean they are neglecting their responsibilities. Parents often did not feel welcome at school and felt that what they might have been expected to offer was unimportant and unappreciated. Also, some parents did not believe that they have any knowledge that the school is interested in knowing.

2.5.2 Teachers' attitude towards parental involvement in school

Most teachers experience the frustration of trying to involve parents and receiving little response. Gardner (2008) argues that teachers complain that parents do not come to conferences or school open days, check homework or answer notes. Thus, this leads some teachers to conclude that, parents do not care about their children's education. In both schools A and B teachers reported parents as, only coming to school once during registration in the new year of the learner, and will only see parents in the following year when coming to register their learners again. Teachers will see parents as uninterested in their children's education. Yet, there are many reasons why these parents may not become involved, and teachers need to consider these reasons before dismissing parents as being uninterested. For many parents, a major impediment to becoming involved is lack of time. Working parents are often unable to attend school events during the day. In addition, evenings are the only time when parents can spend time with their children, and they may choose to spend it with their family, rather than attend meetings at school.

2.6 Theoretical framework

According to Stewart and Klein (2016) a theory is a crucial instrument of research for moulding the progression of the information. Thus, a theory should determine the research process and should offer a framework for action and for understanding. According to Hallin, (2014), a theoretical framework is a collection of interconnected concepts. I have chosen Epstein's (2002) theory as a theoretical framework guiding this study. This theory explains the overlapping spheres of influence on learner academic performance namely]; the family, school and community. This theoretical framework guides my study towards understanding the phenomenon holistically in a natural context. According to Epstein (2011) the underlying principles of theory provides possible explanations for family-school relations, by focusing on separate responsibilities, shared responsibilities and sequential responsibilities of both families and schools therefore promoting overlapping spheres of influence. As a qualitative researcher, I believed that the complexities of school-family collaborations are better understood by close and continuous examinations in a natural setting.

2.6.1 Theoretical significance

The theory of overlapping spheres of influence emphasises the dynamic, complex nature of school-family partnerships. This study is informed by this theoretical perspective as it contributes to our understanding of a school-parent and family partnerships. It further highlights the perspectives of participants based on the six principles, namely: parenting, communicating, volunteering, learning at home, decision making and collaborating with the community.

2.6.2 Brief historical background of Epstein's Model of parental involvement

This research study was grounded on Epstein's model of overlapping spheres of influence of family, school and community on learners' learning: Epstein's theory of six typologies of parental involvement in education (Epstein, 2002). Epstein's overlapping spheres of influence signified areas of interdependence. The intersections of the spheres represented spaces where families, schools and communities shared the responsibilities of the learners' development. Some activities in families, schools and communities were performed independently, which caused the spheres not to overlap significantly which did not benefit the learner. Some activities are conducted mutually which caused the overlapping spheres to be pushed together which

benefited the learner. Epstein (2002) concurs that the learning and development of learners were the main reasons for the partnership. Homework and assignment completion could benefit learners positively when successful partnership activities were developed among family, school and community. This caused greater overlapping of spheres of influence which was to benefit the learner. These overlapping spheres of influence occur as both the parents of adolescents and the school collaboratively meet in adolescents' social behaviour which has a bigger influence based more specifically on how they relate to others as they grow older. This model could create inclusive school communities (Landsberg, Kruger & Nel, 2005).

Epstein's theory suggests that learners perform at their best levels if the internal and external models of inspiration interconnect and work collectively to encourage them in their education and development (2009). In her theory, the external model suggests that learners study best and attain more when the external settings in which they live, for example home, school, and community work hand in hand to provide and improve the life of adolescents. The internal model describes the intersections of interpersonal relations and patterns of influence that occur among individuals at home, at school, and in the community (Epstein, Sanders, Sheldon, Simon, Salinas, Jansorn & Williams, 2009). These interactions can occur at an institutional level, for example, the school inviting parents or families to a parents' night or at an individual level such as a parent-teacher conference (Epstein, 2002). This theoretical framework was ideal for this study as it complements the design of this study and aims to respond effectively to key research questions. To understand the role of parental involvement in the psychosocial development of adolescents in secondary school, we need to look at the different participatory methods of parents that are used by Epstein in her theoretical framework. This theory will give the participants, who are the learners, parents and the teachers a deeper understanding of the importance of parental involvement as a kind of support to the adolescent learners in their studies and in life in general.

According to Epstein (2002) schools need to look at partnerships with parents and families as well as communities to assist adolescents with improving their educational outcomes. Joyce Epstein is the leading researcher who favours parental partnerships in learners' education and believes that adolescents learn and grow at home, at school and in the community. In this study

both Epstein's overlapping spheres of influence and Epstein's six spheres of parental involvement are explored in full below.

2.6.3 Components of Epstein's theory

Epstein (2002) has recognised and defined six types of partnerships of care that can provide full support towards successful learning and development of learners. These six types of partnerships are all essential for the establishment of a strong collaboration that will enhance effective learning for both learners, parents, school as well as community. They are: parenting, communicating, volunteering, learning at home, decision making and collaborating with the community. These components are further discussed below:

2.6.3.1 Parenting

According to Kazdin (2017) parenting builds on parenting strengths and helps families improve parenting skills. This will help parents to understand their children and adolescent development, and sets home conditions that will support them. Epstein (2002) suggests that parenting assists schools in understanding families. Additionally, schools are required to support parents in creating home environments that support learning by giving them information about certain issues such as discipline, adolescents' needs and parenting approaches. Yet, according to Epstein (2002) schools are challenged to safeguard that all parents who need this type of information receive it in a manner that is appropriate to them. Kazdin (2017) also offers an equally important view that, teacher related outcomes include above all a better understanding of, and respect for, their learners' families. In this study schools are still required to search for understanding and join aspects of their learners' family life into what is taught in the classroom. Epstein further argues that, effects related with parental participation activities include enhancements in learners' behaviour, school attendance, time management skills, and awareness of the importance of school. This will therefore result in better confidence in, and understanding of, parenting practices, awareness of the challenges in parenting, and a sense of support from schools. This helps parents and families of the adolescent to become aware and well-informed about child development and giving resources that will empower them to create home atmospheres that can improve children's learning.

2.6.3.2 Communicating

According to Van der Merwe and Jooste (2012) communication helps parents to appreciate school programmes and learner progress through their effective school to home, and home to school communications. Bojuwoye, Stofile, Moletsane, Sylvester, and Moolla (2014) report that some of our African schools have taken special steps towards ensuring that parents are brought to the schools early in the academic year. For example, two-way contact about school events taking place within the schools are communicated before learners start with problems. These events include conferences, testing workshops, adolescents' academic or personal development and progress; thus, such communication forms a positive partnership between school and home. Fittingly, Epstein (2002) further points out that, schools are expected to use diverse methods to communicate with parents about their children's progress, decisions affecting their children, and school programmes in general. He argues that, parent-teacher- conferences and report cards are essential. Some schools according to Cox, Marczak, Teoh, and Hassard (2017) have a code of conduct where agreements with parents in which expectations for learners, teachers, and parents are clearly defined. This code of conduct should be well communicated with learners to improve learners' awareness of their own academic progress so that they become more informed about decisions concerning their subjects and develop an understanding of school policies related to their conduct. Epstein believes that parents are likely to mature in their understanding of school programmes and policies and therefore, interact more with teachers in monitoring their children's progress and respond better to their problems. Epstein (2002) proposes that teachers must develop different strategies for communicating with parents and skills to interact with the parents' network to stimulate family views on children's progress.

2.6.3.3 Volunteering

In her theory, Epstein (2002) explains volunteering as a means that improves recruitment, training, work, and schedules to involve parents as volunteers to support learners and homework programmes. The use of a volunteer coordinator is encouraged specifically to secondary school levels as talent and time with teacher and learner becomes increasingly multifaceted. This sphere influences schools to increase their connection with learners' families by encouraging them to volunteer in school activities and attend school events. Such participation assists them in becoming more familiar and comfortable with their children's schools and teachers. Such

volunteering efforts tap parental talents to enrich school programmes to facilitate individual learner's learning. According to Bower and Griffin (2011), learners are challenged to volunteer in their community as part of their learning process. On the other hand, Bojuwoye et al., (2014) report that volunteering activities aim at enhancing learners' skills in communicating with their parents. In this study, parental involvement is likely to develop a greater appreciation for the work of teachers. Parents will then develop skills and become comfortable in working with their children and in networking with others at their school. Epstein finally argues that, teachers will then be required to devote more of their time to individual learners as a result of volunteer help. Thus, Epstein (2002) states that teachers are likely to involve parents in different ways and be more grateful for their talent.

2.6.3.4 Learning at home

Under normal circumstances, teachers and parents need to work together as both play an important role in nurturing a child, particularly with regard to their education. Parents are the only ones who know their children better than anybody else. Waller (2011) looks at the viewpoint of emphasising the bringing together, as a teamwork and complementarity of schools and families to be the best solution. This, according to Waller (2011) will boost communication and partnership between the home and the school. Learning at home according to Epstein (2002) will provide information and ideas to families about how to help their children in learning activities at home or in the community, including homework and other curriculum related activities, decisions, planning and linking schoolwork to real life. Most parental participation in children's education occurs at home. Both parents and learners will be encouraged to discuss homework at home, but parents should not do the homework for their children. Both parents and learners will get an opportunity to discuss homework with the educators. Such discussions will make the homework experience a fruitful learning experience for the learners.

Nichols, Svetlova and Brownell (2009) concur with Shunk (2008) in stating that psychosocial development includes empathy, showing respect for oneself and others. According to Killen and Coplan (2011) psychosocial development is important for the understanding and interpretation of cognitive tasks. Huni (2010) and Morton (2012) report that in developing socially, adolescents may be egocentric, may think of others as either imaginary or real, or may be as

interested in them as they are in themselves. They have a desire to be noticed and accepted by peers and other important people in their lives as they seek autonomy and independence, identity and social status.

Schools are to benefit from what parents are already doing by helping them assist and interact with their children at home. In this study, schools are required to increase parents' understanding of the curriculum and the skills their children need to develop at each stage in their schooling. Learning at home activities will help to link any cultural or class disconnection that may exist between home and the school environment. Therefore, schools according to Epstein are to come up with a strategic plan of collaborative work that taps parents' supporting skills and involves them in the learning processes. In setting learners' academic goals, schools are required to work with parents to prepare for career transitions and make suitable course selections.

According to Madjar, Shklar and Moshe (2016) parental involvement improves learner scores and other skills associated with their performance. When learners can perform better and at their best level, they feel satisfied and are able to compete confidently with other learners. This boosts their self-esteem and they start to view themselves as capable learners and see their parents as teachers. When learners are given support and time at home to do their work, their attitude towards school eventually improves. Parents may begin to observe their children as learners and develop assurance in their own abilities to teach and support the educational process. According to Epstein (2002) when parents become partners with the school, learners experience total support and teachers witness this support through improved learner performance.

2.6.3.5 Decision making

Decision making according to Epstein (2002) prepares parents and other community members with the tools they need to function as decision makers. Thus, decision making consists of families and community members as participants in school decisions, governance, and advocacy through the School Governing Body (SGB). Involving parents in governance, decision-making, and advocacy roles is yet another strategy for motivating connection between schools and parents.

This study wishes to involve parent and community in decision making so that schools will be more answerable to the community.

Parental involvement may include school site councils and parent teacher associations. According to Epstein (2002) outcomes from decision making activities include the welfare of policies that are endorsed on behalf of learners. It is hoped that learners will be more likely to become aware of parental involvement in school decision making. Epstein emphasises that parents are required to develop opportunities for input, feelings of ownership, an understanding of policies, and a sense of connection with the school. This makes teachers become more aware of the role of parents' perspectives in policy development.

2.6.3.6 Collaborating with the community

Epstein (2002) explains collaborating as an identification that coordinates resources and services from the community to strengthen school programmes, family practices and adolescents' learning and development. She further states that collaborating with the community creates and encourages partnerships with individuals and organisations in the community, particularly those that provide support services for learners and their parents. With the schools I worked with, parents are expected to draw regularly upon community resources to support their efforts to educate their children. Community representatives and resources may be tapped for the five types of involvement: communicating with families, volunteering, supporting learning, and participating in school committees. In collaboration, adolescents are given more chances for learning and for relating school knowledge with real world opportunities. Therefore, outcomes connected with community collaborating activities include increased skills and talents for those learners participating in productive extra-curricular programmes. Learners may also develop a better understanding of the real world and career options. Parent associated outcomes include a mindfulness of local resources they can tap to support their children and families. They are also expected to interact more with other parents and families in the community. Epstein (2002) argues that teachers will be required to develop an understanding of resources available to enrich the curriculum thus, developing a capacity for working with and tapping a variety of community partners.

2.7 Methodological significance

Determinations to increase school-parent and family collaboration may be improved by new ways of thinking about the immediate stimuluses of school in allowing the role of parental involvement in their children's education and development. This study contributes to the methods of school-parental and family partnerships by using naturalistic or case study methods. In addition, both schools and parents have important roles to play in the education of children. For this reason, it is helpful to examine how all participants, teachers, parents, and adolescent learners, within the same context view school-parent and family partnerships.

2.8 Chapter summary

This chapter reviewed literature that is relevant to this study. It examined the conceptualisation of parental involvement, the importance of parental involvement more especially in South African schools. When looking at the psychosocial development of adolescents' social development, the role of parental involvement in the psychosocial development of adolescent learners was discussed. Epstein's (2002) theoretical framework, which was the theory that grounded the study, has been explained in detail, by first looking at the brief historical background of this framework and its components. The chapter further looked at the significance of both theory and methodology used and lastly the significance of the practicality to this study. In the next chapter I have explained the research methodology that I used in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter has established an understanding of literature that is relevant to the study, discussed the conceptualization of parental involvement, and it looked at why parental involvement is important in the psychosocial development of adolescents. In addition the theoretical framework which couched the study was explained. This chapter, discusses research paradigm used. Research design is described and multi-method that were used to generate data. These included a detailed case study design and qualitative approach, research methods, sampling methods and the procedure that were followed. Furthermore, data generation methods and data analysis procedures were also discussed. The details of ethical issues adherence to, issues of trustworthiness and limitations of the study are also presented. This chapter concludes by giving the chapter summary.

3.2 Research paradigm

Bertram and Christian (2014) define paradigm as a framework that signifies a particular worldview about what is suitable to research and how this should be carried out. According to Cohen (2014) it is a conventional belief about fundamental assumptions, such as beliefs about the nature of reality (ontology) and the relationship between knower and the known, and epistemologies and about methodologies. According to Branstetter (2012) a paradigm is a way of looking at the world, taking account of the assumptions people have about what is important and what makes the world work.

The interpretive paradigm is inspired by the belief that there are significant social dynamics that are poorly served by the logic and rationality of the scientific method. McMillan and Schumacher, (2010), explain the scientific method as aiming at discovering laws and principles of general validity. For example, the scientific method often neglects to address why certain behaviours were present in a setting. It is thus open to argument that methods appropriate to nat-

ural sciences cannot elucidate the meanings of human actions. The positivist method strips contexts of meanings in the process of developing quantitative measures of phenomena. Unlike the positivist method, the interpretive paradigm includes participants' meanings and interpretations in the data that was collected. Moreover, McMillan and Schumacher (2010) argue that it does not impose outsiders' meanings and interpretations on data which scientific enquiry does, thereby compromising discovery. Unlike quantitative researchers, Corbin and Strauss (2015) further state that qualitative researchers do not want distance between themselves and their participants but want the opportunity to connect with them at a human level.

Since this study acknowledges that the role of parental involvements is context-based therefore, strategies to deal with them need to be context-based, the interpretive method was believed to be preferable because it fully considers the significance of context in relation to meaning. It assumes that all human action is meaningful and must be interpreted and understood within the context of social practices. In keeping with the interpretive tradition, this research sought to understand individuals' interpretations of the world around them in relation to the role of parental involvement in their children's education at secondary school level. As I sought to access the meanings participants assigned to the matter being explored for example, some parents with little or no formal education thought that parental involvement was restricted to the payment of school fees or levies and providing labour for the construction or repairing of school buildings only. According to Antwi and Hamza (2015) I interacted with the participants and created knowledge that was transactional and subjective in nature. In other words, my participants and I had the same characteristic of being interpreters or sense-makers. This meant that as an interpretive researcher, I sought a shared understanding with the participants regarding what constituted the role of parental involvement in their adolescent education, what challenges stood in the way of parental involvement and how such obstacles could be removed. In pursuit of that shared understanding, I was mindful that history, cultural and social forces as in accordance stated in Antwi and Hamza (2015) might influence the outlook of our interpretation. For example, some parents thought that in the context of their culture, mothers should be more involved in the primary school education of their children than fathers. This is based on the contestable belief that if fathers interacted with children too much, they would lose their authority in respect of their children and end up failing to discipline them.

3.3 Research design

Delport (2012), explains a research design as a research structural plan which works hand in hand with the research paradigm to show different parts of research and how these parts connect with each other and in what sequence. Creswell (2013) also, defines research design as a basic plan that serves as a bridge between research questions and the implementation of the research. In the context of this research, in order to help research participants generate solutions to the role of parental involvement in the academic performance of adolescent learners, I needed to thoroughly understand what the participants perceived of the role of parental involvement and what they thought needed to be done to draw a special awareness and enhance parental involvement in their children's education. This made the case study suitable for this study because it focuses on contextual meaning-making rather than generalised rules. In other words, it concentrates on making or generating meaning within a context.

For the purposes of my research, I will be using Thomas's (2011), preference approach. The primary purpose for choosing a case study is to explore the particularity of my single case, which is the role of parental involvement in the academic performance of their children. Some participants in this study regarded participation to adolescents' development as the responsibility of the whole community as well as families and not just that of the parents of that child. In this context there is a strong belief that parents and teachers should work together to ensure that children's participation and academic performance are improved.

3.3.1 Qualitative approach

A qualitative case study method was chosen for this study as according to Cohen, Manion, and Morrison (2011), it serves to investigate contemporary phenomenon within a real-life context using multiple sources in order to produce a case description and case-based themes. According to McMillan and Schumacher (2011) a qualitative method is based on a naturalistic phenomenological philosophy that views reality as complex, interactive and a social experience. This entails the use of multi-method strategies of data collection such as structured and semi struc-

tured open-ended interviews from the participants' perspective. Pernecky (2016) sees qualitative approaches as providing an opportunity to tap into the richness of adolescents' beliefs and feelings about themselves, their environments and the world in which they live which involves adolescents' family members including their parents. Moreover, Cook, Tina (2012) and Dentith, Audrey, Measor, Lynda, O'Malley and Michael (2012) further argue that qualitative methods are particularly suitable to the study of people with mutual interest because they allow the participants to express their feelings and experiences in their own manner. According to Babbie and Mouton (2013) the primary goal of studies using a qualitative research approach is defined as describing and understanding, rather than explaining human behaviour. This research focused on the role of parental involvement in the psychosocial development of adolescent learners in secondary schools with the view identifying challenges of involvement as perceived by parents themselves, adolescent learners and teachers. It was possible to generate relevant solutions in relation to the research. For the purpose of my study I have chosen to use a qualitative research design.

3.3.2 Case study

Thomas (2011) argues that case studies are analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more methods. On the other hand Cohen, (2013) views a case study as where the researcher work and study with real people and events in real situations. In so doing the researcher can observe the participants' reaction to naturally occurring events where natural setting means human behaviours can be genuinely reflected on and their meanings interpreted in their true perspective. Yin (2014) concurs with Cohen, (2013) as he explains case study as a systematically means to examines a real-life phenomenon in-depth within its environmental context. Such a case can be an individual, a group, an organisation, an event, a problem, or an anomaly. In this study I engaged with learners and their parents as well as teachers in their school contexts.

3.4 Research context

This study was conducted in two schools. The schools where the study was conducted were both secondary schools. For the purpose of this study, school A will be named Zebra Secondary School and school B as Tiger secondary school which are both pseudonyms. Tiger secondary

school which is situated within Hammarsdale in Pinetown District of KwaZulu Natal. Zebra secondary school which is situated within UMhlathuzana district in Pinetown District. Municipality and BAG (2012) suggest that the area of both Tiger school and Zebra school lies within the Outer West Operational Entity of the eThekwini Municipality, 50km away from the Durban CBD. According to the eThekwini Municipality's Integrated Development Plan (IDP) and Spatial Development Framework (SDF), both areas have been identified as a mixed investment node, (Schools 4 South Africa, 2015). However, economically they remain as underperforming areas with high levels of unemployment and poverty in the community. Both schools are in quintile 2, meaning that these are the poorest schools in the rural environment and are both designated as no-fee schools (Centre for Development and Enterprise, 2012). These schools are allocated more money by government to supplement the fees that they would have been charged from parents as school fees. The allocation is intended to cover non-personnel, non-capital expenditure items as government is responsible for paying the salaries of teachers and support of staff, and for building schools and classrooms as well as teaching and learning resources. The state allocation is calculated by multiplying the learner allocation for the quintile by the number of registered learners in a school. Parents of these learners come from a poor rural community with low levels of education and many of them are illiterate. Most of the parents come to school only once, that is, at the beginning of the year when schools re-open, while others do not come at all.

3.5 Selection of participants and selection procedures

Sampling is explained according to Evans and Rooney (2011) as a process which is used in research to select people, places, or things to study. The worth of any sample controls the quality of the research findings in large measure. This study was conducted in two schools that are situated in Hammarsdale circuit in KwaZulu- Natal situated in rural areas. Emmel (2013) argues that sampling and selection of a site is subject to the strategies of enquiry used.

This study used purposive sampling procedure. According to Cohen (2011), purposive selection refers to the process of handpicking information-rich participants who address issues that are central to the purpose of inquiry. Participants were included Life Orientation (LO) teachers, learners and parents. These participants were well-informed and could offer information that is

richer for the purpose of the study. The use of purposive sampling in this study was most appropriate because it allowed for the selection of LO teachers, learners and parents who have first-hand experience in the position of describing their experiences and challenges regarding the role of parental involvement in the psychosocial development of adolescent learners. As Forrester (2010) elaborates, that purposeful sampling gathers information until no further new information is provided.

3.5.1 Profile of participants

This section explains in detail how participants are profiled. The participants are LO Teachers, Learners and Parents

3.5.1.1 Life Orientation Teachers

Four LO teachers of the Further Education and Training (FET) phase from Grades ten and eleven were selected to participate in this study. Two LO teachers from each of participating school were appropriate in providing a wide-ranged data relevant to the topic from each school. I approached the Heads of Departments (HOD's) of each participating school to assist me with the recommendations of LO teachers. Working with LO teachers became a voice of the other teachers and they communicated with class teachers in sharing a variety experiences regarding the role of parental involvement in the psychosocial development of adolescents as well as its effect to their learning.

3.5.1.2 Parents

A total number of four parents were selected to participate in the study. With help of LO teachers and class teachers, parents were selected. These parents for the adolescent learners came from a poor community and some had low level of education. The area where parents had high levels of unemployment and many parents were illiterate. It was important to engage parents in this study as their opinion was critical. Unfortunately most of these parents only come to school once at the beginning of the year when schools re-open, while others do not come at all. Therefore, the presence of parents as participants was going to give an insight on their perception of adolescent lives at home and at school and also to understand their thoughts about the relationship involvement in school and the education of their children as they develop holistically.

Therefore, engaging and having parents as participants in this study was appropriate and relevant in answering the research questions which the study sought to answer.

3.5.1.3 Learners

A total number of four learners from each school were selected to participate in the study. This included two Grade ten learners and two Grade eleven learners' two girls and two boys (per-school). These learners were selected with the help of their LO teachers. Participant learners' age ranged from sixteen to eighteen years. According to Okoosi-Simbine (2012) I made sure that both sexes were equally selected to represent gender participation and to eliminate bias and inequality of both genders. Such selection provided an opportunity and a platform for the viewpoints of both male and female adolescent learners on parental involvement in their psychosocial development.

Learners were of African origin from KwaZulu-Natal and their language of communication was IsiZulu. Sinclair (2012) argues that it is advisable that researchers should adopt the language of those from whom they hope to obtain information. Some of participating learners were able to express themselves well in English while others were unable to communicate in English. Therefore, I was flexible and allowed participants to use a language that they were comfortable with to express themselves.

3.6 Data generation methods

According to Sage (2014), data generation refers to the theory and methods used by researchers to create data from a sampled data source in a qualitative study. Data sources include human participants, documents, organizations, electronic media, and events. Bless, Higson-Smith and Sithole (2013) recommend interviews as the most suitable technique for poor sectors of the population in less industrialised countries. Lazar, Feng and Hochheiser (2010) argues that researchers and participants may come to misunderstand one another. Therefore, to minimise this possibility, two-way communication as the most basic form of human interaction was considered in this study. For data generation in this study, I used semi - structured interviews with teachers and focus group discussions with parents and learners separately.

3.6.1 Semi-structured one - on- one interviews

According to Babbie and Mouton, (2010) interviews are one of the most frequently used methods of data gathering within the qualitative approach. Burton and Bartlett (2012) together with O'Hara (2011) explains interviews as favoured methods in interpretivist studies and are a primary source of in-depth information in case studies. Lankshear and Knobel (2014) further argue that interviews are scheduled interactions between two or more individuals where one person asks questions relating to a topic of interest and the other responds to these questions. Also, Boyle and Schmierbach (2015) clarify that the use of verbal interaction to gather data provides the opportunity to discover and obtain an in-depth account of participants' experiences and views on a phenomenon and the meaning that they place on those experiences (Walliman, 2006). The information that is generated would not necessarily be possible to obtain through observation or artefact collection (Lankshear & Knobel, 2014).

A semi-structured interview, which is an interview where questions can be reorganised and rephrased to allow further probing about a phenomenon, was used to generate data in this study (Cohen, Manion and Morison, 2013). In a semi-structured interview, a set of questions are used Pavlakis (2017) but not followed rigidly (Galletta & Cross, 2013). This set of questions serves as a guide where the responses that are made by the participant can be further questioned and explored by the researcher (Lankshear & Knobel, 2014) which is referred to as an interview guide (Wilson, 2013). In an interview guide, the aspects to be covered are outlined in advance (Cohen, Manion and Morrison, 2014). According to Dowling and Brown (2010) semi-structured interviews are types of interviews that respond to questions that are open ended. The intensity of the interaction of the interview requires the interview to be recorded by using a voice recorder. In this study semi structure interview we used with teachers. However, as Dowling and Brown (2001), permission to record interview process was sought from the participants before the interviews took place. Each interview lasted for 45 minutes.

3.6.2 Focus group discussions

Focus group as defined by Babbie, (2011) is a data generation technique that offers qualitative researchers the opportunity to interview several respondents systematically at the same time in a common venue. Thus, each participant according to Marshall and Rossman (2011), may make

comments, ask questions of other participants or respond to comments by others, including the moderator. Babbie (2010) on the other hand, defines a focus group as a group of subjects interviewed together, prompting a discussion on a specific topic. Forrester (2010), advises that, in order to get optimum benefit from using focus groups, the researcher must define the purpose of the research clearly, in everyday language, be flexible and take care of group dynamics. Focus group or focus group discussions are a qualitative technique for data generation. According to Denscombe (2010), a focus group is a group comprised of individuals with certain characteristics who focus on discussions of any given issue or topic. Thus, focus group discussions provide a setting for relatively similar groups to reflect on the questions asked by the interviewer.

According to Kamberelis and Dimitriadis (2013), a focus group provides a more natural environment than that of an individual interview because participants are influencing and influenced by others- just as they are in real life. The three distinctive characteristics of focus groups, identified by Denscombe (2014, 213) are as follows:

a) **Prompt**: The sessions usually revolve around a prompt, a trigger or some stimulus introduced by the researcher in order to focus the discussion.
b) **Researcher not a neutral person**: There is less emphasis on the moderator to adopt a neutral role in the proceedings than is normally the case with other interview techniques.
c) **Interaction within the group**: Interaction between group members is given a particular value rather than just gathering opinions of people. The collective view is given more importance than the aggregate view.

In this study focus group discussions were used to get the views of parents on their understanding of their role in the psychosocial development of their adolescent learners, its benefits, their involved practice, what they considered to be challenges to parental involvement and what they thought could be done to enhance it. The focus group interviews were audio taped and each lasted for 45 minutes to 60 minutes. I sought permission with all participants at the outset that the discussion was going to be recorded to capture everyone's contributions and comments. In addition, focus group discussions were conducted with learners in each participating school.

Utilizing focus group with adolescent learners assisted me to get to their knowledge and their point of views when it come to the understanding of the role of parental involvement in their development and challenges they are faced with psychosocially.

3.7 Data analysis

Braun and Clarke (2013) together with Mhlanga (2018) argued that data analysis is an on-going process of studying and breaking down the data over and over in order to make conclusions from research findings. According to Stake (2010), the aim of data analysis and interpretation is to make meaning out of the information resulting from searching all data sources to answer the research questions. I transcribed each interview as, in order to fully study the content, it had to be in a written form. This involved having to jot down some information as the interview proceeded. Oduaran (2016) explains that analysis focuses upon identifying recurrent themes across transcripts. Cohen, Manion and Morrison (2013) argues that in order to make sense of the data, the researcher is to classify, order, manipulate, and summarise data. This study, applied thematic analysis. According to Emslie and Bender (2010) the thematic framework is used to classify and organise data according to key themes, concepts and emergent categories.

Recurrent themes are similar and consistent ideas, thoughts, images and accounts. The emphasis in the analysis was the essence and structures of the phenomenon. Neuman (2014) explains data analysis as a technique for gathering and analysing the content of the text. It also refers to words, meanings, pictures, symbols, ideas, themes or any message that can be communicated. Data generated was structured to bring about an awareness and a misunderstanding of the role of parental involvement within this study. Data was analysed using thematic analysis, which involved identifying common themes that emerge from the data generation. The language and the content were thoroughly examined. Repetition, explanation, justification, vernacular terms, implicit and explicit assumptions and new phrases were highlighted. The themes were then compared and consolidated, including repetition in the themes across participants, that is, the teachers, learners and parents. According to Creswell (2015) themes are sorted and grouped under a smaller number of broader, higher order categories or "main themes" and placed within an overall framework. The generation and analysis of data has assisted me with adjustments and the testing of emerging concepts, themes, and categories against the subsequent data. It also

enabled me to build a coherent interpretation of the data that was collected and provided an opportunity for me to generate insight into the data. The task is to identify recurring themes or ideas. The interpretations that this study hoped to make from the data analysis hopefully lead to enhancing the way parents interact with their adolescents.

3.8 Ethical considerations

According to Barnett and Zimmerman (2014) the main purpose of ethical research planning is to shelter the welfare and the rights of research members. I sought permission to conduct research from the University of KwaZulu-Natal, where I am studying. Thereafter, I sought permission from the Department of Education. I again sought permission from the school principals as gatekeepers and teachers. I then sought permission from parents as well as from learners as minors sign assent forms.

Therefore, qualitative researchers need to be sensitive to ethical principles because of their topic, face-to-face sharing and data collection, an emergent design and mutuality with members. Similarly, Forrester (2010) looks at ethics as a presentation of a structure of decent principles to avoid hurting or wrong-doing to others but to encourage good and respect to all participants. When conducting this study, participants signed an informed consent declaring willingness to take part in the study, making sure that their participation in the study was strictly voluntary. In accordance with Taylor (2015) I took into considerations that participant's right to privacy was of higher priority and respected. Under no circumstances was data going to be presented in a manner that was injurious to the participants within the study. In this study all participants had the right to withdraw or to request that data collected about them may not be used. I personally recorded data and have avoided prejudiced choice of research participants, poor coding of data and subjective interpretation of data. McMillan and Schumacher (2014), have observed that ethical guidelines such as informed consent, confidentiality, anonymity and privacy. I took into consideration that there was informed consent from the participants and the authorizing letter from the university as a sign of authenticity of undertaking the research. The other issues such as confidentiality of the information has been explained before the start of the interviews. No participant's name was used or written for the sake of anonymity, I used pseudonyms instead.

Forrester and Stake (2010) stresses that the researcher should guarantee discretion, namelessness and respect to privacy, as some material might have been personal and delicate. According to Bell (2010) there is a greater need of guaranteeing the participants that discretion has been assured and that participants should under no condition ever be recognised. Therefore, recordings and transcripts were strictly made confidential. Since I was dealing with human beings, their names and identities and the research sites were not revealed in the reporting of the findings. Instead of real names pseudonyms were used to conceal the names of participants. For example, they were addressed as participants from Tiger and Zebra Secondary Schools. The use of pseudonyms was to ensure that any person who reads the research report should be unable to link the response to a particular participant, even though I will be able to link the responses to individual participants. This will ensure that the personal details of participants remain anonymous.

3.9 Issues of trustworthiness

The significance of any research is that it is accepted as accustomed and understood as genuine by scholars, specialists, policy makers, and the community. According to Rossman and Rallis (2017) trustworthiness is one way researchers can persuade themselves and readers that their research findings are worthy of attention. Cohen, Manion, Morrison (2011) and Kobus, Maree (2016), Babbie and Mouton (2013) argue that trustworthiness consists of four pillars, such as (a) credibility; (b) transferability, (c), dependability and (d) confirmability. I have chosen to use the unique, broadly acknowledged, and simply recognised criteria presented by Rossman and Rallis (2017) to reveal trustworthiness in my study. To improve trustworthiness all reports of the meetings, with all the challenges that were brought forward were made transparent. I re-consulted participants to display the translated data and how I presented their experiences from the data generated and transcribed from two data generation methods, that is, semi-structured interviews and focus group discussions. As in accordance with Mutekwe (2013) to address the credibility of my study I personally recorded data and avoided prejudices, poor coding of data and individual interpretation of data. Participants had access to data generated, this gave them a chance to confirm their statements. Participants were free to willingly fill in any gaps from earlier interviews. Thus, trust is an important aspect of the member check process.

3.9.1 Credibility

Crick and Crick (2016) views credibility as the most important criterion towards establishing trustworthiness. Similarly, Astin and Long (2014), refer to the extent to which the findings represent reality and the participants' viewpoints rather than the researchers. Hepworth, Grunewald and Walton (2014) also argues that credibility is how confident the qualitative researcher is in the truth of the research study's findings. To connect my study findings with reality for the demonstration of the truth in findings, I started by familiarising myself with my participants by creating a relationship with them as we began each interview and group session. I presented to them an informed consent and agreement form which explained in depth the main aim of my study, which explained their right to voluntary involvement and withdrawal.

To further ensure credibility I used the triangulation method as my source of data inquiry. Patton (2015) refers to triangulation as the use of various approaches or data sources in qualitative research to cultivate a broader understanding of phenomena. The study used focus group discussions and semi-structured interviews as tools for data collection in order to check the reliability of the findings. Transparency according to this study refers to fairness. As Ngulube (2018) argues that it is a proper demonstration of diverse realities. Verbatim translations from the participants' responses were used to confirm the transparency of findings. I returned to my participants to show them the translated data and how I had presented their experiences from the collections of our meetings. I personally recorded data and avoided prejudiced choice of research participants, poor coding of data and subjective interpretation of data. To address the credibility of my study I asked my participants to review both data collected during interviews in accordance with what I had interpreted from the interviews we had. This gave my participants a chance to verify their statements and to willingly fill in any gaps from earlier interviews. Thus, trust was an important aspect of the member check process. The study used different LO teachers, parents as well as learners at different points in time, in private and public settings.

3.9.2 Transferability

According to Cohen, Manion and Morrison (2011), transferability refers to the degree to which the results of qualitative research can be transferred to other contexts with other participants. At the beginning of this chapter I gave information of the background, sample and sampling

procedures, data collection and analysis of the study. I also explained limitations of my study and the fact that findings will not be generalised to other situations since this was meant for the two schools selected for this study, however findings were to be utilised by other school if findings were seen to be important for those who need to.

3.9.3 Dependability

Cohen (2011) and Morse (2015) dependability involves participants evaluating the findings and the interpretation and recommendations of the study to make sure that they are all supported by the data received from the informants of the study. I was transparent to my participants about the method used for data collection, and the study design at the beginning of this chapter. I achieved dependability in this study by keeping transcripts and audiotapes in my supervisor's office. Pseudonyms have been used to protect identities and to camouflage information of all the participants of this study.

3.9.4 Confirmability

According to Gidalew and Van den Berg (2018) confirmability refers to the degree to which the results of an inquiry could be confirmed or corroborated by other researchers. This therefore encouraged me to put aside my opinion in the analysis of the data by scrutinising transcripts many times and in so doing I became familiar with the ideas that are within the transcripts.

3.10 Limitations of the study

Single parents, working mothers, handicapped and chronically ill parents, those with a great number of children, poor people, and those working irregular night and double shifts all have time constraints and limited skills and resources. Thus, parents may often feel un-welcome at school. They may feel that their offer is unimportant and unappreciated due to the low level of their education. Such parents may see participation as being a waste of time. According to the sample size this study is only composed of LO teachers, parents, and Grade ten and eleven adolescent learners in two secondary schools only of Pinetown districts which will limit the richness of the findings for other districts.

3.11 Chapter summary

This chapter outlined and explained in depth, the research design, methodology and paradigm that were adopted for the study. In this chapter I further discussed the case study design and qualitative approach that informed the study. Further elucidated was the context of the study, purposeful sampling approach and procedure, profiling of participants and looks at the secondary school teachers' data generation methods and procedures which included semi-structured interviews and focus group discussions. It also looks at the characteristics and the recordings of focus group interviews. Issues of trustworthiness were also discussed. Further in this chapter the data analysis approach with its steps was discussed and the ethical considerations that were adhered to. Under discussion were issues of trustworthiness, informed consent and voluntary participation, anonymity and finally confidentiality and transparency of findings. The following chapter (chapter four), presented data presentation, analyses and discussion

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

In the previous chapter data collection methods as well as ethical considerations were discussed. This chapter presents analysis and interpretation of data generated from semi-structured interviews with four Life Orientation (LO) teachers, parents and focus group discussions with learners. The main aim of data analysis and interpretation was to make meaning out of the information derived from searching all data sources to answer the research questions. The process of data analysis involved making sense of data generated in order to get detailed understanding of the participants' views on the topic. Thematic Analysis was used to classify and present patterns for this study as the type of qualitative analysis.

The findings of this study are grounded on the research objectives. The objectives of the study were:

1. To explore the role of parental involvement in the psychosocial development of adolescents.
2. To explore the influence of parental involvement in the academic performance of the adolescent learners.
3. To explore the challenges of parental involvement (if any) in the psychosocial development of adolescent learners.
4. To explore the importance of parental involvement in the psychosocial development of adolescent learners.

4.1.1 Background information

In this study, interviews were conducted in two rural secondary schools in the Pinetown District with two LO teachers, four parents and eight adolescent learners from each school. The research showed that both schools were situated within the communities living below poverty lines. Most of the people in these communities were either unemployed or working long hours not having enough time to spend with their children. Thus, their involvement in their children's

education was not part of their daily schedules. All my participants were occupants in the rural area of Pinetown District. Interviews with parents were conducted at the school which their children attended. In total, twenty participants were involved in this study. All interviews and group discussions were conducted in a friendly and cooperative manner. For teachers and adolescent learners English was used as the medium of communication. For some of the parents isiZulu and Xhosa were used because most of the parents would understand their mother tongue much better and be able to express themselves more fluently than in English. Mother tongue speakers' responses were translated into English and the translation was confirmed by LO teachers.

Guest, MacQueen and Namey (2012) thematic analysis is explained as the method used for identifying, analysing and reporting patterns within data generated. Findings presented highlighted several challenges that contribute to the lack of parental involvement in the academic performance of adolescent learners. In order to make sense of the data collected from the two rural secondary schools, I used Gläser and Laudel (2013) to explain the stages of data analysis of raw data as editing and coding. Editing refers to the checking of data with the purpose of adjusting data for correctness, consistency and legibility. Coding is used to represent the meaning of data. Codes can be used to simplify the analysis process. During coding, I familiarised myself with the content of the data, which made me gain understanding of what type of interpretation to expect. I read transcripts repeatedly in order to be immersed in data generated. The identified themes were further used as a basis for reasoning, argumentation, deliberation, contemplation and the formulation of syntheses and conclusions to develop, in combination with the quantitative data. According to Nowell, Norris, White and Moules (2017) thematic analysis is a method for identifying, analysing, and reporting patterns which are themes within data. Theme gives flesh to data generated in accordance with research questions and brings about rich meaning of the research. The second step in data analysis requires recognising potential emerging themes. The participants' precise responses were used, while at the same time bias was guarded.

Based on data analysis of all data generated in this study the following themes emerged:
- The role of parental involvement in the psychosocial development of adolescents.

- The influence of the parental involvement in the academic performance of the adolescent learners.
- Challenges of parental involvement in the psychosocial development of adolescent learners.
- The importance of parental involvement in the psychosocial development of adolescent learners.

4.2 Data presentation and discussion

Data that follows is presented under themes that were developed from analysis of the focus group discussions as well as the semi-structured interview transcripts, to give the essence and the backbone of the study.

4.2.1 The understanding of parental involvement in the psychosocial development of adolescents

Data generated from semi-structured interviews and focus group discussions points out that all participants (teachers, parents and learners) retain a full understanding of the term 'parental involvement'. Their description of the term, analysis and understanding revolved around co-operation among teachers, parents and learners. They further identified communication as core to parental–teacher and learner relationships as a supportive measure to the learners' work in both school and home contexts. They further clarified that it means to supervise, monitor and /or give some guidance to their children. To begin with, the semi-structured interviews with LO teachers from both secondary schools, the following responses emerged:

> *Parental involvement means co-operation between the parent, the teacher and the learner in supporting his or her child with schoolwork.*
> (Mrs Protein, teacher, Tiger Secondary School).

Teachers shared similar understanding of parental involvement as they reported:
> *Parental involvement in my understanding is the working relationship between the parents, teachers and learners, especially in the academic performance of the learners.*
> (Mr Motion, teacher, Zebra Secondary School)

LO teachers from both schools shared a common understanding of parental involvement regarding the importance of communication in parental involvement and they said:

> Communication is the most important ingredient of developing a good working relationship in parental involvement.
>
> (Mrs Gravitation, teacher, Zebra Secondary School)

They further explained that:

> Communicating with your child's teacher makes the parent to be on right track with what is happening in the development of the child holistically.
>
> (Mr Fingerprint, teacher, Tiger Secondary School)

In the focus group discussions with parents of Tiger Secondary School parents shared a similar understanding about what parental involvement means. This is how they responded:

> I think parental involvement means to supervise, monitor or give some guidance to our children.
>
> (Mr Phototropism, parent of learner, Tiger Secondary School).

A parent from Tiger school reported that:

> I think it is when one checks progress of the child, help with homework's, to know if the child is coping with school work.
>
> (Mrs Environment, parent, Tiger Secondary School).

While Mr Phototropism and Mrs Environment emphasised supervision, monitoring and checking progress of their children's work in understanding what parental involvement is about, parents from Zebra Secondary School expressed the following:

> For me parental involvement means spending time with your child and sharing what your child is experiencing in life.
>
> (Mrs Biodiversity, parent, Zebra Secondary School).

Similarly, a parent stated that:

> *For me parental involvement is helping out your children and to make sure that they do their schoolwork and if there are any problems for you as a parent to find ways to help out…like going and meeting with the child's teacher.*
>
> (Mr Evolution, parent, Zebra Secondary School)

The focus group discussions conducted with adolescent learners from Tiger Secondary School, felt that parental involvement requires parents assisting them with their homework and their school projects.

They responded that:

> *Parental involvement for me means that parents should help us when we do our home works and help us when preparing and getting our projects ready for submission.*
>
> (Focus, learner, Tiger Secondary School).

Another learner emphasised his understanding of the meaning of parental involvement, saying:

> *Parental involvement I think it means parents should be more encouraging and should help us with our homework but more than that, they should 'listen' to us.*
>
> (Cradle, learner, Tiger Secondary School).

When adolescent learners were asked about their parents' responsibility in their development in general, their responses were:

> *My parents do not take their responsibility of my wellbeing.*
>
> (Impulse, learner, Zebra Secondary School)

A learner also reported that:

> *No one, comparing how my friend's parents do for my friend, I think my parents do not have interest in what happens to me and even in my schoolwork or homework. I just do everything for myself and that is what shows in the way I perform academically as compared to my friends.*
>
> (Momentum, learner, Zebra Secondary School)

In the same way another learner from Tiger Secondary School articulated the following:

> *My parents are not at all involved and I would not know why exactly…I think they have*
> *no value in education at all and what happens with my life.*
>
> (Evidence, learner, Tiger Secondary School)

Thus, some of the learners from the two secondary schools shared a mutual understanding of the role of parental involvement and reported that:

> *For me parental involvement is: when parents help us do our home works and*
> *getting our projects ready.*
>
> (Focus, learner, Tiger Secondary School).

Also, learners have a feeling that:

> *Parents should be more encouraging and help us to know homework, projects and listen*
> *to our comments from school.*
>
> (Conservation, learner, Zebra Secondary School).

Additionally, learners embrace assistance from their parents as they reported that:

> *I think my parents are unable to assist me because of the change in schooling system, I*
> *live with my mother and younger siblings, my mother did not do the subjects that I am*
> *doing now, and I think therefore she would not be able to help me with my school work.*
> *But when it comes to how I should behave my parents are really involved, for example,*
> *they do not allow me to be out doors playing with other children of my age as an ado-*
> *lescent especially when it is late in the afternoon and I know that.*
>
> (Valley, learner, Tiger Secondary School).

In analysing the understanding of the role of parental involvement from LO teachers, parents and learners who participated in this study, were from both schools. Their responses were closely related in how they view and understand parental involvement. LO teachers from both secondary schools seemed to have a profound understanding of parental involvement. Some

parents show that they had some understanding of parental involvement. The discussions further revealed that some parents from both Tiger and Zebra Secondary Schools did not appear to have any interest in their children's school work. This is evidenced by the way in which they responded during discussion session with them.

According to Montgomery (2013), teachers consider parental involvement in schools, as crucial for learners' academic performance. In the findings, LO teachers of both schools felt that parental involvement is the backbone of learner support in learning. As Mrs Gravitation and Mr Fingerprint shared, communication is the most important ingredient of developing a good working relationship in parental involvement. Engaging with parents has shown that some parents were confused about their role of involvement. These parents thought their role was only at home and teachers are professionally trained to handle and teach learners. Parents did not think it was a good idea to involve themselves, as they thought they might be disturbing teachers as their understanding of education was limited.

Some parents felt strongly that if a child is unable to do work at school, that child must start searching for a job. Parents felt that they work hard and have spare time for their children. This indicated that some parents within such communities' lack understanding of the importance of education. LO teachers from both schools observed societies of these schools as separated into two groups. The first group made up of minority parents with little or no understanding of education resulting in no participation in their adolescents' academic performance. The theory emphasises that, helping parents and families of the adolescent to become aware and well-informed about child development, and giving resources that will empower them to create home atmospheres can improve children's learning.

LO teachers from Zebra Secondary School mentioned that most parents are not involved in the upbringing of their children. They have no idea of how to deal with them or understand them as they are growing. As learners grow, they develop attitudes and parents need to know the different stages taking place in the lives of their children and their behaviour. Similarly, LO teachers from Tiger Secondary School also felt that, most parents think that anything pertaining to school has nothing to do with them. Parents needed educating to know that it is not only the

teacher's work to make sure that their children are educated. As according to Nokali, Bachman and Votruba-Drzal (2010), parental involvement is often reflected as a pathway through which schools enrich the achievement of children. I believe that a child's well behaviour is built upon the support from both parents and teachers working together. Some parents indicated their awareness of a greater need for them to be knowledgeable about their role of involvement. They felt that this will help them to improve their role of involvement. The other group consisted of parents with understanding of their role in their children's education. According to some parents from both secondary schools, there were parents who were aware of what was expected from them. These were parents with better education than others and could spend some of their time with their children. Their learners felt supported and encouraged towards their education.

Similarly, literature supports the understanding of participants concerning the role of parental involvement. According to Montgomery (2013), globally, teachers consider parental involvement in schools, as crucial for learners' academic performance. The South African Schools Act of 1996, Act 84 (RSA, 1996, p.4), defines the term parent as referring to a person who accepts to act as a guardian of a learner for the purposes of the learner's education in school. The definition for the role of parental involvement is strongly aligned with the theoretical framework upon which this study rests, Epstein (2008). This framework strongly connects with the participants' understanding of the idea of the role of parental involvement including their opinion. Epstein (2002), suggests that parenting assists schools in understanding education better. Finally, with this theme, LO teachers together with some parents and learners conveyed parallel responses connected to their views upon the role of parental involvement. These responses were harmonious to literature associated with parental involvement and to the applicable theoretical framework of Epstein. I further discussed the following theme of the influence of the parental involvement in the academic performance of the adolescent learner.

4.2.2 The need for parental involvement in the psychosocial development of adolescents
South African classrooms are made up of a high range of learners in their diverse nature, leading into a greater demand for parental involvement. Teachers are faced with uncountable challenges and demands arising in such classrooms and therefore, need parental involvement to encourage and motivate learners to be successful in their learning. Parental involvement will encourage

learners in a more positive manor such as discipline especially of school attendance. Parents will also supervise and monitor their children's work. However, this study revealed that most parents are not at home when learners come from school. A teacher from Zebra school shared that:

> *Yes, because most of our learners they don't even show their parents their school work, as this would help parents not only to see but to trace their child's progress.*
> (Mrs Gravitational, LO teacher, Zebra Secondary School)

Mr Fingerprint concurred with Mrs Gravitational, as he reported that:
> *This is true because when given Report cards to be signed by parents, they come back with them not signed.*
> (Mr Fingerprint, LO teacher, Tiger Secondary School)

On the other hand, some parents reported that:
> *Yes because, when I asked if they have received report cards they often say teachers are still marking and I never get to see the report. I have no spare time otherwise I would visit the teacher myself.*
> (Mr Theories, parent, Zebra Secondary School)

Another parent also supported what had been shared by other parents as she stated that:
> *I never saw my child doing school work and he always say they do everything at school and I don't worry then nor bother to ask him anything.*
> (Mrs Environment, parent, Tiger Secondary School)

Once learners get to know that their parents do not check their school work, they then take advantage of the situation and never become accountable as this learner reported:
> *Sometimes I forget to show my books to my mother, even the report card I do forget at times and ask my friends to sign for me at school.*
> (Valley, learner, Tiger Secondary School)

Another learner further reported that:

> *No one cares about my studies, so I do what I can because I know nobody will ask me*
> *anything except my teacher.*
>
> (Impulse, learner, Zebra Secondary School)

Learners will always find an excuse for not doing their schoolwork, if there is nobody to check and confirm especially if they notice that their parents are getting involved. They learn to take advantage of their parents or guardians and in so doing learners rarely reach the stage of taking responsibility for their education.

4.2.2.1 Discipline promotion

Learners easily misbehave when they are not constantly checked and sometimes they do not attend any classes. When learners are left alone, they become exposed to the liabilities of their communities as they are easily influenced. If parents are involved, children tend to change their bad behaviour and behave accordingly. What emerged in the previous discussions from both schools is that teachers and learners shared mutual statements when asked about misbehaviour and reported that:

> *Learners lack discipline, they are smoking even in between the teaching and are making*
> *too much jokes in the classroom, this is the worse misbehaviour they do.*
>
> (Mr Fingerprint, Tiger Secondary School)

Mrs Gravity further revealed that:

> *Many learners are only interested in smoking nothing else, and this includes girls too.*
>
> (Mrs Gravitation, Zebra Secondary School)

Thus, learners themselves are aware of what is going on as both school learners shared that:

> *Honestly speaking, some of us are carrying cellphones to school and most of us don't*
> *listen to teachers, we get busy on social medial while the lesson in being conducted.*
>
> (Displacement, learner, from Zebra Secondary School and Evidence, learner, Tiger Secondary School)

Similarly, Conversation also stated that:

> *I think because they are not listening to teachers in class, they are busy with their cell-phones and others are playing cards going out to smoke.*
> (Conversation, learner, Zebra Secondary School)

When there is nobody to take the responsibility of disciplining children, learners will always start misbehaving which perhaps could have been prevented earlier. As the South African Schools' Act of 1996, banned corporal punishment, ill-discipline in our schools appears to be the main concern for teachers, parents as well as some of the learners. This lack of discipline seems to have an impact on teaching and learning as most learners are uncontrollable and do not stay within their classrooms.

4.2.2.2 Supervision and monitoring of adolescents' academic performance

If parents start supervising their children's school work and become more involved, the children's performance increases gradually. As learners lack supervision their learning becomes their secondary activity, or they just do not do it at all. This is clear in one teacher's response as she stated that:

> *Learners don't do their school activities be it a class activity, and or a take home activity, they just don't take their studies seriously.*
> (Mrs Protein, teacher, Tiger Secondary School)

Other learners feel distracted by these learners who are not concentrating during class, as they stated that;

> *I think because many of them are doing drugs and they are not listening to teachers as they teach, they show disrespect.*
> (Momentum, learner, Zebra Secondary School)

Wang and Khalil (2014) argues that the effects of parental involvement and self-sufficiency support in relation to academic performance of adolescents is highly important. Supervision is

the most important tool which assists learners to priorities their schoolwork and studies. Therefore, parents should assist their children by encouraging independent learning and self-determination in their adolescents if parents want them to be independent and motivated in school.

4.2.2.3 Learner motivation

For learners to be consistent in their learning, they need to be encouraged and guided more towards their education. When teachers were asked what they do to motivate their learners towards their studies they explained that:

> *We invite ex-students who succeeded in their education to motivate them as well as the academic people from different institutions.*
> (Mr Motion, Zebra Secondary School)

Both schools are trying to encourage and motivate learners, a teacher from Zebra School also said:

> *We organise and invites speakers to address learners, such as Nurses, polices as well as spiritual advisers.*
> (Mrs Gravitation, Zebra Secondary School).

Likewise, in their communication in the FGD teachers in both schools agreed that:
> *I think the good communication between the teacher and the learner that is where you can support those learners to achieve any challenges that they face.*
> (Mr Fingerprint, LO teacher, Tiger Secondary School)

When learners are well motivated they begin to be focused and do their school work accordingly. According to Celikoz (2010) learners should have many sources of motivation in their learning experience in each class. Learners need to be skilled on how to yield good results in keeping focus and energized in their studies. Daniels (2010) on the other hand argues that to nurture developing motivation, educators need to use different learning systems. This variety will assist in overcoming extensive individual differences in learner inputs and yield equally

high levels of perceived personal success. Learners will gain the ability to apply academic materials and satisfaction with both academic results and the educational process.

4.2.2.4 Promotion of school attendance

Children become more stimulated when they see that their parents are actively in school. This decreases the level of absenteeism amongst learners and instead they gain a sense of ownership and become actively involved in their studies. A series of anti-social and disruptive behavior are cited as challenges when adolescents are left to make decisions on their own. An LO teacher reported that:

> *We have challenges when it comes to parents because learners are always banking classes, smoking and are not doing their school work. If you want to communicate with parents it becomes difficult because some of them do not understand and therefore do not come to school.*
> (Mr Motion, LO teacher, Secondary School)

A teacher from Tiger Secondary School, in a similar manner stated the following:

> *Leaners are more involved in fighting and constantly roaming around the school not getting inside the classrooms during teaching periods. This becomes a challenge not only for teachers in school but other learners are also disturbed and the culture of teaching and learning is disrupted*
> (Mr Fingerprint, LO teacher, Tiger Secondary School)

In most schools and in the surroundings the level of learners staying outside and roaming around during teaching and learning time has increased drastically. A learner who seemed to be concerned said:

> *Most learners do not stay in class they are busy outside and even say they have no pens with them or school books so that they could leave the class. This is a challenge and we*

feel for the teachers because we know that some of these learners smoke and are dangerous.

(Focus, learner, Tiger Secondary School)

An LO teacher affirmed that:
When teaching in class I always find that there are very few learners within the class and I'm able to see other learners who are supposed to be in class walking outside or sitting outside.
(Mrs Protein, teacher, Tiger Secondary School)

One learner also shared that:
Other learners are constantly absent from school and from the classrooms while their parents know that they are at school and are learning.
(Displacement, learner, Zebra Secondary School)

Another learner reported that:
The majority of boys in my school they move out of the classrooms when teaching is taking place and visit other classrooms to play cards or stay in toilets for smoking.
(Valley, learner, Tiger Secondary School)

Teachers seem to be prepared to boost and support their learners with their studies as they said:
Rewards are one of the major motivation we use in my school to mould and motivate our learners.
(Mrs Protein, teacher, Tiger Secondary School)

In accordance with Epstein's theory teachers could start to form parents' leadership, decision making, and parenting assistance to provide a positive approach towards academic performance and behaviour among learners. Constant checking of learners' school work would bring about dedication to learners' attendance. This will encourage learners to be competent and take their learning seriously.

4.2.2.5 Psychosocial development

Teachers were asked if they took time to talk to their adolescent learners about their future academic life and if not, was there any person responsible to talk to learners on their behalf?

One LO teacher responded saying:

> *We are having a special day to address learners about the importance of education, pros and cons as well as challenges of being uneducated when you go out in the world.*
> (Mrs Gravitation, Zebra Secondary School)

She further shared the initiative that the school has put in place and said:

> *The school also have groups of Peer Educators made up of learners. These learners address their peers at the level that is suitable for their age about how they can face and deal with challenges as they are growing.*
> (Mrs Gravity, Zebra Secondary School)

One LO teacher highlighted the importance of using community members, and said:

> *I often think involving some community members who have made it through matric to tertiary level would encourage each other to be more open to the education of their adolescents.*
> (Mr Motion, teacher Zebra Secondary School).

This has been a clear sign that for adolescents to develop well, all must be involved not only the parent and the teacher but also some input from their fellow adolescents (peers) and from other community members. Teachers felt that support and any actions taken by parents and community members to support the school is a positive action that make relationships grow and they said:

> *I often feel that when parents and community work together make us happy because parents feel that some of the decisions and motivations are from them.*
> (Mr Fingerprint, Tiger Secondary School)

One parent specified the fact that as much as they live within communities of different practises they are challenged as she reported that:

> *As learners are members of society, they most of the time play soccer or watch TV to-*
> *gether. Learners end up picking and adopting different behaviours, be it a good one or*
> *a bad one.*
> (Mrs Geotropism, parent, Tiger Secondary School)

Peterson (2011) affirms that parent-teacher partnerships need to be mutually created based on trust, accountability and appreciation of culture and language. One parent explained this in this way:

> *Before going to play I first let him finish his schoolwork, check whether he wrote ac-*
> *cordingly and ensure that he completes his work before doing house chores also en-*
> *courage good behaviour toward teachers.*
> (Miss Environment, parent, Tiger Secondary School)

One parent reported that:

> *the society have a lot that learners tend to enjoy such as net ball, girl soccer and boy*
> *soccer and then they have this whole teen program of building. Ruby, drums and netball*
> *neighbourhood watch is common with our learners.*
> (Mrs Biodiversity, parent, Zebra Secondary School)

As adolescence is viewed as a period of identity development the lack of a sense of identity will result in a disjointed sense of self and values. Therefore, constant motivational talks will make learners more attentive towards their studies and whenever they lose focus they will be a constantly reminded gained from the motivation. Psychosocial support should offer games or activities that would equip learners in gaining survival skills for their future.

During interviews with LO teachers from both Zebra and Tiger Secondary Schools a strong point was noted that several learners are bunking classes. This is a clear sign that lack of parental involvement leads to lack of commitment in learners. When learners return from school there

is no one at home to look after and support them with their school work. Some learners start to develop a careless attitude which results in some learners being reported as not doing their activities in class or an activity that they take home. This reveals that they do not take their studies seriously. On the other hand, many parents in South Africa do not get time to attend school meetings where they would get updates of their children's progress because of their demanding work conditions. Epstein (2002) felt that community as one of the spheres of influence could either affect learners' learning in positive or negative ways. She further purports that there was a greater need to create partnerships between teachers and parents to support adolescents in doing well in school and in their future life. Such partnerships will be a support even to children whose parents are unable to check their school work.

When learners notice that the community is involving themselves in building support for their learning they will be motivated. They will stop doing things which they would have not done in the presence of their parents like smoking. Smoking has turned learners' good behaviour into a highly disturbing one, for example they will crack jokes while teaching is taking place. Higher level of absenteeism and bunking of classes will change for the better. Teachers shared that several learners are constantly absent from the classrooms during learning, whilst parents think that they are at school and learning. Epstein, (2002) in her theory believes that parental involvement provides an opportunity for parents and teachers to discuss learners' level of progression and problems encountered by teachers at school. It also gives parents an opportunity to inform teachers about family experiences that may support learning.

Epstein (2002), communicates that children learn and develop well through, family, school and community. She further emphasises that these three spheres must form partnerships in order to best meet the needs of a developing child. Teachers reported that some of the learners are more involved in fighting and constantly roaming around the school instead of being inside the classrooms during teaching periods. This is a sign that reveals the type of communities in which these learners are living. When society does not value education, learners also do not take their education seriously. For example, some learners reported that many of them are doing drugs in school and are not listening to teachers as they teach and show disrespect.

For our learners to have a chance to learn and lead a positive life they need much parental involvement. The Harvard Family Research Project (HFRP) (2014), concurs with Epstein (2002), that children must have a range of learning environments available to them, or complementary learning. Such learning environments include family, school, out-of-school programmes and activities, libraries, museums, and other community-based institutions. HFRP believes that complementary learning will provide a link between consistent learning and development. The HFRP's linking of community and Epstein's spheres of influence are similar, in that they each incorporate community, school and family, so that these elements influence one another.

LO teachers have mentioned that when trying to motivate their learners they invite community members to speak with them. Beyene (2014) argues that schools need to understand and accept that learners are community's children, therefore, schools belong to the communities in which they are found. Once schools come to terms with this they will then understand the need for the society to be the first people to be approached regarding school matters, like in taking certain decisions. This will create positive learning to both, school and home. Learners tend to respect people they know from their communities. Community activities also shape and mould learners' behaviour.

4.3 Lack of parental involvement hinders the academic performance of the adolescent learners

It appeared that most parents in this study did not have formal education. Parents may, because of their own lack of education, possibly not know how to help their children to persevere in their studies. Such parents do not even know how to provide stimulating educational activities for their children. The following themes are the results of the reports that emerged. Learners have many reasons such as family factors and most learners nowadays are affected by:

4.3.1 Family factors and structure

There have been drastic changes in family formation, household structure, work-life balance, and child well-being over the past decades. Major literature has been developed on the influence of family structure and family changes. Children raised in diverse family contexts display

distinctive patterns of outcomes through a wide variety of changing spheres. Papalia (2008) looks at family upbringing in this study as the home setting that governs parental involvement, atmosphere and socio-economic state. Teachers have stressed more emphasis on the lack of parental involvement in adolescents' lives. They have a strong belief that parental involvement in adolescents' lives helps to control their progress in growth and development.

A teacher from Zebra Secondary School stated that:

> *A number of our adolescent learners are from poor family structures such as child-headed families, where both parents have passed on. Home situation is too much for their age to cope with, they then behave otherwise.*
>
> (Mr. Motion, LO teacher, Zebra Secondary School)

One of the teachers reported that broken families are heavier on the shoulders of adolescents as she shared that:

> *Many of our adolescent children takes care of their siblings, taking a part that would have been played by their parents should they be around them.*
>
> (Mrs. Gravitational, Zebra Secondary School)

She further shared her belief that family structure is an essential place of comfort to every adolescent specifically as she reported that:

> *Family structure is highly crucial because it is where our adolescent learners build their identity and strengths.*
>
> (Mrs. Gravitational, Zebra Secondary School).

Looking at the environment where the adolescent learners grow also accounts for the changes that take place in the adolescents' life. The LO teacher shares this:

> *Family structure also accounts in child's upbringing which leads to learner's performance to be disturbed. Also, violence and gangsterism is a challenge. The lack of educational stimulation.*
>
> (Mr Motion, Zebra Secondary School)

It is not only the children from single or no parents that suffer but children with both parents yet living with violence also affect the developing lives of adolescents. Mrs. Protein reported that:

> *Sometimes they do have both parents, their mother and father, but the family is bully and violent.*
> (Mrs Protein, teacher, Tiger Secondary School)

Some of the parents believe that children learn discipline from where they live which is their homes.

One parent indicated that:

> *It is at our homes where children get disciplined and learn morals.*
> *If we as parents fail to do that then what are we expecting the school will do?*
> (Mrs Environment, parent, Tiger Secondary School)

Teachers aired the fact that parents or caregivers should not only look at educational structures to facilitate holistic development of adolescents. To clarify the point further one teacher stated the following:

> *Our education system cannot be held responsible for the ill behavior of our adolescent learner's conduct. Families need to take the responsibility of developing morals of their children whether adolescents or young.*
> (Mrs Protein, LO teacher, Tiger Secondary School)

This teacher felt that when children are guided by the power from God, they are most likely to be focused and orientated on good morals regardless of where they live. Families whose foundation is based upon God's guidance, their children become very much aware of what they are searching for in their lives.

Likewise, Mr Phototropism, a parent said:

As much as in my mind I have a belief that our societies are sick, I feel that the most essential thing in the structure of our families we need to lay a strong foundation of God's presence. Adolescents need to learn and depend on prayer as the source of all that we strive for in life. In so doing I believe our adolescents would be motivated towards doing well.

(Mr Phototropism, parent, Tiger Secondary School)

In some cases, there are situations whereby some children need extra-help as when they come home no one can help them out. He stated this:

Most of learners stay with their grandparent/s others uneducated and they can't help them with their school work.

(Mr Motion, teacher, Zebra Secondary School).

Acknowledging the father figures in most families, in this case most fathers were described as not present and as boys grow, they miss out on a father presence in their lives. One of the parents reported that:

Our communities have many younger single mothers who can't even afford to support children. I personally don't even know what's going on in school, therefore I cannot help my child with anything.

(Mrs. Darwin, parent, Zebra Secondary School)

Family is the first social environment where the child finds him/herself. According to Maziti, Chinyamurindi and Marange (2018) family remains the main environment where a child belongs fully. Moyo (2013) further highlights that family environment has more chance of either increasing or decreasing the intellectual achievement of the child. It is the basis of education through which all early values, skills, norms and ideas are acquired. With the lack in family structure the impact in learner becomes intensive. Such changes in family structures lead to different challenges that leaves a strong impact on children's lives.

4.3.2 Challenges experienced in orphaned learner households

Hawkins (2010) defines an orphan as a child whose parents are no longer alive. Such a child is experiencing a grieving period for his or her previous support and defence that has been lost. Guidry, Simpson, Test, Bloomfield (2013) and Mauk (2011) argue that a child can experience loss through parental separation, divorce, illness of a loved one, relocation to a new home or school, break-up with a romantic partner, the loss of a friendship or a pet. One of the teachers confirms that many learners have that gap within their lives, and she shares that:

> *Orphans, staying with people who does not care for them, and most of their parents died of HIV/AIDS.*
>
> (Mrs Gravitational, Zebra Secondary School)

The partnership between parent-teacher and learner is highly important as it gives the teacher an opportunity to know what is going on in the child's life. In so doing the child will gain support from both teacher and home which could lessen the burden in a learner's life.

> *Looking at how our orphan learners perform at their school work, their performance is actual very low when compared to learners whose parent or parents are still alive.*
>
> (Mr Motion, teacher, Zebra Secondary School).

Teachers realise that orphaned children do need extra attention and support as they quietly disappear not only in their studies but also in their responsibilities:

> *Our learner's performance is not at all at their best and they appear more and more helpless which eventually results into not taking any care of their school work.*
>
> (Mrs Biodiversity, teacher, Tiger Secondary School)

When there is no communication at all between the teacher and parents one ends up not knowing what is going on in the child's life. One teacher reported that:

> *Well I can state that in generally these learners are not doing well at all.*
>
> (Mr Fingerprint, Tiger Secondary School)

When grieving has become too much for a child to deal with, it becomes a hindrance and that child is unable to do anything at all. One teacher reported that:

> *Children with no parents are experiencing hindrances academically, and in utmost cases, they are unable to endure.*
>
> (Mr Phototropism, teacher, Tiger Secondary School)

Learners find it difficult to cope with the fact that there is no one around them to help in time of need. One learner shared that:

> *I am all by myself, I have no one to help me with my school work which more of the time I find it very hard.*
>
> (Impulse, learner, Zebra Secondary School)

Such experiences reduce their level of competence that even their competing level is challenged. They then accumulate the tendency of not doing anything. As their parents are no longer there to offer these children support:

> *Their performance shows us these learners have no support at all when they are home, their level of intellect therefore, weakens up.*
>
> (Mr Fingerprint, Tiger Secondary School)

If learners are unable to talk to someone about their experiences, their difficulties and all that pertains to their studies, then their studies are futile. One learner reported that:

> *I stay very far from school, I know if I had my parents I know I would be fully supported and I was going to make them proud. But now that I am all by myself why should I bother. Because nobody cares about me.*
>
> (Cradle, learner, Tiger Secondary School)

One of the requirements of orphaned learners is love and care in order to increase their passion for learning. Orphaned learners ought to be involved in class activities, sports, and games which will help them not feel isolated from society. Their self-esteem again will be raised through achievement of some tasks. They will feel embraced by love and start responding to their learning.

4.3.3 Challenges experienced in divorced families

Azuka-Obieke (2013) points out that family is the child's first place of connection with the world. Thus, family places the psychological, moral, and spiritual foundation in the overall growth of the child. According to Smith (2010) when families are disintegrating, they tend to bring about societal complications which are related to the label of anti-culture. This means that families will be now made up of single parents which brings about damaging impressions on children's social, psychological and academic progress, as it brings about a rise of a feeling of blame, hesitation, anxiety and neglect. All these feelings when they are together, change children's attitude to be very offensive. Children end up responding negatively to whatever is taking place in their lives.

Most teachers felt that divorce brings about stress and is traumatic to children. To confirm this, teachers from both participating schools indicated the following:

> *Majority of our learner's parents have divorced, this becomes a trauma to them, and they find themselves being in a certain-dilemma.*
> (Mrs Protein, teacher, Zebra Secondary School)

Similarly, a teacher from Zebra Secondary School added that a challenge of divorced families is not only being traumatic to learners but also affects their self-esteem. He stated:

> *The child will find herself or himself having low self-esteem among other children which leads to poor academic performance.*
> (Mrs Gravity, Zebra Secondary School)

Mr Fingerprint of Tiger Secondary School also indicated this about parental involvement for divorced families:

> *In divorced families, there are no genuine relationships and therefore engagement with the school and children about school work is non-existence. There is too much to handle for on parent as the other is kind of absent…*
>
> (Mr Fingerprint,   Tiger, Secondary School)

Adolescent learners from divorced families are often struggling with depression. Children lose their self-esteem and find themselves lost in the middle of nowhere. While their parents are reeling in their emotional pain, they forget that their children are also emotionally affected. In so doing their level of performance in school decreases drastically.

4.3.4 The ripple effect of single parenthood

Most parent seemed to agree that single parenthood was difficult. This was confirmed by the parents of Zebra Secondary School where they shared their views as being raised by single parents and they themselves also became single parents.

One parent shared from his personal experience one of his challenges a single parent which he sees as preventing him from reaching out to his children.

As he stated:

> *I'm a single parent, I am always busy with so many things to make ends meet for me and my children. Sometimes I end up having no time even to myself let alone my children*
>
> (Mr Theories, Zebra Secondary School).

Ms Geotropism of Tiger Secondary School concurred with Mr Theories about the challenges of being a single parent and further said:

> *Being a single parent on its own is very demanding ask me, I don't have time to myself everything is upon my shoulders, and I must be strong for my family.*
>
> (Miss Geotropism, Tiger Secondary School).

Teachers agreed that the absence of parents was obvious in adolescent learners' behaviour in school as presented in varied circumstances and incidents. The teachers' responses from both Zebra Secondary School and Tiger Secondary School pointed out that frequently, when both parents or if a single parent of these children are absent because they are either late or that adolescent does not stay with them, they would abuse that situation and said:

> *My children are not staying with me; they stay with my elder sister.*
> (Mrs Environment, Tiger Secondary School).

The LO teacher from Tiger school reported that:
> *Several learners are orphans, they are cared for by their grandparents or elder brothers or sisters.*
> (Mrs Protein, Tiger Secondary School).

Teachers complained that even if they wished to work collaboratively with parents, their absentia was a great barrier. They stated this:

> *There are no parents at these adolescents' homes. Learners come to their grannies from school. Some parents only spend weekends with their children; they are not around.*
> (Mrs Gravitational, from Zebra Secondary School)

Ms Gravitational further said this about the youth-headed households:
> *The child will be staying with their elder brothers or elder sisters who are expected to take the role of a parent to these other children.*
> (Mrs Gravitation, Zebra Secondary School).

Parents were not accessible in both schools and teachers indicated that the reality was that for most parents weekdays, were restricted by their working conditions which prevented them from going to the schools. Both teachers and parents explained:

Most parents are working while others are searching for employment. They do not come for meetings, even if they are invited long before the meeting and reminded closer to the meeting date but they just do not attend, and it is because of time restrictions at work.
 (Mr Motion, teacher, Zebra Secondary School)

Another teacher added that:

We are having parents working double shifts because of the conditions in their families and most of them are single parents or if not single only one partner is employed; and some work till very late.
 (Mr Fingerprint, teacher, Tiger Secondary School).

This was also confirmed by one parent in the focus group discussions who said:

As a parent I personally don't have time as I am the only working parent, I don't really have time due to my working shifts. I start as early as 6h00 in the morning and I finish at 5h00 in the afternoon and school usually closes at around 15h30 and the only time I have is only over the weekend.
(Mrs Darwin, parent, Zebra Secondary School)

Another parent shared that:

I really don't have time due to my working conditions, I hardly get to spent some time with my family, I live as though I am in another country, for real due to my work de-mands. I have zero family time.
(Miss Environment, parent, Tiger Secondary School)

For some parents who knew that for the psychosocial development of their children they needed to be involved at school but are forced by circumstances not to, added:

Personally, as much as I would have loved, I don't have time to offer as a volunteer at my child's school, my   working schedule is very tight.
 (Mr Phototropism, parent, Tiger Secondary School)

The teachers from both schools understood the situation of parents considering the context of where the schools were located, and their community. They indicated the following:

> *Parents have no time really, they are busy working and are unable to come to school and they say their children don't show any bad behaviour when they are at their presence as parents. I would however encourage parents to find sometime in their busy schedule to visit the school, so that they get to know the progress of their child.*
> (Mrs Protein, Tiger Secondary School).

Similarly, Mrs Gravitational said:

> *Most working parents are working for survival. They are forced to be at work, they are unable to take time off their work.*
> (Mrs Gravitational, Zebra Secondary School).

Teachers felt that parents chose to prioritise their work as it is the only means to put food on the table. They expressed this by reporting that:

> *What makes it difficult for them to be off duty is the fact that their salary will be deducted, and this will give them and their family a difficult time and their budget will be disturbed.*
> (Mr Fingerprint, Tiger Secondary School)

According to Moletsane (2012), the term family is not the traditional Westernised nuclear family with mother, father and child. The findings reveal that family structure is crucial for adolescent learners. It is in these structures where they develop holistic and balanced lives. It appeared from the data that many learners live with single parents, or with grandparents. Family forms have changed over time, children now have single parents, and some are orphaned. Single parents are in a daily conflict to survive and have little or no time trying to support their children in their education. Other families have gone through divorce. This type of change is unstructured and makes an unstable living environment to the family and could cause learners to be confused as to how to adjust to such changes. Results of these changes are that some learners develop a habit of roaming around the school and not settling down to their learning.

Participants highlighted that moral and spiritual development based in God's presence is the cornerstone for every family and families will gain momentum to shoulder their responsibilities of helping their children with healthy growth. During the school some weak learners stayed with different family members and at weekends the learners would go to their single parent. According to LO teachers there are many single parents at both schools. It is evident that the family structure could have a negative effect on the learners' performance. There are therefore many challenges in the home which have a negative effect on parental involvement in education of the learners. Family structure, challenges in the home, the school and the community all overlap.

Learners who are staying with grandparents find it hard to get support from home. Some grandparents' concern is that the education system of today reveals everything to the learner. Grandparents feel that the education system prevents them, as the community, to raise their children in accordance with the norms and values of their society regarding respect. According to Epstein and Sanders (2002), community is one of the spheres of influence that could affect learners' learning. It emerged that the community is notorious for gangsterism and drug abuse and this is a major challenge to learner performance. For learners, the community is unsafe. The use of drugs in the community influences learners' behaviours as they too have turned to using drugs which results in learners constantly roaming around the school.

Findings reveal that divorce is another factor that impacts on learners' academic performances and disrupts family structures. Divorce resulted in poor upbringing, thus positive and warm community would be also of best in helping children to experience love and warmth all the time. For this to benefit children of both schools, community needed to contribute positively to the upbringing of all young people. Donald (2007) states that if the family is unstable, children especially adolescents are inclined to develop inner battles resulting from their disturbing experiences such as losing their parents at their tender age and especially divorces. Grieve (2009) reported that due to their inner struggle, children become reserved and miserable. Thus, Meyer (2008) stresses that a life grounded by hurt, uncertainty with the absence of basic parental warmth could trigger the start of ill behaviour and emotional complications in adolescent learners' growth. Parental involvement as a means of support, will affect learners' achievement

because appropriate learners' interactions with their parents will motivate their sense of capability, and their belief that they have control over their success in school. Findings revealed that many adolescent learners have become orphaned. These are adolescents who have lost one parent in their lives, and they somehow never had contact with the other parent. These are children mostly born out of wedlock and lost either a mother and never knew the father.

As indicated before, when parents are illiterate it becomes a challenge for them to understand that what has been shared in their meetings with the school needed to be shared with their children. This then results in parents struggling to offer academic support to their children. According to these teachers, this is because both schools are situated in communities where most members were not so committed to school activities themselves. Generally, most of the parents in those communities were either uneducated or had low levels of education and therefore, did not understand the importance of education. Consequently, most parents did not send their children to school. Huni (2010), states that psychosocial support refers to continuous and holistic interventions to provide support to satisfy the developmental needs of vulnerable children. As reflected in chapter 2, research across the continents confirms that parental involvement has immense benefit to school children. Papalia (2008) in his literature indicates that steady families with less or no serious problems are expected to yield a disciplined child, whereas unbalanced and disordered families are expected to yield problematic children.

4.4 Challenging school factors and the lack of parental involvement

Different challenges have had a large impact on parental involvement towards sustainability of the education of the adolescent learners in a secondary school context. One major issue was the inability of parents to take part in school activities for the benefit of their adolescent learners and the school as well as the relationship the parents must have developed in the psychosocial development of their adolescent children. The following factors seemed to have had a serious impact on the psychosocial development of adolescent learners:

4.4.1 Lack of teacher training in colleges or universities

Discussions with teachers in participating schools revealed that teachers felt that in their training at colleges of education and universities, they did not receive proper training which would

prepare them to know the best strategies to engage parents. Involving parents and engaging them in school activities and schoolwork is an important task of the school community and teachers. In the discussions with the LO teachers the following emerged:

> *No one in my studies has ever mentioned anything about parental involvement, nor tried to make me aware that I might come across something like this.*
> (Mrs Protein, teacher, Tiger Secondary School)

A teacher reported that:

> *We were never trained or given any chance or some knowledge on matters concerning parental involvement towards encouraging learning and improving academic performance of their adolescents, which I now find very much challenging for me to respond spontaneously in dealing with learner-parent relationship.*
> (Mr Motion, teacher, Zebra Secondary School)

Another teacher shared that:

> *For example, more often in a class of 63 learners the attendance come down to only 15 or 20 parents attending school meetings; and it's usually the same parents all the time.*
> (Mr Fingerprint, teacher, Tiger Secondary School).

On the other hand, it was stated that:

> *We only get to meet parents during registration after that we see or meet with them no more, even if we send invitation they don't come.*
> (Mrs Gravitational, teacher, Zebra Secondary School)

Mrs Protein shared that:

> *We often feel that, this is the sign that they want their children to come at school even though this to us as teachers feel like they do not care if parents don't even bother to write a letter or phone one teacher in that busy schedule of theirs.*
> (Mrs Protein, Tiger Secondary School)

Teachers from both Tiger Secondary School and Zebra Secondary School reported that parents have a very poor school meeting attendance rate. In the end of term meetings where parents and teachers are supposed to report on the performance of learners, teachers indicated:

> *Those few parents who attends meetings they just collect their children's school reports and disappear or may just report that they are rushing back to work while others do not even bother to collect their children's report.*
> (Mr Fingerprint, teacher, Tiger Secondary School).

The same was confirmed by a teacher from Tiger Secondary School who said:

> *Due to lack of Parents attending school matters, school heads together with school principal started to ask teachers to release reports cards only to parents and not to learners. However, this strategy was never successful. Some parents never turned up regardless that their child's report cards are distributed on this day.*
> (Mrs Motion, Tiger Secondary School).

The above indicates that some parents are dedicated, whilst some are not and for teachers the strategies that have been tried to lure parents to get involved, failed.

4.4.2 Understanding of the language for teaching and learning

In the interviews with LO teachers it transpired that the language of teaching and learning was the major challenge for illiterate parents. This challenge was also evident in adolescent learners' responses. For example, some adolescents would take this parental challenge of illiteracy as an opportunity to do what they want to do as a shield to hide behind or behave in an unacceptable manner. Teachers see the necessity to work closely with both learners and their parents which would help parents understand educational expectations.

A LO teacher indicated the following:

> *Parents do not speak the language we speak. It becomes difficult to communicate with them…*
> (Mr Fingerprint, LO teacher, Tiger Secondary School).

Similarly, teachers from Zebra Secondary School had a strong belief that certain programs could assist them in trying to build partnerships with both learners and parents, and said:

> *The Life skills program in the LO curriculum is very rich and relevant to inform both adolescents and parents, but parents are not easy to work with.*
>
> (Mrs Gravitational, LO teacher, from Zebra Secondary School)

Teachers felt ready to assist parents and help them to be able to help their children with their learning:

> *The LO curriculum is there for adults to work together with adolescents especially so that they become resilient and be able to cope with what life throws at them.*
>
> (Mr Protein, Tiger Secondary School)

As I have highlighted in the cited above English seems to be a cause for concern for parents who can only communicate in the vernacular. This sometimes leads to low self - esteem to parents, grandparents and caregivers of adolescents. This entails that learners' home language is not the language of learning and teaching and thus discourages parental involvement in the psychosocial development of adolescents. Some of the learners have come to observe that their parents are unable to understand or speak the language which is the medium of instruction at their schools.

One learner reported insecurities about their parents and indicated the following:

> *No, my parents are not confident enough to come to our school because they feel as though they won't be able to meet the standard of the school.*
>
> (Momentum, learner Zebra Secondary School)

Similarly, learners also felt that most parents spend more of their quality time at work and come home tired daily. They said:

> *I live with my grandmother who is not educated and she is often not approachable as she is too busy working early to late hours, that she really don't have spare time to attend us.*
>
> (Cradle, learner, Tiger Secondary School)

Parents need to have time to be given an explanation of what is expected from them especially as learners do take home some of their work which needs their help. As one learner reported:

> *Yes, but my grandparents think that we learn everything at school, therefore, they don't have to support or say anything to us concerning school. No time for schoolwork at home.*
>
> (Impulse, learner, Zebra Secondary School)

One learner reported that:

> *lack of education prevents our parents from assisting us because some of them eh…. they left school in lower grades like in Grade 3 back then Grade 3 was just teaching them things that were necessary for their specific time and need.*
>
> (Evidence, learner, Tiger Secondary School)

The findings suggested that the lack of parental interaction can deter learner development and affect relationships negatively. According to Epstein (2002), learners learn and grow at home, at school and in the community. Therefore, working in partnerships between schools and families can be a supporting structure for adolescent development. Epstein (2002), in her theory shares that school work done at home is intended to guide and stimulate positive communications between parent and child. Parent - child dialogue supports and strengthens the significance of learning and encourages learners' level of understanding of how schoolwork is used in real - life situations. Thus, taking in to consideration of what Epstein (2002) suggests is a strong principle or characteristic for parent-adolescent relationships.

Single parenting is one of the major reasons that was highlighted as the major challenge that prevented parents from becoming involved in the education and psychosocial development of adolescents. Single parents must take the role of a mother, father, baby-sitter and a teacher which is not an easy task. The higher level of pressures of being a single parent do not only affect parents/guardians of adolescents but the life of the adolescent, the school community, teachers and community at large. These challenges include development of unacceptable behaviours, which might lead to drug/substance abuse, teenage pregnancy, absenteeism, drop outs and many other situations. Single parents are unable to become completely involved because they are surrounded by a number of responsibilities which directly need their total attention. According to Hornby (2011), single parenting is one aspect that stops best parental involvement in the psychosocial development and education of their children which suggests that single parenting determines the financial status of the family and survival of the members of that family. This was evident in the parents' responses where most single parents specified clearly that as much as they would have loved to participate in school activities and to support their children at school, employment took priority. The inability to participate in parents' meetings was minimised by the time spent at work. Even to have quality time with their children for single mothers was something which was problematic and they hoped that sending their children to school would help them to anticipate a bright future. A study by Amoateng (2004) in support of the above states that most single parents have less or no time to support and monitor their children compared with married parents or couples who live together.

Parents from both schools work either far from home or work from early hours of the morning till late hours of the day which does not allow them to visit or become involved in the school. Consequently, the adolescent learners are left to fend for themselves which is a critical stage of their development. One parent's response out of the parents in the study revealed that she would try to request leave from work to attend the end of term reporting meeting. This should be one of the strategies that schools should adopt and if need be assisting parents to write letters to employers to permit them to attend those important meetings just like they would do for their own children. The teachers felt that most employers do not permit parents to take time off for school matters. The effect of language of communication, teaching and learning was cited by teachers as one factor they have identified as a barrier for parental engagement in schools. The

language problem was of greater concern for both parents and learners which therefore, indicates that learners are not able to comprehend what their teachers are saying. This is proven to be a contributing factor to the lack of parental involvement regarding the education of their children because the communication between parent and learner is affected as a lack of understanding between them exists.

It has been discovered that working conditions are the main reasons for parents to have less or no time to devote to their children's development. Michael (2012), and Naicker (2013) highlight that several parents in South Africa do not have enough time to spare for school invitations and meetings because of their challenging work conditions. Correspondingly, literature reveals that working conditions also contribute as a factor that influences parents not to be involved in their children's work and school activities. According to Lee and Bowen (2006), working schedules for parents affects their lack of involvement in psychosocial development of their children. Ryan (2010), also states that some working timetables are not flexible and do not permit any time off. This was evident in the parents and teachers' responses where they confirmed that parents did not have time to themselves or time off work which is confirmed in Mbokodi (2008). Other parents stated that they work weekends, overtime and very long hours where there is no communication at home let alone at school. This strains the relationship among adolescents, parents and the school and leads to the feelings of emptiness or isolation, and occasionally resentment, in the lives of adolescent learners. The absentee parent or parents in the adolescents' lives is an additional challenge that restricts parental involvement in the holistic development of a learner. Lack of communication inhibits participation, sharing and learning about aspects of life. As much as some of the findings indicate that there are tangible reasons which account for parents being away from home and in the lives of their children and school life parents are called in to prioritise their children's education for better psychosocial support. Makgopa and Mokhele (2013) highlight that for some parent's absentia is because of fending for families and fear of losing employment if absenting themselves and should not be overlooked. However, if parents come to school and voice their challenges, collaboratively, learners, teachers and parents may create strategies to resolve these challenges for the benefit of committed relationships. The same can be thought of strategies to be implemented for orphaned adolescents and those who come from child/youth-headed households as this transpired

in the findings from discussions with the teachers. This suggests that adolescents facing these challenges are forced by this situation to be in the care of other family members.

According to some learners interviewed from both Zebra and Tiger Secondary Schools, teachers expect parents to support them in their educational endeavours. Teachers believe that parents are primary teachers to their children and possess best knowledge of them. Therefore, parents should assist teachers in moulding the behaviour of the children. The lack of ability to read with understanding and write to some of the parents is seen as a challenge to parental involvement as most parents are not well educated and tend to shift their parental responsibilities to teachers. Learners believe that lack of education among the parents is the biggest hindrance to their participation in the school work for the benefit of their children.

4.5 Chapter summary

This study aimed at exploring the role of parental involvement in the psychosocial development of adolescent learners in secondary school. Data was generated through focus group and semi - structured interviews. Themes were further created after which data was analyzed and discussed in detail. The first theme dealt with understanding of parental involvement in the psychosocial development of adolescents. Theme discussions revolved around co-operation among teachers, parents and learners. Communication has been identified as a core bond among parental, teacher and learner relationships that was expected to be a supportive measure to learners' academic work in both school and home contexts. The second theme dealt with the need for parental involvement in the psychosocial development of adolescent learners. This theme revealed that many parents are absent from the adolescents' lives when they leave home for school and when they return. This seemed to be the main reason for the many learners to misbehave as no one seemed to be monitoring them. It is when they are alone that they become exposed to the liabilities of their communities as they are easily influenced.

Theme three looks at how parental involvement enhances the academic performance of the adolescent learner. Many parents in this study did not have formal education resulting in par-

ents lacking the skill of not knowing how to help their children to persevere through their studies. They lack knowledge to provide educational stimulation for their children. The last theme which is the fourth theme touches on different challenges on the lack of parental involvement. The data illuminated the fact that many challenges to parental involvement in their children's education existed from their homes. Parental non - involvement in the education of their adolescents' education was caused by poverty challenges, unemployment, crime, violence, drug abuse and a lack of education of the parents amongst others. It was initially thought that challenges might only exist in the home of the learners. However, the data highlighted the fact that many challenges that affected parental involvement in the homework assignments of the learners also existed in the school and in the community.

The following chapter discusses recommendations that could assist with possible improvement towards the many challenges that affect parental involvement in the development of psychosocial support of adolescent learners in this study.

CHAPTER FIVE

STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter presented and discussed the findings of the importance of the role of parental involvement in the academic performance and the psychosocial development of adolescent learners. The focus of this chapter is to conclude this study by giving a summary of the findings of the study, finalising statements and recommendations. The summary of this study gives the framework of the focus areas in each chapter from chapters one to four. The conclusions developed after interpreting, analysing and evaluating the data which are connected to the research questions as indicated in chapter one are presented. After reviewing chapter four findings and conclusions that have been articulated and appropriated, important recommendations were made.

5.2 Study summary

The focus of this study was to explore the role of parental involvement in the psychosocial development of adolescent learners, in South African secondary schools in the Pinetown District in KwaZulu-Natal province.

5.2.1 Chapter One

This chapter is made up of an introduction to the study, purpose of the study and discusses the background of the study. It further looks at the problem statement, motivation for the study, objectives of the study, key or critical research questions, delimitations of the study, and significance of the study. This chapter further clarified relevant terms and key concepts used in the study as well as the organisation of the all the chapters of study.

5.2.2 Chapter Two

The covered a relevant literature reviewed for the study. Furthermore, chapter two described in depth, how Epstein's theoretical model of overlapping spheres influence how family, school

and community understand adolescent learners' psychosocial development. Further interrogated in this chapter was Epstein's theory of six typologies of parental involvement in education. Additionally, the study examined the importance of the role of parental involvement and the psychosocial development of adolescent learners using this model.

5.2.3 Chapter Three

The chapter outlined the research design and methodology adopted in the study. The study was underpinned by the interpretive paradigm and adopted a qualitative research approach. The research design used was a case study of two secondary schools in Pinetown District. Purposive sampling method was used to select participants for the study which included two secondary schools, and in each school a selected number of parents, of Life Orientation teachers, and that of adolescent learners. Data generation methods used in this study involved semi-structured interviews and focus group discussions. In this chapter method and procedures to be follow to analyse data generated was explained in detail. Chapter Three further discussed significant ethical considerations and issues of trustworthiness.

5.2.4 Chapter Four

Chapter four presented, analysed and discussed the research findings resulting from data that was generated and clarified in chapter three. Findings from Chapter four three were structured according to themes and sub-themes developed from data generated in answering the research questions that were presented in chapter one. Findings pointed out that participants to the study had good understanding of the parental involvement as well as challenges that are there, however much was needed to be done not only to involve parents but to engage them in the development of their children and to see the school as an extension of the home and part of the community.

5.3 Conclusions

In this section conclusions are provided and are informed by the key research questions and the findings of the study based on the themes in Chapter Four.

5.3.1 Understanding of the role of parental involvement

Research findings have clearly indicated that all participants in this study, have a fuller understanding of the role of parental involvement as some of their responses clearly showed that they have an idea of what parental involvement means. They have explained and described the role of parental involvement as the working together of teachers - parents and learners which shows consensus regarding the education of their children. In this way all findings viewed parental involvement as important and should be promoted in order to understand adolescent challenges and how these can negatively influence education and futures of learners if not attended to.

5.3.1.1 Participants' understanding of the role of parental involvement in the

psychosocial development of adolescents

The findings of this study on the understanding of parental involvement in the psychosocial development of adolescent learners from both schools, seemed to reveal a common understanding of the vital role of a working relationship among the parents, teachers and learners. Most participants from both schools have their contextual explanations of parental involvement revolving around co-operation between teachers, parents and learners. Findings have identified that such co-operation and collaborations depend very much on effective communication as the main foundation to strengthen these relationships. The selected number of parents who took part in this study from both schools appeared to have little or no understanding of the role they are expected to play in their children' development which further influences their education. The main reason for this was the fact that there was lack of information provided to parents and parents had another understanding that psychosocial development of adolescents can be best be understood if they work closely with the teachers and their children and schools as part of communities and extension of families. Some teachers felt there was a need for training and some kind of workshops to revive these relationships with parents and teachers with learners to form working collaborations. Also teachers to receive more training on how to involve parents in their teaching especially if they do not respond to the schools' or teachers' calls or invitation to school.

5.3.1.2 The need for parental involvement in the psychosocial development of adolescent learners

The findings of the study specify that most parents are at work or trying to find a job for a living and when learners come from school there are no adults at home. Children easily misbehave when they are not continuously guided and end up not paying attention to their studies by staying outside classes while learning is taking place inside the classrooms. This is a clear signal that absence of parental involvement leads to absence of learner commitment. Discipline also, is one of the findings which was common since if parents are absent at home, adolescents behave the way they want and move with that behaviour to school which poses challenges to teachers.

5.3.1.3 Lack of parental involvement hinders the academic performance of the adolescent learners

It appears that most parents in this study did not have formal education which therefore, creates a possibility of them not knowing how to be of assistance to their children especially when homework/projects/assignments are given out to students to work on them at home. Some parents lack motivation that will help them towards building up their children to persevere in their studies. All learners need support from their parents and their teachers in order to gain confidence and eventually improve in their academic performance. However this seemed to be the fight that all stakeholders in this case participants felt it can only work if it is done collaboratively.

5.3.1.4 Family factors in the development of the adolescent learners

Most learners live with their grandparents who do not know how to provide stimulating educational activities for them. LO teachers reported that there is a higher percentage of adolescent learners coming from broken families. These learners have no support to encourage them towards better academic performance. Parental involvement is meant to give support which will affect learners' achievement. When learners' interact with their parents, their sense of capability and belief in having control over their success in school will be motivated. Children are orphaned when they lose their loved ones. The loose becomes a challenge to them. These are adolescents who have lost one parent in their lives, and they never had contact with the other

parent. These children mostly are born out of wedlock. When their mother dies they are left with void within themselves because they never knew who their biological father was.

Children of divorced parents are challenged as they are forced by the situation at hand to live with their beloved parents separated from each other. This is very hard for children as they love their parents mutually. Divorce has brought about a destructive impression on adolescents' social, psychological and academic progress. This study revealed that adolescents experience more feelings of guilt, reluctance, concern and abandonment. When these feelings come up at the same time in response adolescents may become aggressive. Research findings suggest that single parenting is a major reason that inhibits parents from involving themselves in the education of their children. Pressure is higher to single parents as time does not allow them to get completely involved with their growing children. Single parenting is surrounded by different responsibilities which need their undivided attention and care. Additionally, financial need is forcing parents to work even harder to support their families. Many single parents are not involved in their children's education as most employers do not grant them permission to take time off to attend school matters. Such parents need to be at work during working hours and take their responsibilities seriously in order to be of support to their families.

5.4 Challenges of parental involvement

The findings of the study specified that, parents are faced with different challenges in the battle of trying to provide for their families and taking a good care of their children's education. These different challenges have serious influence on parental involvement in the education of their children. There is lack of support as parents have no time to spare to any of the school activities for their children, instead they work hard for the benefit in basic support of their adolescent learners.

5.4.1 Lack of teacher training in colleges or universities

LO teachers reported that during their teaching training both in colleges and universities they did not receive any training to help them lay foundation for handling the role of parental involvement in their teaching career. They felt that such awareness would have equipped them towards helping parents in understanding their role in the education of their children. Teacher

train towards parental involvement would deepen a true understanding between parent-teacher-learner relationships. This would create wholeness in adolescence performance and development both at school and home.

5.4.2 Work restrictions

Findings indicated that during weekdays both schools have the majority of parents restricted to attend school for their children. Their working conditions does not allow them to spare some of their time off in order to visit the school and check their children's progress. Therefore in future the school should communicate with employers of learners parents and plan ahead to give out schedules to employers so as to work collaboratively with the parents and the school.

5.4.3 Absence of parents

Research revealed that many children do not stay with their parents, this has created emptiness within these children's lives. The absenteeism of a parent from a child's life has been an additional issue that hinders parental participation. Both schools reported that many parents are diseased or are deceased. Subsequently, children are taking care of each other or being cared for by grandmothers taking over as parents while they are sickly themselves.

5.4.4 Language of instruction

Findings revealed that children who attended school where English was the medium of instruction, it had been hard for their parents to get involved. Parents often felt that they would not be able to understand well what was expected of them as many of these parents communicated only in their mother tongue. Accordingly, parents experienced low level of self - esteem and even paying a school visit became a challenge for them. Thus, when learners' home language differs from the language of instruction learners become very weak in their performance due to lack of understanding the language of instruction.

5.5 Recommendations of the study

Recommendations that are informed by the conclusions mentioned above are provided in this chapter and are presented with detailed reference to the LO teachers, learners and parents who have taken part in this study.

5.5.1 Teachers need for training to work with parents in understanding psychosocial development of adolescent learners

Research has revealed that tertiary institutions which are universities and colleges that train teachers should prepare pre-service teachers for real life situations in the field or classrooms and communities and how to forge relationships with parents since the role of parental involvement in the education of their children is paramount. The findings also suggested that teachers need to work harder to make sure that there is a good and effective school policy that covers the issue of parental involvement. Parents need to prioritise the education of their children especially adolescents since they are in the stage where they are trying to find themselves so that that does not negatively affect their studies but help to improve learner performance and confidence about life in general. Teachers must embrace parents as partners in education, convince them of their important role as primary educators and make them feel wanted at school and in the lives of their adolescent children. Teachers should look for other options to communicate with parents other than sending parental notes with learners; they could make use of the school phone and adopt a call method. Teachers should, where possible organise a meetings with parents at a specific place. This will help teachers to get a feel of a learners' background and get to know how to assist that learner. Partnerships between teachers-parent and learners are very important, therefore workshops on such topics like taking responsibility and become involved in the education of all learners in the community should be planned.

5.5.2 Inclusive environment as a support system for teachers and parents

Parents must be supported by teachers in achieving their roles and responsibilities expected from them and are to be guided on how to support their children when doing their home activities. This will empower and encourage parents with lesser or no confusion. Different workshops could also be organised to assist parents towards overcoming certain weaknesses and encourage more parental involvement by finding out from parents themselves what they need to be assisted with and how. Parents need to constantly check for updates from the teachers on their children's progress, behaviour and performance at school. They are required to also update teachers on any changes in their child's life such as death of a family member and illnesses of any family member which might affect learners psychologically or might lead to disruptive

behaviour. This will assist in understanding what the problem is, where it is and how to intervene in assisting learners should their school work be affected to ensure that capacity is built, and that appropriate support reaches those who need it most whether teachers, learners or parents.

5.5.3 Learners' support system

Schools need to acknowledge the value of parental involvement through electing some learners as facilitators of parental involvement. Duties of these learners would be to talk positively about their schooling and about their teachers to their parents. This would be demonstrating a healthy relationship with their teachers, which could motivate their parents to see a need to be involved in their children's learning.

5.6 Chapter summary

This chapter has concluded this study and has revealed that the role of parental involvement in the psychosocial development of adolescent learners and understand its effect in their academic performance is greatly beneficial to adolescent learners 'development. The study has further echoed the findings of the many researchers that previously observed the importance of the role of parental involvement which have resulted in the improved learner academic achievement and classroom behaviour in adolescents. The results of this study have left me positive about teacher partnering with parents as a means of increasing adolescent learners' performance in the classroom and understanding themselves such that in the end they realise possibilities and reach their goals in life.

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APPENDIX A
UKZN ETHICAL CLEARANCE

UNIVERSITY OF ™
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

08 August 2018

Ms Ntombikayise P Duma 206520169
School of Education
Edgewood Campus

Dear Ms Duma

Protocol reference number: HSS/1939/017M
Project Title: The role of parental involvment in the psychosocial development of adolescent learners: A case of two secondary schools.

Full Approval – Expedited Application

In response to your application received 12 June 2017, 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

....
Prof S Singh (Chair)

/px

cc Supervisor: Dr NP Mthiyane
cc. Academic Leader Research: Dr Simon B Khoza
cc. School Administrator: Ms T Khumalo, Ms M Ngcobo and Mr S Duma

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APPENDIX B

DEPARTMENT OF EDUCATION PERMISSION LETTER

PERMISSION LETTER TO DEPARTMENT OF EDUCATION

<div align="right">

P.O. Box 516

Pinetown

3600

23 September 2017

</div>

To whom it may concern

Re- request to conduct research in a two secondary (FET) Phase schools multilingual school in Pinetown District. The role of parental involvement in the psychosocial development of adolescent learner.

Dear Sir/madam,

My name is Ntombikayise P. Duma, a post level one educator in Khabazela High school. I am a currently a student in University of KwaZulu - Natal. I am studying a Master's degree in Educational Psychology under the supervision of Dr Ncamisile P. Mthiyane. The main focus and purpose of my study is to *explore the role of parental involvement in the psychosocial development of adolescent learner in secondary school.*

In order to complete my study I am required to complete a research project. The reason I have chosen these schools is because both schools are in quantal 2, meaning these are the poorest schools in the semi-rural environment and are both designated as a no-fee schools. Both schools are allocated money by government to make up for the fees that they would have charged. The allocation is intended to cover non-personnel, non-capital expenditure items as government is responsible for paying the salaries of teachers and support staff, and also for building schools and classrooms.

Two Life Orientation teacher participants, Four parent participants and Four Grade ten, Four Grade eleven learner participants will be selected to participate in semi-structured interviews which will be audiotaped with their permission. Their participation will be voluntary and they have a right to withdraw in the study at any time. As participants in this study, the identification of the school and that of the participants will remain anonymous. All the information shared in interview sessions will remain confidential and will not be used for any other purpose other than for the purpose of this research.

I hope my request is considered.

Yours sincerely

_____

NP Duma (Miss)

APPENDIX C
PERMISSION FROM DEPARTMENT OF EDUCATION

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma   Tel: 033 392 1041   Ref.:2/4/8/1355

Ms NP Duma
PO Box 516
Pinetown
3600

Dear Ms Duma

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"THE ROLE OF PARENTAL INVOLVEMENT IN THE PSYCHOSOCIAL DEVELOPMENT OF ADOLESCENT LEARNERS, IN TWO SECONDARY SCHOOLS"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 09 October 2017 to 09 July 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 Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Khabazela high School
Wozamoya high School

Dr. EV Nzama
Head of Department: Education
Date: 11 October 2017

School of Education
College of Humanities
University of KwaZulu-Natal
Edgewood Campus
05 August 2016

<u>Attention:</u> The Principal

Private Bag X 1002
Hillcrest
3650
Dear Sir

<u>REQUEST FOR PERMISSION TO CONDUCT RESEARCH</u>

My name is Ntombikayise Protasia Duma, a Masters student in the School of Education (Educational Psychology) at the University of KwaZulu-Natal (Edgewood Campus). I am required to conduct research as part of my degree fulfilment. Please be informed that I have sought the necessary permission in advance from the KwaZulu - Natal Department of Education and has been granted (see copy attached). I therefore kindly seek permission to conduct research in your school. The title of my study is: **An exploration of the role of parental involvement in the psychosocial development of adolescent learner in two secondary school.**

This study aims to explore how Grade ten and eleven learners, parents and Life Orientation educators experiences of the role of parental involvement in the psychosocial development of adolescent learner in secondary school support or not support learners in their academic performance in school. The planned study will focus on four Grade ten, four grade eleven learners, four parents and two Life Orientation teachers from the Senior and Further Education and Training (FET) Phase. The study will involve the use of semi-structured interviews with each of the participating, eight parents and two life orientation teachers. Focus group interview of eight grade ten and eleven learners. Participants will be interviewed for no longer

than 45 minutes and the focus group discussions will take about an hour long. The interviews will be voice-recorded with the participant's permission.

PLEASE TAKE NOTE THAT:

There will be no financial benefits that participants may accrue as a result of their participation in this research project. Their identities will not be divulged under any circumstance(s), during and after the reporting process but instead, fictitious names will be used to represent their name. All their responses in the interviews and focus group discussions will be treated with strict confidentiality. Participation is voluntary; therefore, participants will be aware that they are free to withdraw at any time they so wish without incurring any negative or undesirable consequence(s) or penalty on their part. The interviews will be voice-recorded to assist me in concentrating on the actual interview. All the participants will be contacted on time about the interviews and will be scheduled at a time convenient to all participants.

Should you have any questions about this study or its procedures, now or in the future, please contact me, my supervisor or the research office at the following contact details:

RESEARCHER	**SUPERVISOR**	**RESEARCH OFFICE**
Miss Ntombikayise P Duma	Dr Ncamisile P. Mthiyane	Mr P. Mohun
Tel: 031 - 262 5412 Cell: 0721830905 Email: 206520169@stu.ukzn.ac.za	Tel: 031 - 260 3424 Cell: 0825474113 E-mail: mthi- yanen1@ukzn.ac.za	Tel: 031 - 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

Research tools are attached herewith for your perusal.

Your anticipated positive response in this regard is highly appreciated.

Yours sincerely

_____

N.P. Duma (Miss)

DECLARATION

I ……………………………………………………………….. (Full names of the princi-
pal) hereby confirm that I have been informed about the nature, purpose and procedures for the
study**: *An exploration of the role of parental involvement in the psychosocial development of
adolescent learner in secondary school.***

I have also received, read and understood the written information about the study. I understand
everything that has been explained to me and I grant permission to who so ever is willing to
take part in the study to freely do so. I have understood that participants are at liberty to withdraw
from the research project any time should they feel they no longer desire to be part of the study.

Signature of the Principal: _____   Date:_____

Thanking you in advance

School of Education

College of Humanities

University of KwaZulu-Natal

Edgewood Campus

05 August 2016

Attention: The Principal

P O BOX 55673

Hammarsdale

3700

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Ntombikayise P. Duma, a Masters student in the School of Education (Educational Psychology) at the University of KwaZulu-Natal (Edgewood Campus). I am required to conduct research as part of my degree fulfilment. Please be informed that I have sought the necessary permission in advance from the KwaZulu- Natal Department of Education and has been granted (see copy attached). I therefore kindly seek permission to conduct research in your school. The title of my study is: **An exploration of the role of parental involvement in the psychosocial development of adolescent learner in secondary school.**

This study aims to explore how Grade ten and eleven learners, parents and Life Orientation educators experiences of the role of parental involvement in the psychosocial development of adolescent learner in secondary school support or not support learners in their academic performance in school. The planned study will focus on four Grade ten, four Grade eleven learners, four parents and two Life Orientation teachers from the Senior and Further Education and Training (FET) Phase. The study will involve the use of semi-structured interviews with each of the participating learners and teachers and focus group discussions with both the learners and teachers. Participants will be interviewed for no longer than 45 minutes and

the focus group discussions will take about an hour long. The interviews will be voice-recorded with the participant's permission.

PLEASE TAKE NOTE THAT:

There will be no financial benefits that participants may accrue as a result of their participation in this research project. Their identities will not be divulged under any circumstance(s), during and after the reporting process but instead, fictitious names will be used to represent their name. All their responses in the interviews and focus group discussions will be treated with strict confidentiality. Participation is voluntary; therefore, participants will be aware that they are free to withdraw at any time they so wish without incurring any negative or undesirable consequence(s) or penalty on their part. The interviews will be voice-recorded to assist me in concentrating on the actual interview. All the participants will be contacted on time about the interviews and will be scheduled at a time convenient to all participants.

Should you have any questions about this study or its procedures, now or in the future, please contact me, my supervisor or the research office at the following contact details:

RESEARCHER	SUPERVISOR	RESEARCH OFFICE
Miss Ntombikayise P. Duma	Dr Ncamisile P. Mthiyane	Mr P. Mohun
Tel: 031 - 262 5412 Cell: 0721830905 Email: 206520169@stu.ukzn.ac.za	Tel: 031 - 260 3424 Cell: 0825474113 E-mail: mthi-yanen1@ukzn.ac.za	Tel: 031 - 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

Research tools are attached herewith for your perusal.

Your anticipated positive response in this regard is highly appreciated.

Yours sincerely

     N.P. Duma (Miss)

DECLARATION

I …………………………………………………………….. (Full names of the principal) hereby confirm that I have been informed about the nature, purpose and procedures for the study**: *An exploration of the role of parental involvement in the psychosocial development of adolescent learner in secondary school.***

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I grant permission to who so ever is willing to take part in the study to freely do so. I have understood that participants are at liberty to withdraw from the research project any time should they feel they no longer desire to be part of the study.

Signature of the Principal: _____   Date:_____

Thanking you in advance

School of Education

College of Humanities

University of KwaZulu-Natal

Edgewood Campus

<u>To whom it may concern</u>

Dear Sir/Madam

REQUEST FOR THE TEACHER TO PARTICIPATE IN THE RESEARCH PROJECT

My name is Ntombikayise Protasia Duma, a Masters student in the School of Education (Educational Psychology) at the University of KwaZulu-Natal (Edgewood Campus). I am required to conduct research as part of my degree fulfilment. Please be informed that I have sought the necessary permission in advance from the KwaZulu-Natal Department of Education and has been granted (see copy attached). I therefore kindly request you to participate in the study on a voluntary basis. The title of my study is: ***An exploration of the role of parental involvement in the psychosocial development of adolescent learner in secondary school.***

This study aims to explore how Grade ten learners, Grade eleven, Parents and Life Orientation teachers experiences of the role of parental involvement in the psychosocial development of adolescent is supportive or not supportive to both teachers and adolescents in their academic. The planned study will focus on four Grade ten learners, four Grade eleven learners and two Life Orientation teachers from the Senior and Further Education and Training (FET) Phase. The study will involve the use of semi-structured interviews with each of the participating learners and teachers and focus group discussions with both the learners and teachers. Participants will be interviewed for no longer than 45 minutes and the focus group discussions will take about an hour long. The interviews will be voice-recorded with the participant's permission.

PLEASE TAKE NOTE THAT:

There will be no financial benefits that you may accrue as a result of your participation in this research project. Your identity will not be divulged under any circumstance(s), during and after the reporting process but instead, fictitious names will be used to represent your name. All of your responses in the interviews and focus group discussions will be treated with strict confidentiality. Participation is voluntary; therefore, you are free to withdraw at any time you so wish without incurring any negative or undesirable consequence(s) or penalty on your part. The interviews will be voice-recorded to assist me in concentrating on the actual interview. All the participants will be contacted on time about the interviews and will be scheduled at a time convenient to all participants.

Should you have any questions about this study or its procedures, now or in the future, please contact me, my supervisor or the research office at the following contact details:

RESEARCHER	SUPERVISOR	RESEARCH OFFICE
Ms. Ntombikayise P. Duma	Dr Ncamisile P. Mthiyane	Mr P. Mohun
Tel: 031 - 262 5412 Cell: 0721830905 Email: 206520169@stu.ukzn.ac.za	Tel: 031 - 260 3424 Cell: 0825474113 E-mail: mthiyanen1@ukzn.ac.za	Tel: 031 - 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

Your anticipated positive response in this regard is highly appreciated.

Yours sincerely

_____

N.P Duma (Miss)

DECLARATION

I …………………………………………………………………….. (Full names of the partici-pant) hereby confirm that I have been informed about the nature, purpose and procedures for the study**: *An exploration of the role of parental involvement in the psychosocial development of adolescent learner in secondary school.***

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study while permitting the researcher to audio-tape our interview session.

I understand that I am at liberty to withdraw from the research project any time should I so desire.

Signature of Participant: _____   Date:_____

Signature of Witness: _____   Date:_____

	Willing	Not willing
Audio equipment		

Thanking you in advance

School of Education

College of Humanities

University of KwaZulu-Natal

Edgewood Campus

To whom it may concern

Dear Sir/Madam

REQUEST FOR THE PARENT TO PARTICIPATE IN THE RESEARCH PROJECT

My name is Ntombikayise Protasia Duma, a Masters student in the School of Education (Educational Psychology) at the University of KwaZulu-Natal (Edgewood Campus). I am required to conduct research as part of my degree fulfilment. Please be informed that I have sought the necessary permission in advance from the KwaZulu-Natal Department of Education and has been granted (see copy attached). I therefore kindly request you to participate in the study on a voluntary basis. The title of my study is: ***An exploration of the role of parental involvement in the psychosocial development of adolescent learner in secondary school.***

This study aims to explore how Grade ten learners, Grade eleven, Parents and Life Orientation teachers experiences of the role of parental involvement in the psychosocial development of adolescent is supportive or not supportive to both teachers and adolescents in their academic. The planned study will focus on four Grade ten learners, four Grade eleven learners and two Life Orientation teachers from the Senior and Further Education and Training (FET) Phase. The study will involve the use of semi-structured interviews with each of the participating learners and teachers and focus group discussions with both the learners and teachers. Participants will be interviewed for no longer than 45 minutes and the focus group discussions will take about an hour long. The interviews will be voice-recorded with the participant's permission.

PLEASE TAKE NOTE THAT:

There will be no financial benefits that you may accrue as a result of your participation in this research project. Your identity will not be divulged under any circumstance(s), during and after the reporting process but instead, fictitious names will be used to represent your name. All of your responses in the interviews and focus group discussions will be treated with strict confidentiality. Participation is voluntary; therefore, you are free to withdraw at any time you so wish without incurring any negative or undesirable consequence(s) or penalty on your part. The interviews will be voice-recorded to assist me in concentrating on the actual interview. All the participants will be contacted on time about the interviews and will be scheduled at a time convenient to all participants.

Should you have any questions about this study or its procedures, now or in the future, please contact me, my supervisor or the research office at the following contact details:

RESEARCHER	SUPERVISOR	RESEARCH OFFICE
Ms. Ntombikayise P. Duma	Dr Ncamisile P. Mthiyane	Mr P. Mohun
Tel: 031 - 262 5412 Cell: 0721830905 Email: 206520169@stu.ukzn.ac.za	Tel: 031 - 260 3424 Cell: 0825474113 E-mail: mthiyanen1@ukzn.ac.za	Tel: 031 - 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

Your anticipated positive response in this regard is highly appreciated.

Yours sincerely

_____

N.P Duma (Miss)

DECLARATION

I ……………………………………………………………….. (Full names of the partici-pant) hereby confirm that I have been informed about the nature, purpose and procedures for the study**: *An exploration of the role of parental involvement in the psychosocial development of adolescent learner in secondary school.*

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study while permitting the researcher to audio-tape our interview session.

I understand that I am at liberty to withdraw from the research project any time should I so desire.

Signature of Participant: _____   Date:_____

Signature of Witness: _____   Date:_____

	Willing	Not willing
Audio equipment		

Thanking you in advance

APPENDIX H
PERMISSION LETTER TO PARENTS FOR LEARNER PARTICIPATION

School of Education

College of Humanities

University of KwaZulu-Natal

Edgewood Campus

Dear Parent

INFORMED CONSENT LETTER FOR THE PARENT

My name is Ntombikayise P. Duma I am a Masters student studying at the University of KwaZulu-Natal, School of Education (Edgewood Campus). As part of my degree requirements, I am required to conduct research. I have identified your child as one of my potential research participants. I therefore kindly seek your permission for your child to be part of my research project. My study title is: ***An exploration of the role of parental involvement in the psychosocial development of adolescent learner in secondary school.***

PLEASE NOTE THAT:

- His/her confidentiality is guaranteed as his/her inputs will not be attributed to him/her in person, but reported only as a population member opinion.

- The interview may last for about 45 minutes and may be split depending on his/her preference.

- Any information given by him/her cannot be used against him/her, and the collected data will be used for purposes of this research only.

- Data will be stored in secure storage and destroyed after 5 years.

- He/she has a choice to participate, not participate or stop participating in the research and he/she will not be penalized for taking such an action.

- The research aims at exploring the role of parental involvement in the psychosocial development of adolescent learner in secondary school.

- His/her involvement is purely for academic purposes only, and there are no financial benefits involved.

- If you are consenting (he/she is willing to be interviewed), please indicate (by ticking as applicable with an X) whether you are or you are not willing to allow the interview to be recorded by the following equipment:

	Willing	**Not willing**
Audio equipment		

Should you have any questions about this study or its procedures, now or in the future, please contact me, my supervisor or the research office at the following contact details:

RESEARCHER	**SUPERVISOR**	**RESEARCH OFFICE**
Ms. Ntombikayise P. Duma	Dr Ncamisile P. Mthiyane	Mr P. Mohun
Tel: 031 - 262 5412 Cell: 0721830905 E-mail: 206520169@stu.ukzn.ac.za	Tel: 031 - 260 3424 Cell: 0825474113 E-mail: mthi- yanen1@ukzn.ac.za	Tel: 031 - 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for allowing your child to contribute to this research.

Yours sincerely

_____

N.P. Duma (Miss)

DECLARATION

I……………………………………………. (full names of parent/ guardian), the parent/ guardian of ………………………………………….. (full names and surname of the learner), hereby confirm that I understand the contents of this document and the nature of the research project, and I consent that my child participates in the research project. In addition, I consent/not consent to the interview being voice-recorded.

I understand that he/she is at liberty to withdraw from the project at any time, should he/she so desire.

Signature of the parent: _____   Date: _____

APPENDIX I
ASSENT LETTER TO LEARNER PARTICIPANT

My name is Ntombikayise P. Duma, I am a student at the University of KwaZulu- Natal (Edgewood Campus). I am doing a study on the role of parental involvement in the psychosocial development of adolescent learner in secondary school. I would like you to take part in the study and your participation will be voluntarily.

If you agree to be in the study I will ask you questions and with the permission of your parents/ guardian tape record all our interviews and group discussions. I will be asking you about your experiences on the role of your parental involvement in your psychosocial development as a secondary school learner and the challenges (if any) that you have encountered at the involvement of your parent in your academic performance.

You can ask any questions about the study during the interviews and group discussions. If you feel at any time that you don't want to continue being part of the study, you can always tell me and you will not be in any trouble for that. All discussions and interviews will be confidential and false names will be used.

Thanking you in advance

_____

   N.P. Duma (Miss)

DECLARATION

I_____ (name and surname of the learner) would voluntarily like to take part in this study. I know that I am free to change my mind at any time.

Signature of the learner: _____   Date: _____

I confirm that I have explained the study to the participant to the extent compatible with the understanding of the participant and that the participant has agreed to be part of the study.

Signature of the student: _____   Date: _____

	Willing	Not willing
Audio equipment		

An exploration of life orientation teachers for their experiences on the role of parental involvement in the psychosocial development of adolescent learners in secondary school

The purpose of this schedule was to elicit learners, parents and teacher's experiences and understandings of the role of parental involvement in the psychosocial development of adolescent learner in secondary school.

<u>**Semi-structured Interview Schedule: Life Orientation Teachers**</u>

1. What is your understanding of parental involvement in schoolwork?
2. Do you think communication between teachers and parents is essential? If so why?
3. Is there a need for parental involvement in the psychosocial development of adolescents?
4. What do you think are the reasons for the low academic achievement of learners?
5. What can you say about parents of adolescent learners in your school?
6. What can you suggest they do?
7. Some learners depending on the context where they come from are faced with myriad of psychosocial challenges, how do you ensure that access to school is maintained and that academic performance is enhanced?
8. How do you support your adolescent learners in order to achieve their goals and deal with psychosocial challenges as they are developing?
9. What do you do to motivate your learners about their studies?
10. Do you take time talk to your adolescent learners about their future academic life and if not you is there a person responsible in your school?
11. During your education studies what was the institutions coursework on parental involvement?
12. What would you describe as challenges to parental involvement in schoolwork?
13. What are the kinds of misbehaviors that you are faced with in your school?
14. What are the most dominant ones?

APPENDIX K
FOCUS GROUP DISCUSSION QUESTIONS FOR PARENTS

This interview schedule was designed for **an exploration of the role of parental involvement in the psychosocial development of adolescent learners in secondary school.**
This schedule will be used with Secondary school.

Sample Interview Schedule: Parents

1. What is your understanding of parental involvement in schoolwork?
2. Is there a need for parental involvement in the psychosocial development of adolescents?
3. What kinds of challenges do you experience when you have to help your child with homework?
4. Do you have time to check his or her or their performance at school?
5. Discuss about the parent -teacher meetings that you attend?
6. What activities is your child involved in after school?
7. How do you assist your child with homework at home?
8. Explain the activities of the community that you live in?
9. Tell me about your work and family activities
10. Which are the most important values that you feel your learners should have in order to become responsible citizens?

Thank you very much for taking part in my study.

An exploration of the role of parental involvement in the psychosocial development of adolescent learners in secondary school.

This schedule was used with the Grade ten and eleven participating learners for this study.

Sample Interview Schedule: Grade Ten and Eleven Learners

1. Who do you live with?
2. What is your understanding of parental involvement in schoolwork?
3. Having discussed your understanding of parental involvement, do you think parents take their responsibility seriously?
4. What causes some parents not to be able to assist with school work?
5. Do you think homework is important?
6. Who helps you with your homework at home?
7. How do your parents or family help you with your schoolwork at home?
8. Why do you think is the reason for your parents not to help you with your school work?
9. What kinds of problems do you have when doing your schoolwork at home?
10. Do your parents go with your parents to the school meetings with your teacher?
11. Do you stay far from school?
12. Why do you think some learners don't pass their different tests?
13. What challenges are you faced with in your school?
14. Do you think school attendance is important?
15. What is your opinion about the role which parents should take in order to maintain discipline at school and at home?

Thank you very much for taking part in my study.

1. What is your understanding of parental involvement in schoolwork?

    Parental involvement in my understanding is the working relationship between the parents, teachers and learners, especially in the academic performance of the learners.

    (Mr Motion, teacher, Zebra Secondary School)

2. Do you think communication between teachers and parents is essential? If so why?

    Communicating with your child's teacher makes the parent to be on right track with what is happening in the development of the child holistically.

    (Mr Fingerprint, teacher, Tiger Secondary School)

3. Is there a need for parental involvement in the psychosocial development of adolescents?

    Yes, because most of our learners they don't even show their parents their school work, as this would help parents not only to see but to trace their child's progress.

    (Mrs Gravitational, LO teacher, Zebra Secondary School)

4. What do you think are the reasons for the low academic achievement of learners?

    Learners don't do their activities be it a class activity or is a take home activity, they just don't take their studies seriously.

    (Mrs Protein, teacher, Tiger Secondary School)

5. What can you say about parents of adolescent learners in your school?

    Parents have no time really, they are busy working and are unable to come to school and they say their children don't show any bad behaviour when they are at their presence as parents. I would however encourage parents to find sometime in their busy schedule to visit the school, so that they get to know the progress of their child.

    (Mrs Protein, Tiger Secondary School).

6. What can you suggest they do?

   I often think involving some community members who have made it through matric to tertiary level would encourage each other to be more open to the education of their adolescents.
   (Mr Motion, teacher Zebra Secondary School).

7. Some learners depending on the context where they come from are faced with myriad of psychosocial challenges, how do you ensure that access to school is maintained and that academic performance is enhanced?
   We are having a special day to address learners about the importance of education, pros and cons as well as challenges of being uneducated when you go out in the world.
   (Mrs Gravitation, Zebra Secondary School)

8. How do you support your adolescent learners in order to achieve their goals and deal with psychosocial challenges as they are developing?
   The school also have groups of Peer Educators made up of learners. These learners address their peers at the level that is suitable for their age about how they can face and deal with challenges as they are growing.
   (Mrs Gravity, Zebra Secondary School)

9. What do you do to motivate your learners about their studies?
   Rewards are one of the major motivation we use in my school to mould and motivate our learners.
   (Mrs Protein, teacher, Tiger Secondary School)

10. Do you take time talk to your adolescent learners about their future academic life and if not you is there a person responsible in your school?
    We organise and invites speakers to address learners, such as Nurses, polices as well as spiritual advisers.
    (Mrs Gravitation, Zebra Secondary School).

11. During your education studies what was the institutions coursework on parental involvement?

We were never trained or given any chance or some knowledge on matters concerning parental involvement towards encouraging learning and improving academic performance of their adolescents, which I now find very much challenging for me to respond spontaneously in dealing with learner-parent relationship.

(Mr Motion, teacher, Zebra Secondary School)

12. What would you describe as challenges to parental involvement in schoolwork?

Most of learners stay with their grandparent/s others uneducated and they can't help them with their school work.

(Mr Motion, teacher, Zebra Secondary School).

13. What are the kinds of misbehaviors that you are faced with in your school?

Leaners are more involved in fighting and constantly roaming around the school not getting inside the classrooms during teaching periods. This becomes a challenge not only for teachers in school but other learners are also disturbed and the culture of teaching and learning is disrupted

(Mr Fingerprint, LO teacher, Tiger Secondary School)

14. What are the most dominant ones?

Learners don't do their school activities be it a class activity, and or a take home activity, they just don't take their studies seriously.

(Mrs Protein, teacher, Tiger Secondary School)

1. What is your understanding of parental involvement in schoolwork?

   For me parental involvement is helping out your children and to make sure that they do their schoolwork and if there are any problems for you as a parent to find ways to help out…like going and meeting with the child's teacher.

   (Mr Evolution, parent, Zebra Secondary School)

2. Is there a need for parental involvement in the psychosocial development of adolescents?

   Yes because, when I asked if they have received report cards they often say teachers are still marking and I never get to see the report. I have no spare time otherwise I would visit the teacher myself.

   (Mr Theories, parent, Zebra Secondary School)

3. What kinds of challenges do you experience when you have to help your child with homework?

   As a parent I personally don't have time as I am the only working parent, I don't really have time due to my working shifts. I start as early as 6h00 in the morning and I finish at 5h00 in the afternoon and school usually closes at around 15h30 and the only time I have is only over the weekend.

   (Mrs Darwin, parent, Zebra Secondary School)

4. Do you have time to check his or her or their performance at school?

   As a parent I personally don't have time as I am the only working parent, I don't really have time due to my working shifts. I start as early as 6h00 in the morning and I finish at 5h00 in the afternoon and school usually closes at around 15h30 and the only time I have is only over the weekend.

   (Mrs Darwin, parent, Zebra Secondary School)

5. Discuss about the parent -teacher meetings that you attend?

Personally, as much as I would have loved, I don't have time to offer as a volunteer at my child's school, my   working schedule is very tight.

(Mr Phototropism, parent, Tiger Secondary School)

6. What activities is your child involved in after school?

Before going to play I first let him finish his schoolwork, check whether he wrote accordingly and ensure that he completes his work before doing house chores also encourage good behaviour toward teachers.

(Miss Environment, parent, Tiger Secondary School)

7. How do you assist your child with homework at home?

Our communities have many younger single mothers who can't even afford to support children. I personally don't even know what's going on in school, therefore I cannot help my child with anything.

(Mrs. Darwin, parent, Zebra Secondary School)

8. Explain the activities of the community that you live in?

the society have a lot that learners tend to enjoy such as net ball, girl soccer and boy soccer and then they have this whole teen program of building. Ruby, drums and netball neighbourhood watch is common with our learners.

(Mrs Biodiversity, parent, Zebra Secondary School)

9. Tell me about your work and family activities

I really don't have time due to my working conditions, I hardly get to spent some time with my family, I live as though I am in another country, for real due to my work demands. I have zero family time.

(Miss Environment, parent, Tiger Secondary School)

10. Which are the most important values that you feel your learners should have in order to become responsible citizens?

As much as in my mind I have a belief that our societies are sick, I feel that the most essential thing in the structure of our families we need to lay a strong foundation of God's presence. Adolescents need to learn and depend on prayer as the source of all that we strive for in life. In so doing I believe our adolescents would be motivated towards doing well.

(Mr Phototropism, parent, Tiger Secondary School)

1. Who do you live with?

   I live with my grandmother who is not educated and she is often not approachable as she is too busy working early to late hours, that she really don't have spare time to attend us.

   (Cradle, learner, Tiger Secondary School)

2. What is your understanding of parental involvement in schoolwork?

   Parental involvement for me means that parents should help us when we do our home works and help us when preparing and getting our projects ready for submission.

   (Focus, learner, Tiger Secondary School).

3. Having discussed your understanding of parental involvement, do you think parents take their responsibility seriously?

   Comparing how my friend's parents do for my friend, I think my parents do not have interest in what happens to me and even in my schoolwork or homework. I just do everything for myself and that is what shows in the way I perform academically as compared to my friends.

   (Momentum, learner, Zebra Secondary School)

4. What causes some parents not to be able to assist with school work?

   I think my parents are unable to assist me because of the change in schooling system, I live with my mother and younger siblings, my mother did not do the subjects that I am doing now, and I think therefore she would not be able to help me with my school work. But when it comes to how I should behave my parents are really involved, for example, they do not allow me to be out doors playing with other children of my age as an adolescent especially when it is late in the afternoon and I know that.

   (Valley, learner, Tiger Secondary School).

5. Do you think homework is important?

   Yes, but my grandparents think that we learn everything at school, therefore, they don't have to support or say anything to us concerning school. No time for schoolwork at home.

   (Impulse, learner, Zebra Secondary School)

6. Who helps you with your homework at home?

   No one cares about my studies, so I do what I can because I know nobody will ask me anything except my teacher.

   (Impulse, learner, Zebra Secondary School)

7. How do your parents or family help you with your schoolwork at home?

   My parents are not at all involved and I would not know why exactly…I think they have no value in education at all and what happens with my life.

   (Evidence, learner, Tiger Secondary School)

8. Why do you think is the reason for your parents not to help you with your school work?

   I think my parents are unable to assist me because of the change in schooling system, I live with my mother and younger siblings, my mother did not do the subjects that I am doing now, and I think therefore she would not be able to help me with my school work. But when it comes to how I should behave my parents are really involved, for example, they do not allow me to be out doors playing with other children of my age as an adolescent especially when it is late in the afternoon and I know that.

   (Valley, learner, Tiger Secondary School).

9. What kinds of problems do you have when doing your schoolwork at home?

   I am all by myself, I have no one to help me with my school work which more of the time I find it very hard.

   (Impulse, learner, Zebra Secondary School)

10. Do your parents go with your parents to the school meetings with your teacher?

No, my parents are not confident enough to come to our school because they feel as though they won't be able to meet the standard of the school.

(Momentum, learner Zebra Secondary School)

11. Do you stay far from school?

I stay very far from school, I know if I had my parents I know I would be fully supported and I was going to make them proud. But now that I am all by myself why should I bother. Because nobody cares about me.

(Cradle, learner, Tiger Secondary School)

12. Why do you think some learners don't pass their different tests?

I think because they are not listening to teachers in class, they are busy with their cellphones and others are playing cards going out to smoke.

(Conversation, learner, Zebra Secondary School)

13. What challenges are you faced with in your school?

The majority of boys in my school they move out of the classrooms when teaching is taking place and visit other classrooms to play cards or stay in toilets for smoking.

(Valley, learner, Tiger Secondary School)

14. Do you think school attendance is important?

Other learners are constantly absent from school and from the classrooms while their parents know that they are at school and are learning.

(Displacement, learner, Zebra Secondary School)

15. What is your opinion about the role which parents should take in order to maintain discipline at school and at home?

Parents should be more encouraging and help us to know homework, projects and listen to our comments from school.

(Conservation, learner, Zebra Secondary School).

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To whom it may concern

This is to certify that the Master's Dissertation: The Role of Parental Involvement in the Psychosocial Development of Adolescent Learners written by Ntombikayise Duma has been edited by me for language.

Please contact me should you require any further information.

Kind Regards

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The role of parental involvement in the psychosocial development of adolescent learner in secondary school.

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