



"University Student's perceptions of parental support, and its effect on their academic achievement".

by

Thandiwe Hlengiwe Zuma

Submitted

As requirements for the degree

Master of Social Science in Health Promotion

in the School of Applied Human Sciences,

College of Humanities, University of KwaZulu-Natal.

February 2020

Declaration

I, Thandiwe.H. Zuma, declare that:

The research reported in this dissertation, is my original work.

This dissertation has not been submitted for any other degree or examination at any university.

The dissertation does not contain other persons' data, unless specifically acknowledged as being sourced from other persons.

Signed:

T.H Zuma (214508599)

Date:

Signed:

MW Hlengwa (Supervisor)

Date:

Acknowledgements

I would like to convey my deep thanks to the following individuals:

- To all my study's participants, who made it possible for this study to happen, without their contribution and commitment I would have not been able to come to such knowledge without them.
- I would like to thank Mr. W.M Hlengwa my supervisor for all the support and guidance, I really appreciate it.
- To the university of KwaZulu-Natal for allowing me the opportunity to conduct the study with its population.
- To my mother for allowing me the opportunity to pursue Master of Social Sciences.
- I would like to thank God who has been my strength provided in my times of troubles.

Abstract

Academic achievement among university students can be influenced by many factors, both academic and family related. With the use of qualitative research, the present study explored university students' perceptions of parental support and involvement, and its effects on academic performance and achievement. Semi-structured interviews were used to gather student's perceptions of parental support. Further, a qualitative content analysis was used to analyse data. An Ecological model recognizing multiple influences that are inherent in the environment by Bronfenbrenner (1994) was adopted as the study's theoretical framework. Major themes that emerged from the content analysis are parent's level of education, parent's child relations, socioeconomic status, and academic self-efficacy, Emerging adulthood, Ethnicity, and parental support, Community and Parents' values of education. Findings suggest that parental support continues to have a significant influence on academic performance among university students. Perceived parental involvement had no direct influence on academic performance, whilst parental support was found to promote academic self-efficacy and perseverance among students, further assisting students with coping during difficult times. The study findings show an interlink between parents' socioeconomic status and level of education to affect the amount to which parents can support and become involved in students' academic lives. Therefore, this study recommends future research focus on useful approaches that can aid institutions in providing supportive systems in working with families, where possible to assist undergraduate university students in achieving academic excellence, particularly those coming from low socioeconomic backgrounds.

Table of Contents

"University Student's perceptions of parental support, and its effect on their academic achievement".	1
Acknowledgements.....	3
Abstract.....	4
Study Background.....	7
1.1 Introduction.....	7
1.2 Study Rationale.....	11
1.3 Aims:.....	12
1.4 Study Objectives:	12
1.5 Research Questions.....	12
Chapter 2: Literature review	13
2.1 Introduction.....	13
2.2 Parenting Styles influence of academic performance	14
2.3 Parental involvement	15
2.4 Higher education and modern society.....	16
2.5 Parental support and academic achievement among student	16
2.6 An approach to parental support	17
2.7 Economic status	19
2.8 Parent's over involvement among university students.....	22
2.8 Autonomous parental support.	23
2.9 Theoretical Framework.....	24
Chapter 3: Methodology	26
3.1 Introduction.....	26
3.2 Research Design.....	26
3.3 Study sample and sampling technique	27
3.4 Sample description.....	27
3.5 Measurement instrument.....	28
3.6 Data collection method:	28
3.7 Data analysis	29
3.8 Ethical considerations	31
Chapter 4 Findings.....	33
4.1 Introduction.....	33
4.3 Demographic information.	34
4.4 Perceived parental support and Involvement.	34
4.5 Financial support.....	35
4.6 Emotional support, encouragement and motivation.....	37
4.7 parental support and involvement for improving academic performance.....	38

4.8 Lack of parental support.	39
4.9 Emerging adulthood.....	40
4.10 Autonomy among university students.....	41
4.11 Parent's guidance.	42
4.12 The form and extent of parental involvement.	43
4.13 Career choices and parental support.	44
4.14 Parental involvement.	45
4.15 Intrinsic factors among students	47
4.16 Parent's level of education.	48
4.17 Socio-economic status.	51
4.18 Parents and community value of education.	53
4.19 Parental child relationship.....	54
4.20 Summary	54
Chapter 5 : Study Findings and Discussion	55
5.1 Introduction.....	55
5.2 The conceptualization of parental support among students	55
5.3 Emotional support and financial support effect on academic achievement.	55
5.4 Obstacles towards parent's support and involvement at university.....	56
5.6 Parent's and community's value of education.....	56
5.7 Ethnicity and parental support.	58
5.8 Parental support and academic demands.....	59
5.9 Perceived significance of parental involvement.	59
5.10 Parent's child relations.....	60
5.11 Emerging Adulthood.....	60
5.12 Socioeconomic status.....	63
5.13 Parent's level of education.....	64
5.14 Student's intrinsic factors.....	65
5.15 Career choices	67
Chapter: 6 Conclusion and recommendations	68
6.1 Introduction.....	68
References.....	71
Appendix A:Abbreviations and Acronyms	81
Appendix B Consent form	82
Appendix C Interview Schedule	85
Appendix D Gate Keeper's letter.....	86
Appendix E Ethical clearance letter.....	87

Chapter 1

Study Background

1.1 Introduction

The South African government has highly invested in improving access and inclusion in the country's higher education, despite this South African universities have not been able to increase the graduate rate outputs among university students (Cloeta, 2014; Murray 2014). As indicated in (Letseka & Maile, 2008) South African universities graduate rate of 15 % remains among the lowest in the world. The issue of poor academic performance and achievement among South African universities is a huge obstacle to the country's economic development through skills development. This chapter intends to provide brief background on academic achievement and performance among students, from a global and a national context. Furthermore, the chapter provides a brief review of the post-apartheid government efforts and the South African higher education system. This chapter touches on challenges associated with academic achievement within the South African higher education system.

A great wealth of early research on cognitive development of children has been documented, emphasizing the need for parental support and involvement in their children's academic lives from as early as preschool towards high school. Despite such research has generally shown a great decrease of parental support and involvement as the child progresses to higher grades. Scholars such as Haetnett, Fursterbutg, Birditt, and Fingerman (2013) have noted a greater decline of parental support and involvement from late adolescence through emerging adulthood. Early research literature supporting of parental support and involvement on academic success and achievement among children, dates as early as the nineties' including studies of Cutrona, Cole, Colangelo, Assouline, and Russell (1994). Other studies with contribution to existing literature on parent's influences of academic performance include studies on parenting behaviours influence on their child's academic achievement (Dornbusch, Ritter, Leiderman, Roberts & Fraleigh, 1987), however this has focused largely on primary, elementary and middle education.

From the early nineties' the production of knowledge on academic achievement continued to consistently indicate positive effect of parental support and involvement in children's schooling (Benner, Boyle & Sadler, 2016). Among some of the benefit of parental support and

involvement in children's academic lives includes an improved level of competence and autonomy among school children (Young, Austin & Growe, 2013). Furthermore, parental involvement has been documented to offer a feeling of security and connectedness among children, aiding children in internalizing the value of education and academic performance (Young et al., 2013).

Though the existing knowledge is fundamental for understanding parent's influence on academic performance and achievement, however an understanding of parent's influence during the college years cannot be based only on finding obtained from research on early and mid-adolescent's years. Therefore, further research is needed with focus on parent's influence on academic achievement beyond adolescence particularly during college or university years. In attempt to do this many scholars have displayed focus on general factors determining success and achievement among students. Hence, much remains unknown on parental support, involvement impact among academic success of university students.

Poor academic performance among university and college students is not an issue unique to South Africa, but rather present even in developed countries such as the United States of America. Universally higher education institutions are faced with a high rate of students struggling with academic performance. As stated in (Bettinger, Boatman & Long, 2013) the United States of America has had a low graduate rate among college students, not more than sixty percent of students at a four-year college complete their studies within six years. Most of poor performing students end up either being excluded by the institutions on bases of poor academic performance or dropping out, others end up completing their courses later than the anticipated period.

For developing countries like South Africa, there are still many issues pertaining to higher education. According to Cloete (2014), South Africa has been the top knowledge producer in Africa, however, South African universities have struggled with getting higher education inclusive, given apartheid and its past structuring of educational opportunities based on race (Soudien, 2010). Policy work since the first democratic elections in 1994 has been "aimed at the development of a single, coherent system that will offer a quality of higher education to all South Africans and that will contribute to the economic and social needs of the new state and new society" (Bozalek, & Boughey, 2012, p.692).

In attempt to create a rainbow nation, institutions of higher education in South Africa in cooperation with the democratic government have been able give equity access to all South

African youth including those who were previously disadvantaged from access to higher education. However as stated by the Department of Education (2001) Higher education institutions in South Africa have been successful in meeting the goal of equity of access, but with less success in achieving equity in students' graduate output. Despite such effort from the government, South African universities have not yet managed produced better academic outcomes in both levels of students' academic performance and graduate rate (Cloeta, 2014). Scott, Yield and Hendry (2007) have supported the latter by highlighting the issue of student's failure within the South African higher education system, furthermore, indicating a challenge with academic achievement within institutions of higher education in the country.

A study by (Scott et al., 2007) in South Africa found that from the class of 2000, by 2004, which indicates a period of five years after the first year, only 30 percent of students had graduated. Such failure of students to complete qualifications enrolled for in due time, raises concerns of what needs to be done to aid students in improving academic performance and the graduate output. Most universities consist of students support services that had been implemented to provide students with necessary help with adjustment, improving academic performance to produce satisfactory academic outcomes. Hence the prevailing poor academic performance and achievements among university students, creates a concern of whether institutional based students support through student's services is sufficiently enough to improve academic performance among students and on what role can played by parents to promote academic performance among students.

The long period between the time of first enrolment in university and time of graduation further highlights' the need to address underlying factors contributing to retention and graduate outputs. Ntshoe (as cited in Fraser & Killen, 2005) stated the long-term national plan of the South Africa's democratic government to enhance participation in higher education from 15% to 20%, reveals the need for universities to take a fresh look into new ways to improve academic success. Fraser and Killen (2005) identified the starting point to be the re-examining of factors determining students' academic success and Failure at university.

Scholarly arguments regarding parents influence on academic performance and achievement, has resulted in a large body of knowledge on academic achievement and parental influences. Such knowledge has focused on parenting behaviour and parental support; however, it is clear that other parental factors may influence students' academic success such as parent's socioeconomic status. Malecki and Demaray (2006) argued that there are many other important

contributing factors to the relationship between parental support and academic achievement, among these are parent's socioeconomic status. According to Jeyness (2002) Families, socioeconomic status is often determined by parent's level of education, occupational status, and income levels. Hence, it is expected that the lower the parent's level of education the lower will their job position and income, therefore, these are interlinked. This can be exemplified by low socioeconomic status which as proposed by Huston and Bentley (2010) is a net of related conditions of low income, material deprivation, single-parent family structure, and low levels of education.

Irrespective of the South African government's efforts to ensure equality for all, South Africa is still among the most unequal societies with regards to the country's economic distribution. With the notion that parent's socio-economic status impacts on student's academic achievement, the country's diverse socioeconomic background's potential effect on academic performance is also of great concern for this study. As a result of such inequality, the lack of funding and poverty amongst black students has for many years been the main contributor to higher dropout rates and poor academic success within higher education institutions in South Africa (Murry, 2016).

Inequality in university access and outcomes has been a product of the past societal inequality in South Africa. As a result of early practice of apartheid in the country, a large number of students currently entering universities are from low socio-economic backgrounds, including those who are first generations of their families to enter university, further a large portion of such students are from racial groups that were previously restricted from access to higher education. Students from previously disadvantaged ethnic groups, who are most likely to be the first of their families to enter university are mostly at high risk of dropping out during university (Strydom, Mentz, & Kuh, 2010). This is supported by findings of Scott (2007) which indicated that African or Black South African students were most at risk of dropping out from university as compared to their counterparts and peers from other racial groups. This study therefore seeks to explore student's perceptions of parental support, and its effect on academic performance, and also perceptions of parent's socioeconomic status and its effect on students' academic achievement.

This study therefore is concerned with student's perception of the effect of parental support and the lack of, on academic performance among university students. Furthermore, the study explores student's perception of parental factors such as parental involvement and

socioeconomic status on student's academic performance. The study hoped to get students perceptions on parent's possibly working jointly with universities in assisting and encouraging student's for academic achievement. Knowledge about the effect of parental support or lack of on academic achievement can be helpful in the development of university policies and initiatives to meet students' needs, and further assisting students in improving academic performance, which will intern lead to increase in graduate rate and possibly contribute to a decrease in the dropout rate among university students.

1.2 Study Rationale

Research shows that parental factors such as parental support, involvement, and socioeconomic status, have a profound impact on children's academic performance (Maswikiti, 2005; Rowan-Kenyon, Bell, & Perna, 2008). However, little is known about such a phenomenon among university students. Most studies on academic achievement among university students have focused on learning related factors only. Like most studies on academic achievement among university students a study of Steenkamp, Baard, and Frick (2009) on factors influencing academic success in accounting at a South African university, focused on the universally accepted influences of academic performance such as student's poor class attendance, prior learning, preparedness, language of instruction used and a lack of preparation. Hence the foundation behind this study is the lack of knowledge on parental influence on academic outcomes and achievement among university students, also the lack of studies on parental involvement and socioeconomic status influence on academic achievement among university students in South Africa. Gordon and Cui (2012) supports that little knowledge exist on parental influence on students' academic performance. With the high drop out rate and poor graduate rate among south African university the studies findings can aid in crating and implementing policies to ensure collective effort from both parents and universities in promoting academic achievement among students.

This study intends to explore the impact of parent's involvement and the effect it has on academic achievement among university students, which has been understudied particularly in South Africa. Globally, a great amount of research exist focusing on parental influences on children's academic success and achievement, however this has focused on pre-school pupils, and mainly on adolescence, such studies include early work of (Baumrind, 1973; Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987). A gap therefore exist in understanding, the effect of such factors, whether the relations between parental support, involvement and

academic performance continues into late adolescence and early adulthood, also the lack of national studies creates a wide literature gap in the understanding of such a phenomenon nationally.

1.3 Aims:

- To explore the perception of students on parental involvement in academic activities and support thereof.

1.4 Study Objectives:

- To explore whether active parental support influences academic achievement among university students.
- To explore whether the parent's socioeconomic status influences academic achievement among university students.
- To explore whether students believe that there is a need for parent's involvement to maximize their academic achievement.

1.5 Research Questions

- How does active parental support influence academic achievement among university students?
- How does parent's socioeconomic status influence academic achievement among university students?
- Do students believe that there is a need for parent's involvement to maximize their academic achievement?

Chapter 2: Literature Review

2.1 Introduction

Parental support and involvement in children's academic lives have been of great interest to many scholars; hence an enormous literature exist in this area of work. Therefore, this chapter intends to provide a detailed review of existing literature on parental support, involvement and socio-economic status impact on academic achievement among students, whilst recommending research focus on areas identifies as of little knowledge on this topic. This chapter specifically focuses on academic achievement among university students, as a result of the little knowledge on this area. To develop effective strategies to assist students towards academic achievement, its therefore important to understand the development phase undergone by students during college and university years, hence this chapter provide a review of literature related to emerging adulthood. An approach to parental support and involvement adopted in this study is outline below. Lastly this section includes an ecological model by Bronfenbrenner (1994) adopted as this study's theoretical framework. A link between the ecological model and this study is established.

Irrespective of the child's age and level of education, parent's influence and its effect on their life is an inescapable fact, as noted by Knappe, Beesdo-Baum, and Wittchen (cited in Saleem, Mahmood, & Daud, 2017) parents play an important role in the emotional, psychological, and intellectual growth and education of their children. Therefore, it is of student's best interest that institutions, become aware of the kind of effect parents may pose for student's academic journey (Mustafa, Nasir & Yusoooff, 2010). Considering that most university students are still financially and emotionally dependent on parents, it's therefore necessary to understand the effect parental factors such as economic status and parenting behaviours have on children's academic performance. According to Budsankom, Sawangboon, Damrongpanit, and Chuensirimongkol (2015) the family is where the basic foundations of student's values, attitudes, and life experiences are laid, hence the family further serves as an influential element in students' learning outcomes.

Early research has acknowledged that parental support and involvement promotes student's academic achievements (Desimone, 1999; Epstein, 1991). In support of such Hill and Tyson (2009) indicated parental support and involvement benefit children's and adolescence's school

success. Early attachment theories have also supported that supportive relationship with parents produces a protective component for children to explore their environment, thus reducing anxiety about the school environment (Ainsworth, Parkes, & Stevenson-Hinde, 1982). Therefore, there has been a great reliance on the early attachment theory by many scholars, to understand influences of parents on their children's academic outcomes

This has led to the widely believed notion that parental support of their children's academic work can reduce anxiety regarding school and its demands for academic achievement. The reduction of anxiety is then expected to have a positive impact on student's self-efficacy pertaining to their academic work. Self-efficacy entails an individual's belief in his or her own capacity to successfully tackle a task (Bandura, 1982). In support of such a study of (Cutrana et al., 1994) found that academic self-appraisal can be closely linked to academic performance. The positive influence of parental support and involvement on self-efficacy has been a highly supported fact among many scholars. According to Green, Walker, Hoover-Dempsey and Sandler (2007) parental involvement has been positively associated with the development of student's attribute that promotes academic achievement such as students' self-efficacy

2.2 Parenting Styles influence of academic performance

Parenting styles basically refer to parenting strategies and behaviours exercised by parents in socialization and upbringing of children (Lightfoot, Cole, & Cole, 2009). Early Studies investigating the impact of parental practice on academic achievement of children have relied primarily on the use of parenting typology proposed by Baumrind (1973), such studies include (Glasgow, Dornbusch, Troyer, Steinberg, & Ritter, 1997; Leung, Lau, & Lam, 1998; Dornbusch et al., 1987). According to Baumrind (1973), this parenting typology is made of authoritative, passive and authoritarian parenting styles. (Glasgow et al., 1997) defines authoritarian parenting as parenting in which parents direct and regulate their children's behaviours and attitudes through a set of rules and standards.

On the other hand, authoritative parenting as stated by Saleem, Mahmood, and Daud (2017) includes parents exerting control over children's behaviours whilst having open communication and dialogue with children about their behaviours and attitudes. Research has indicated a positive association between authoritative parenting and academic achievement, such studies include those of (Nyarko, 2011; Akinsola, 2011; Seth & Ghormode, 2013). In support of early Baumrind's findings, Nyarko (2011) found the influence of parental

authoritativeness on adolescents' academic achievement to have a positive and significant impact.

Alternatively, another form of parenting style as identified by Baumrind (1971) is permissiveness. Gota (2012) describes this parenting style as characterized by fewer restrictions and high levels of responsiveness. The practice of permissive parenting is largely associated with undesirable consequences on children's cognitive development. As stated in (Dornbusch et al., 1987), this practice is associated with a lack of social independence, impulse control and self-reliance among children. In support of the above, findings of Tilahum (2012) indicated that students who perceived their parents to be permissive had significantly low academic achievement.

Baumrind's parenting typology is widely accepted and supported by evidence-based research, however there is still less knowledge about the effect of such parenting styles beyond adolescence phase. Although little knowledge exists about the applicability of this typology beyond adolescence years, according to the early study of **Stranger and Brandt (1999)** these parenting styles continue to be of great significance in the lives of college students. In support of this Tuner, Chandler and Heffer (2012) found Authoritative parenting to influence academic outcomes of college students.

2.3 Parental involvement

Many studies on parental support and involvement have indicated parental involvement than general support to have more effect on academic performance. For young adolescence and school children, parental involvement often includes behavioural components of parental support which includes parents' actual participation in the child's education or academic life by assisting with homework and attending parent-teacher's conferences (Abdul-Adil & Farmer, 2006). Application of the same behavioural components to the context of the university with no doubt would be inappropriate and challenging for both parents and students because of factors such as parent's level of education.

According to Chen and Gregory (2009) the important behavioural components associated with parental involvement, includes active monitoring and involvement of parents in children's school-related activities. It remains unclear what such parental involvements entail for emerging adults, whom have entered university and to what level can parents practice acceptable involvement. Despite the ambiguity in the application of parental involvement in a

university context, researchers such as Gordon and Cui (2012) have continuously emphasized the importance of parental involvement even in young adulthood.

2.4 Higher education and modern society.

Lately there has been a growing research interest among scholars on academic achievement of university students. Much of this attention and interest in academic achievement of university students could be as a result of the world's realization of the significance of higher education for modern societies. Education is now considered as a key investment in modern economies because of its positive correlations with economic activities in explaining economic growth (Yusuf & Al-Banawi, 2013), thus academic performance and achievement are of great importance to society as the economy advances into an efficient-driven stage of development.

In attempt to survive and compete globally in this modern economy countries are required to develop more efficient production processes and increase product quality. Higher education has an important contribution in such an economy, hence Cloete (2014) argues that at this stage of development, global economic competitiveness is increasingly driven by higher education and training, resulting into a great reliance of economic development on skilled labour. As a result, the survival of South Africa's economy depends on ensuring not only the equal access to higher education but also satisfactory academic performance and achievement among students in order to supply its workforce and compete on the global market. This has drawn large attention on education, particularly higher education as stated by Morglnson (2006) higher education has become a global phenomenon.

2.5 Parental support and academic achievement among student

Prior to students entering university, parents play a significant role in encouraging them to pursue higher education and enrolled at university. There is no one with an invested interest in student's education as parents (Urdan, Solek, & Schoenfelder, 2007). As suggested in the findings of Lang (2009) student choices to enrol at university are mostly influenced by parental factors such as parents' level of education and socioeconomic status. These factors are of great importance when trying to understand the relationship between parental support, involvement and academic achievement, as these can hinder or promote such.

Some scholars have tried to fill in the gap in the literature related to parental support and academic performance among students by studying the influence of parental involvement for

university students such scholars include (Gordon and Cui, 2012); Lowe & Dotter, 2018; Mustafa, Naris & Yusoooff, 2010 Scott, Yield and Hendry, 2007; Murray, 2014; Ruban, McCoach, McGuire, & Reis, 2003). However, this concept remains unclear within a university context. Gordon and Cui (2012) studied the effect of school-specific parenting processes on academic achievement in adolescence and young adulthood and identified parental support, parental involvement and parents' expectations as an important parental dimension influencing the academic achievement among students to varying degrees.

Gordon and Cui (2012) findings indicated school-specific parental involvement to have a stronger effect than general parental support and parental expectations. In supporting of the latter Auerbach (2006) study on Latinos indicated general or moral support from parents to be necessary for Latino college students to reach their academic goals, however this kind of support was not sufficient in helping first generational students, hence general or moral support was most effective with students who were already motivated, on track for college, and utilizing Institutional students support services.

Gordon and Cui (2012) suggested that parents who are generally supportive of children's academic performance are likely to hold high expectations of children's academic performance and outcomes and are likely to be involved in assisting their children. Further, this effect is likely to exist beyond adolescent years into young adulthood (Gordon & Cui, p.729, 2012). However, these parenting processes were indirectly associated with academic achievement later in young adulthood as findings were concluded based on parenting processes during adolescence years (Gordon & Cui, 2012). This approach is common with scholars interested in the academic achievement of college students. Hence, Flouri and Buchanan's (2002) findings indicated that parental involvement and support during elementary school influenced academic components in adulthood, further this indicated the need for research directly studying such phenomenon amongst young university students.

2.6 An approach to parental support

There are varying definitions and approaches to understand parental support in relation to student's academic achievement. As mentioned by Abdul-Adil and Farmer (2006) among these approaches is an approach to parental support that focuses on the general parenting styles or parent's child's interactions, for instance, this would focus on the authoritativeness, passiveness or authoritarianism of the parent and child interaction. On the other hand, other approaches to parental support focuses "on behavioural components of parental involvement

such as parent's assisting with homework or parent's attendance of parents-teacher conferences" (Abdul-Adil & Farmer, 2006, p.2).

It is common for parents of university students to show this kind of support, by providing financial assistance, with less involvement on their children's actual academic work, as stated in (Tang, Kim and Haviland, 2013) some parents provided their children with consistent non-academic support such as giving them all financial support needed and reminding them to focus in studies. A study of Altschul (2011) found parents' financial support such as the provision of financial resources in their children's education to have a higher impact on academic achievement than forms of involvement that require parents' investment of time. It's also not uncommon for parents of university students to show much of support through encouragement and through stressing of the value of attaining higher education qualification than actual involvement with academic tasks or monitoring of children's academic performance. There are many reasons believed to be behind parent's lack of involvement with actual academic tasks among such is parents' level of education.

Alternatively, parental support is also understood as involving and focusing on attitudinal components of parental involvement such as parent aspirations and expectations pertaining to children's academic achievement and career pursuit (Abdul-Adil & Farmer, 2006). Encouragement from parents can be an expression of or convey the value and attitude parents have towards their child's education, as stated by Tang, Kim, and Haviland (2013) parents' encouragement of children to pay attention to academic work is an important motivator among student. This kind of support can be exemplified by the concept of moral support among Spanish speaking Latino parents. Spanish speaking Latino parents as stated in (Auerbach, 2001) when concerning children's education, parents speak in terms of "*Apoyo*" which refers to support than involvement.

Whilst research has acknowledged the benefit of parental involvement, for student's parental involvement can also create pressure for grades, to graduate, and of selecting majors as a result of parent's expectations of their children (Tang et al, 2013). This study adopts an inclusive conceptualization of parental support as proposed by Abdul-Adil and Farmer (2006). According to Abdul-Adil and Farmer (2006), parental support entails attitudes, behaviours, style, or activities that occur within or outside the school setting to support children's academic and behavioural success in their currently enrolled school.

Notable the latter definition like most definition of parental support and involvement focus only on the school context, therefor as suggested by Lowe and Dotterer (2018) there is a great need for a clear definition and characterization of parental support and involvement that is best fit for university students, including the appropriate level of parental support necessary for this development stage. As it is parental support pertaining to higher education remains a floating term poorly defined in research literature and policy talks (Lowe & Dotter, 2018).

Lowe and Dotter (2018) in the call for the reconceptualization of parental support and involvement to fit the unique developmental needs of emerging adults and the context of higher education, suggested for a characterization of parental support and involvement that “incorporates more indirect strategies that support emerging adults’ growing self-reliance, bridging the geographic distance that often accompanies living on-campus, and respect the independent functioning of the college system” (Lowe & Dotter, 2018, p.2). Findings of Fernández-Alonso, Álvarez-Díaz, Woitschach, Suárez-Álvarez & Cuesta (2017) on parental involvement and academic performance indicated that students whose parents exhibited a more distal or indirect form involvement tended to demonstrate better results than those from homes with a more controlling style.

Lowe and Dotter (2018) recommend a definition like that provided by Wartman and Savage, (2008) in which parental support and parental involvement “includes parents showing interest in the lives of college students, by gaining more information about college, knowing when and how to appropriately provide encouragement and guidance to student connecting with the institutions, and potentially retaining that institutional connection beyond the college years” (Wartman & Savage, 2008, p.5). Additionally, Lowe and Dotter (2018) goes on to propose three distinct involvement strategies, which include giving parental support, parent-student contact, and parental academic engagement. As proposed in (Lowe & Dotter, 2018) this level of parental involvement during the transition to university can be illustrated by parents asking the student what are they learning in classes, then calling the college office to inquire about grades, or texting throughout the week to maintain contact than texting every day to monitor whereabouts of students.

2.7 Economic status

Marmot and Michael (as cited in Okioga, 2013) describes socioeconomic (SES) as the economic and sociological combined total attributes of a person's work experience and of an individual's or family's economic and social position relative to others, based on income and

education, and occupation. Amongst demographic factors found to affect academic performance and achievement among students is family's socioeconomic status (SES). According to Murray (2016) some of these demographic factors in South Africa are race, gender, background and the type of school attended prior to university. Family income and ethnicity have been associated with parental support and involvement in their child's academic lives. Family income is among factors for which, when combined determines family socioeconomic status (SES). A study of Desimone's (1999) suggested that the effectiveness of parental involvement in influencing academic achievement differs based on race ethnicity and family income. Perhaps in a context such as of South Africa where there is large variety in racial groups, ethnicity and economic status, it is of high importance to understand such dynamics.

Among children socioeconomic status (SES) has been found to influence children's preparedness and readiness for school. According to Kurmar (2017) families with low socioeconomic status are often unable to provide financial, social and educational support to their children. Kurmar (2017) addas that because of economic status poor families may have limited access to resources to help promote and support children's development and school readiness, moreover, such parents may have inadequate skills regarding educational activities to aid in children's school related development.

Findings of Okioga (2013) suggest that socioeconomic status (SES) continues to affect academic performance during college years. This occurs as result of parent's economic status (SES) effect on parent's ability to afford and provide students with resources to ensure a comfortable life and with sufficient resources to promote academic performance among students. Findings of Okioga (2013) indicated that affordability of basic needs such as shelter or residence rooms, catering facilities and recreational facilities were based on the socio-economic background among university college students. Furthermore, important resources for learning such as easy access to Information Communication and technology facilities and services, Library materials such as books and printing services were not as easily accessible to students from lower socioeconomic background.

In contrast as stated in (Kumar, 2016) parents from higher socioeconomic status (SES) are able to help in children's education by providing such learning resources and even more like private tutoring and coaching which directly influences academic performance. Such factors according to Okioga (2013) are core in the general students' academic performance. According to Kumar

(2016) students from low socio-economic background can also perform well if they were presented with good opportunities as those enjoyed by their peers from families of higher economic status.

Parent's level of education is among some of the factors tied to parents' socioeconomic status, like socioeconomic status (SES) parents' level of education has been found to influence children's academic achievements. Chohan and Khan (2010) argues that educated parents are able to contribute towards their children's academic outcomes, by providing children with encouragement and proper guidance in academic related work, while illiterate and economically disadvantaged parents may act violently thus negatively affecting children's motives for studying. Parents level of education has been believed to determine parents interaction with children academic activities, therefore parents with better education are believed to interact more with their children academic activities as stated in (Chohan & Khan, 2010) educated parents are most likely to talk about and assist their children with school work, while other parents rely on the school only for the education of children. The latter is therefore believed to affect academic aspiration and achievement of their children.

The findings of the Makewa and Otewa (2012) study suggested that pupils whose parents have higher socio-economic status and higher levels of education and who are significantly involved in their schoolwork reported to perform better academically. However, these findings are limited as they were obtained with grade six pupils. Prior to such finding's scholars have found that students from low economic backgrounds have lower educational aspirations, persistence rates, and educational attainment than their peers from high socio-economic status (SES) prior to and during college (Astin, 1993).

Parent's education has been examined as an important parental factor that affects the extent to which parents are able provide necessary parental support needed by collage interring children to help them in adjusting to the college and it demands for academic achievements. Choy and his colleagues suggested that parents lacking experience of higher education or parents with no education beyond high school education, may not be able to effectively provide necessary support to aid in children transition to college and academic performance (Choy, Horn, Nunez & Chen, 2000).

Phinney and Haas (2003) findings suggested that lack of parental support among college students to be true particularly for first generational college students and those from low economic backgrounds whose parents had no college experienced and therefore do not

understand challenges faced by or experienced by their children. Rowan-Kenyon, Bell, and Perna, (2008) identify some of the reasons for this lack of parental support and involvement for low SES college students. Rowan-Kenyon, Bell, and Perna, (2008) argues parents that have with no college experience or have not attended college are less likely to be involved in their children's college activities because they do not believe that their involvement can have a positive effect on the student's college outcomes, and further they do not believe that the institution wants them to be involved.

The above may not stand as evidence that parent's economic status has an influence on academic achievement among university students, but it suggests the need to explore the impact of this relationship. The same as with parental support and involvement in children's academic life socioeconomic status impact of academic performance has been studied with a focus on childhood and adolescence. Early findings of Sewell and Shah (1967) indicated that socioeconomic status continues to influence college graduation. In support of this Walpole (2003) in his study on how socioeconomic status affects experience and outcomes among college students, found that socioeconomic status backgrounds of a college student continue to affect college experiences and outcomes.

On the contrary to the latter whites (1982) suggested that the relation between SES and intellectual/academic attainment diminishes with age. It remains unclear at which point, time and age do this relation diminish exactly or lose its effect. Therefore, there are many unknown factors about such relations, by exploring student's perceptions of parent's socioeconomic status impact on their academic achievement, the study is expected to find out whether university students perceive any relation between parent's socioeconomic status and intellectual/academic achievements.

2.8 Parent's over involvement among university students.

"Helicopter" parents is a term used to describe over-controlling and over-involved parents of university and college students. Research studies on Helicopter parenting behaviour among college students found over-involvement of parents to have several negative outcomes for college students (LeMoyne and Buchanan, 2011; Padilla-Walker and Nelson 2012). Such behaviours of parents as over-controlling and involved in their children's life are common among college students' parents, however, its effect remains unclear because of having fewer research studies in the area. Existing research has indicated that parents overcontrolling behaviours negatively affects student's well-being which in turn affects student's academic

performance. Students of over-involved and controlling parents often report higher levels of depression and less satisfaction with life (Schiffrin, Liss, Miles-McLean, Geary, Erchull & Tashner, 2014). Helicopter parenting has the potential to "diminish children's sense of self, independence, and competencies (e.g., locus of control, self-efficacy)" (Nichols, & Islas, 2016, p.137). This has been indicated to be a result of parents giving children less autonomy to resolve their own problems. As a result, Tashner et al (2014) have suggested that it may be the type, rather than the amount, of parental involvement that is crucial in determining students' academic outcomes.

2.8 Autonomous parental support.

Autonomous parental support is amongst the most recommended form of parental support for emerging young adults. Research has indicated the use of autonomy support by parents to promotes student's well-being by fostering sense of autonomy which has been indicated as one of the basic needs of children as their overcome developmental life challenges (Deci and Ryan 2008; Soenens et al. 2007; Tashner et al, 2014). Despite the suggestion that the type than the amount of support, control, and involvement has a significant impact on student's well-being and academic performance, the amount of involvement still of great significance for development. As a result, because of the increasing need for autonomy as the child grows up to become an adult parental involvement should be adjusted depending on the child's stage of development (According to Erikson 1968; Tashner et., al).

Despite the potential negative effect of helicopter parenting or any other form of parental involvement, the benefits of parental support and involvement continue to prevail as the accepted notion when pertaining to the academic performance of children. This is because of the lack of research supporting these bases additionally parental support and involvement benefits seem to outweigh the negatives. As little as verbal encouragement from parents may seem for many, however as stated in Mustafa, Nasir and Yusoooff (2010) such have the power to reduce depression levels among medical students. Though not so many studies have looked specifically at students' perceptions of parental support as suggested in (Phinney & Haas, 2003) some college students themselves do realize the need for parental support during college.

In the study of Phinney and Haas (2003) on the Process of coping among ethnic minority first-generation college students, students who were having difficulties in coping reported in their journals that they wished parents were supportive, but in general they all mentioned that they wish there could be someone to support them and guide them.

2.9 Theoretical Framework

This study adopts the ecological model of development proposed by Urie Bronfenbrenner as a theoretical framework to explore the impact that parental support has on university student's academic achievement. According to this model for one to understand human development one needs to consider the entire ecological system in which one exists and grows (Bronfenbrenner, 1994). The use of this model in this study is mainly to study and emphasize the dynamic multiple influences of a children's surroundings on their academic achievement, also to highlight the impact of proximal processes such as children interact with others, symbols, and objects in their immediate environment. According to Bronfenbrenner (1994) for the proximal process interaction to be effective in possessing influence it needs to be consistent.

For this study parent and child, interaction is viewed as a proximal process that when occurring on regular bases may influences children's academic performance. According to the ecological model, the effect of the proximal process is more powerful than those of the environmental context in which they occur (Bronfenbrenner, 1994). The ecological model acknowledges the existence of multiple influences on one's development, in this study; such multiple influences may be parental factors such as parental support, family socioeconomic status, parental education and ethnicity, which can have an impact on children's academic achievement.

Individuals ecological environment as suggested in the model consists of a set of nested or interlinked structures, with each structure inside the other (Bronfenbrenner, 1994). The ecological environment consists of the following structures or levels of influence the microsystem, mesosystem, the exosystem, the macrosystem, and the chronosystem. These structures all interact in influencing the development of the developing individual. As proposed by ecological model developing individual are situated at the centre of all these structures, which has the ability to influences their individual's development.

The first structure of the ecological model is the Microsystem, which is the most proximal to individuals, thus has direct influence on the individual development. "A microsystem focuses on direct interpersonal interactions between individuals and members of their immediate environment such as family, friends and peers" (Campbell, Dworkin, & Cabral, 2009, p.227). This structure or level is than followed by the Mesosystem. "Mesosystem reflects interconnections and linkages between individuals and systems" (Campbell, et al., 2009, p.227).

The interconnection between one's microsystems making the Mesosystems can be exemplified by the connection between the school and home, which are both systems for which the developing individual directly interact with. "Exosystem comprise of linkages and processes taking place between two or more settings, least one of which does not contain the developing person, but in which events occurs that directly influences the processes within the immediate setting in which the developing person lives (e.g. For child relationship between homes and parent's workplace)" (Bronfenbrenner, 1994, p. 40).

As suggested in ecological model, a structure referred to the macrosystem follows. "The macrosystem includes societal norms, expectations, beliefs that forms a broad societal environment and structures. Lastly is the chronosystem which encompasses the changes that occurs over time between people and their multiple environment" (Campbell et al., 2009). The ecological model of development acknowledges the environmental, interaction called proximal process influences and the influences of genetic inherent. In the current study five systems in order of proximity to the child are studied , are namely the child or student, the family as the source of support such as parental support, the university or school, the family socioeconomic status, and culture which produce ethnic differences.

The current study, therefore, predicts that positive interaction between two or more aspects of a child's microsystem, which occurs at a level of child's ecosystem as proposed by the ecological model, can be a positive influence on students' academic motivation, performance, and achievement. In this case, this interaction would be between the parents and the universities or college. This interaction consists of the family providing parental support and consistent involvement in their children's academics, on the other hand, the universities providing also providing support and programs that are aimed at promoting and encouraging parental support and involvement in their children's academic lives. Thus, there is an interaction between the student's family life, daily social-economic conditions, and their development.

Chapter 3: Research Methodology

3.1 Introduction

This chapter intends to provide a detailed description and explanation of the research methods adopted in the current study. The chapter aims to provide rationale for the used research methods by explaining the appropriateness of such methods for this study. This chapter, therefore, consist of the description of research design, research approach, and the entire research process followed including sampling strategy, measurement instrument, data collection method, tools of analysis and research paradigm adopted. In addition, this chapter covers the ethical considerations followed to insure good ethical procedure.

3.2 Research Design

For this study, a qualitative exploratory research design was adopted. Qualitative approach to research has its roots within the cultural anthropology and American sociology (Ritchie Lewis, Nicholls & Ormston, 2013). The development of Qualitative research was highly influenced by ideas about the importance of understanding humans in their social and material setting and to understand the meanings people attach to social experiences (Ritchie et al., 2013). This research approach “relies mostly on non-numeric data, such as interviews and observations” (Bhattacharjee, 2012, p.102).

Exploratory research design as stated in (Nueman, 2014) is mainly intended to study or examine little-understood issues, further formulating more questions for future research.

The same has been noted about qualitative approach as stated by (Leedy & Ormrod, 2005) that, qualitative research is of good use when little information exists on the issue or when variables are unknown and relevant theory base is inadequate or missing. Similar to the current study "most exploratory research uses qualitative data" (Nueman, 2014, p.39). Such an approach was considered appropriate for this study because of little existing research knowledge or literature on the impact of parental support and socio-economic status among university students in South Africa. As stated in (Nueman, 2014) mentions exploratory studies often outline an existing theory or extend the theory to a new group of people.

According to Leedy and Ormrod (2005), Qualitative research acknowledges the multidimensional nature of situations and problems, recognizing that social issues and situations have many dimensions and forms. Taking into consideration the multidimensionality of problems is of high importance to this study, hence this study seeks to capture student's perceptions of the influence the parental support and involvement may potentially have on their academic achievement, and this requires for one to acknowledge that reality may not be single formed.

An interpretivist paradigm has been adopted for this study, which portrays a world in which reality is socially constructed. This approach was suitable for this study, as mentioned by Thanh and Thanh (2015) the interpretivist paradigm allows researcher to study and make an attempt to understand the in-depth relations that take place between human being the social and physical environment. Context is important aspect of research within this paradigm hence the paradigm allows the exploration of contextual issues such as the unequal socioeconomic status in which South African students are confronted with.

3.3 Study sample and sampling technique

This study employed a purposive sampling technique, which is a non-probability sampling technique, this technique is often useful in locating all possible cases of high significance and those difficult to reach (Neuman, 2013). Purposive sampling is appropriate for this study as it allows for the researcher's judgment in selecting informants who are informative in a specific research area. As stated in (Neuman, 2013) purposive sampling is appropriate for selecting unique cases that are experienced and informative. Furthermore, purposive sampling allows for use of sampling groups which may not represent the entire populations, hence for this study participants will be selected from second to third-year students at the University of KwaZulu-Natal.

3.4 Sample description

This study sample was selected among second and third-year undergraduate students from various faculties within the University of KwaZulu-Natal, the sample size was made up of ten students. This sample excludes first-year students on the account that first-year students have just entered higher education, and are still adjusting to the new system, and therefore at this

point are not expected to have enough insight to offer for this study. Additionally, first-year students are not expected to be familiar with university programs such as the support system for at-risk students. To ensure richness of data the study sample included students from all racial groups in South Africa and coming from different schools within the university. Informative participants were reached through providing a brief introduction on what the study is about and requesting participation from those interested in joining the study, based on the researcher's judgment.

3.5 Measurement instrument

An interview schedule was developed and used to guide the interview focus. According to Pilot and Beck (2008) an interview schedule refers to a set of relevant questions prepared by the researcher to cover with each participant during the interviews. Interviews were conducted in English; however, participants were provided the freedom to use words from their home language should they find it necessary or in cases where one finds it hard to express those in English. Where necessary the interviewer provided an explanation in Isizulu to insure understanding of the questions.

3.6 Data collection method:

Access to conduct this study with the University of KwaZulu Natal population was granted by the University of KwaZulu-Natal registrar. Ethical clearance was granted by the University of KwaZulu-Natal Ethical clearance committee. Appointments for interviews were made based on participants availability, once confirmation of the availability had been made by participants interviews were conducted. Data was collected using face to face semi-structured interviews. Interviews were held within a quite vacant office in the university of KwaZulu-Natal psychology department. Semi-structured interviews allow for flexibility of participant's responses (Cohen & Crabtree, 2006), therefore, the semi- structure pattern of interviews allowed participants to respond by providing a yes or no answer to questions followed supporting statements to provide further insight.

When using semi-structured interviews researchers are guided by an interview guide but are also able to follow the topic trajectories in the discussion that might stray away from the pre-existing guide (Cohen & Crabtree, 2006). Like other forms of data collection methods face to

face semi-structured interviews also have shortcomings, as mentioned by Nueman (2014) face to face interviews allows for great researcher biases. Face to face interviews are often expensive, however, this form of data collection has a high rate of response rate and allows for researchers the flexibility to ask questions, probe and make a non-verbal observation. Data collection took place from the 4th to the 18 of August 2019, eleven interviews were conducted, and among this sample group were five female and six male students of the University of Kwa Zulu –Natal. Each interview took approximate 25 minutes.

3.7 Data analysis

Amongst various qualitative data analysis techniques, content analysis was selected as the most appropriate technique for use for this study. According to Klaus (1980) content analysis is among the social science's most important descriptive data analysis techniques. Content analysis refers to the systematic analysis of the content of a text, concerned with the questions of who says what, to whom, why, and to what extent and with what effect, in both quantitative and qualitative manner (Bhattacharjee, 2012).

According to Elo and Kyngas (2008), the use of content analysis is structured around two approaches, which are the deductive and inductive approach to content analysis. The deductive approach is based on deductive reasoning which involves testing of hypotheses through the use of pre-existing theory or knowledge. As stated in (Elo Satu & Kyngas, 2008) this technique is often used when the researcher wants to test pre-existing knowledge in a new context. On the other hand, the inductive approach entails the development of all conclusions to be closely linked to the study's data collected (Philipp, 2000). This study adopted an inductive approach to content analysis, which is also appropriate for use when little knowledge is available about a phenomenon, or in the case of fragmented knowledge.

Amongst some of the most common benefits for using content analysis is its flexibility to analyse any textual material of data including data collected by interviews and any other written data. Content analysis is not restricted to any theoretical background; hence content analysis is appropriate for use in both qualitative and quantitative studies. The large focus of this study is on capturing and exploring perceptions held by students, therefore the use of this technique was intended at capturing both the manifest and latent content of the analysis. As defined by Sarantakos (2012) manifest content refers to the visible surface text, as manifested in the

document by words paragraphs amongst others. Here the “researcher describes what the informants say, and stay’s very close to the text” (Bengtsson, 2016, p.10).

The Latent content initials the underlying, hidden meaning conveyed in the document; such may require interpretation of the message conveyed by participants for one to reach its full meaning. In analysing the text, primary focus was given to manifest content, as stated in (Sarantakos, 2012) latent content is driven by what is found in the text.

The systematic analysis of data adopted in content analysis is important for ensuring appropriate presentation of the participants’ meaning and social realities. Hence such a technique is useful as it represents one of the main purposes of qualitative research which is to promote viewers understanding of the world through the participant’s lenses. “Raw data is important and interesting, however does not help reader understand the social world under scrutiny of participants views, unless data is systematically analysed to illuminate a life situation” (Basit, 2003, p.144). Therefore, it was necessary for researcher to pursue such an analytic process to ensure proper presentation of participant’s view. This systematic analysis of data through content analysis involved four phases, namely the initialization phase, the construction phase, the rectification phase and lastly finalization phase. The step by step process applied is as follows:

- *Phase One; Initialization of data analysis.*

In preparation for data analysis’s the researcher begins by familiarizing themselves with the data for which they are to analyse, this involves careful reading of the text repeatedly without any attempts to make inferences. Vaismoradi, Jones, Turunen, and Snelgrove, (2016) states familiarizing one’s self with data prepares the researcher to focus on the most important idea presented in the data. Following this researcher begins selection of units of analysis from the textual data. This was conducted to ensure the classification of many words of the text into smaller categories, for which Elo and Kyngas (2008) defines to be the key feature of all content analysis, subsequently with the use of transcripts researcher began creating codes. As mentioned in (Bait, 2003) codes refer to the tags or labels for allocating of meaning, these are often attached to words sentences and phrases that need to be understood in order to grasp full meaning of what is being said in the message. Coding was significant for this analysis as mentioned in (Vaismoradi, et al., 2016) coding reduces the data to that which is relevant to research questions.

- *Phase Two: Construction of data analysis*

According to Vaismoradi, et al., (2016) the main task during construction phase is to organize codes and compare similarities among themes. Following coding, developed codes were sorted in terms of their similarities and assigned labels. This was followed by the development, defining and comparison of themes across one another. As per Elo and Kyngas (2008) guidelines, codes which comprised of words and phrase, as well as the categories were grouped under higher-order headings, this was intended at reducing the number of categories by putting under one theme those that are similar or that which contained similar meaning.

- *Phase Three: Rectification of data*

The process of rectification during analysis as proposed by Vaismoradi, et al., (2016) refers to the act of checking, ensuring and reaching a relative certainty about the developed themes. This requires researcher to both immerse themselves in the data and also distance themselves from the data by reading the data from an outsider's perspective. Therefore, a period of three days was taken away from the data there after, the researcher adopted an outsider perspective in reading of the data. This was to insure rigour and a critical approach of the analysis process. During this phase themes were then integrated, to show their connections to each other.

- *Phase four: Finalization phase*

Once data saturation was reached the final stage of analysis was undertaken.

This stage of analysis entailed a narration of the themes, while describing the links and answering the research questions. Finally, as story line was developed to report study findings and their meanings.

3.8 Ethical considerations

This study assured good ethical conduct from the beginning of the study to publication and reporting of the study. For the current study, a proposal for ethical clearance was submitted to the University of KwaZulu-Natal research committee, which was later granted on the 19th of November 2018. Gate keeper's permission was obtained from the University of KwaZulu-Natal registrar. Prior to interviews or data collection all participants were informed about the purpose of the study, participants were also provided with informed consent letter which entailed the study's aims and objectives. Participants were informed that participation was voluntary.

Although Informed consent were provided for participants to sign, it was made clear to participants that their consent to this study was not compelling them to continue participation even when they no longer felt comfortable, thus participants were informed about their right to withdraw from the study at any point.

Participants were informed about the use of a digital recorder, permission to record the interviews were obtained voluntarily from participants. A section of the informed consent was signed by participants as a sign that they agree to be recorded. The study insured protection of the participant's identity and confidentiality. This study ensured participant's anonymity in protection of participant's dignity.

To protect participant's identity participants were informed not to mention their names at any point of the interview, further no participant's names were mentioned in the study report. The study contained no harm nor potential disruption for research site and study participants. To insure ethical good ethical conduct the university of Kwa Zulu-Natal student counselling centre was contacted in preparation for unanticipated cases of emotional disturbance, however, no emotional disturbance occurred. Furthermore, participants were informed that data collected will be only be utilized for the purpose of research only. The data was stored safely in a locked safe place within supervisor's office and was kept for use for not more than five years, after a period of five years this data would be destroyed.

3.9 Summary

This chapter outlined the processes and procedures undertaken in this study. A qualitative interpretivist approach was used and explained in this chapter. This humanistic approach was suitable to this study of its centre on understanding meanings attached to social phenomenon, hence it was essential to understand meanings attach to parental support and the social experiences attached to the journey of academic excellence and achievement among university students. The chapter provided a detailed process undertaken to conduct the above. Additionally, ethical considerations taken to protect research participants and ensure ethical procedures were detailed.

Chapter 4: Research Findings

4.1 Introduction

This chapter presents responses and insight as obtained from interviews. Largely this chapter presents several themes that emerged from the content analysis of the data obtained. Themes presented in this section are therefore supported by quotations abstracted directly from research data such as transcripts. Major themes that emerged from this study, as represented in this chapter were parent's level of education, parent's child relations, socioeconomic status, and academic self-efficacy, Emerging adulthood, Ethnicity, and parental support, Community and Parents values of education.

4.2 Demographic details

Demographic details	
Gender	No.
Male	6
Female	4
Level of study	
Second year	4
Third year	6
Race	
Indian	2
Black/African	5
Coloured	1
White	2
Age	
18-20	3
21-22	4
23-25	3
Parents level of education	
Tertiary education.	5
High school.	5

4.3 Demographic information.

Participants represented the four South African major racial groups found in the university of Kwazulu-Natal; however racial groups were unequally represented. Study participants were between ages from eighteen to twenty-five with most participants being in their twenties. Gender was unequally represented among study participants; this can be attributed to that male students were more willing and open than their female counterpart to participate in the study.

A qualitative content analytic process followed to bring about these findings included four phases namely the initialization phase, the construction phase, the rectification phase and lastly finalization phase. The initialization phase was undertaken, which involved researcher immersing them self within the data and identifying the focus of analysis. This was followed by researcher constructing and labelling codes, which was to categories and classify many words and phrases of the text into smaller meanings. The rectification followed in which the formed categories and themes were mended. As proposed by Elo and Kyngas (2008) the formed lists of categories were grouped under higher order headings, this was intended at reducing the number of categories by putting under one theme all those with similar codes and that which contain similar meaning. Following the verification of both the meaning and the themes, the finalization of themes and their presented meanings was conducted, further links between themes and their meanings were established.

Below are the several themes that emerged from the qualitative content analysis of data.

4.4 Perceived parental support and Involvement.

A strong perception of parental support and involvement exists among most of the study's participants. Majority of participants felt, parents were supportive and involved in their academic lives, this is as evident in the following quote:

"Okay ahh for starters they support me academically like I was living away from campus. I was not living at home so my mother use to ask me like if I have any work, if I had anything, I need in terms of like academically, support lessons yah things of that sort" (participant 7)".

Though there was a strong sense of perceived parental support among majority of study participants, some participants felt that parents were not supportive and were not involved in university student's academic lives, as shown in the following quote:

“I would say that my parent are ahhm are not really involved in my academic life, in terms of like support. Sometimes I feel like at home they not giving me ahhm time to study, I feel like they are putting too many chores. I have to do too many chores they expect me to come back from school and cook while they were home, like the whole day or maybe they went somewhere but they came earlier than me at home” (Participants 2).

The relief from home responsibilities and household chores such as cleaning and cooking was reported to be among some of the important indicators of parental support amongst most female participants, though some male participants also shared the same concern about home responsibilities this concern was mostly among female participants. Students who perceived their parents to be less supportive indicated they were not given time to study by parents as they were expected to perform chores or duties, as asserted by participant 2 in the above quotation. On the other hand, majority of female participants who perceived parents as supportive directly and indirectly convey the relief from such home responsibilities by parents, as asserted in the following quote:

“Uhm I think at a basic level my parents, although they don't directly pay for my studies my uncle pays for my studies my parents organize that I think a huge aspect of that is I don't have to worry about finding the money to pay for my university fees. Maybe it, not active support but I think it an incredibly important part of being supported like financially. Aaah I think that they also they very understanding when I'm like ahh I can't help out with dinner or I can't do dishwasher cause I need to study for an exam they very understanding in that way” (Participants 1).

Amongst other forms of parental support, the provision of resources or financial support and emotional supports were the main forms of support and involvement from parents reported among study participants.

4.5 Financial support.

The provision of finances and resources which can be understood as financial support was the most common parental role reported amongst study participants. Most participants indicated to receive financial support from parents including provision for and of resources such as textbooks, and electronic gadgets, as expressed in the following quote.

“To be honest, they are involved in basically providing food and shelter and stuff, but more or less in money wise, just buy clothes for me and books and computer and stuff like that. So they are, I am supported financially with the support of that aspect” (Participant 3).

Further, as an indication of financial support, many participants mentioned their parents were paying for their institutions fees and ensuring that they were taken care of financially.

“uhm I think the way's she's involved in my academic life, ah she supports me financially, by supporting me financially she buys me stuff like textbooks, so that I can continue with my academic life she pays my varsity fees” (Participant 6).

Regarding the effect of parent's financial support on university student's academic performance. Majority of study participants perceived such financial support as a reduction of distraction on academic work, hence allowing students to fully pay attention on academic work, without having to worry about finances for their studies, as asserted in the following quote:

“Uh firstly we know we cannot survive without finance and stuff so by my sister supporting me financially she helps me cause the only thing I need to stress about its my books and stuff I don't have to stress about what will I eat tomorrow or what will I eat today and I don't have to stress about where can I get money to buy text books and stuff she's there for me yah I think it has a good effect on my academic life and I am able to perform well cause the only thing I have to stress about is my academic life”(Participant 6).

On the other hand, other participants indicated that financial support from parents and family puts pressure on them to perform well on their academic work, as expressed in the quote below:

“I think that so on the one hand because my uncle is paying for it I feel pressure to perform well academically, basically to try and reduce the cost on him, because like he didn't have kids, he didn't Sign up to pay for their fees but his helping us because issues uhhm but I think it allows me to focus on my studies because they also understands that I am trying to do as possibly as I can so they give me space and freedom to do that so if am like I am not gone come home this evening they like it fine we understand your working, as oppose to like putting pressure on me to be at home and to be involved in the family situation, so I think it allows me to focus on my studies as much as I want too, to get the marks that I want to be getting”(participant 1).

For most of the study participants, financial support is unquestionably important, however other students made it clear that financial support alone was not sufficient enough to encourage

them to put more effort in their academic work. This was indicated as evident in the quote below:

“I feel like you would feel more encouraged, you'd be encouraged by the fact that your parents are supporting you maybe not just financially but also like emotionally they are checking up on you and like you would feel encouraged when studying to study harder and to make them proud” (Participant 2).

4.6 Emotional support, encouragement and motivation.

The Second prominent form of Parental support and Involvement indicated by study participants is emotional support. Almost all study participants directly or indirectly mentioned the significance of emotional support from parents on academic motivation and performance. Emotional support from parents was reported to be commonly conveyed through words of encouragement targeted at motivating students or showing concerns about student's academic performance and well-being.

“I think financially it keeps me going like ahh I don't suffer to lack resources for ahh my academic studies. uhm also I would say emotionally uhm I need a word to describe the way how I feel they are supporting me they like my friends, they encourage me, they give me strength their support gives me strength though I face difficulties like a normal student but their character gives me hope. So I have that capability of doing well” (Participant 9).

“Well I know that if I do very well in an exam, I can get home and be like parents, I did well, and they will be wow we love you wow. Support and if I come back and I failed something they will be like ohh we love you; it okay you can do better next time. Uhhh and I think that confidence both in terms of the fact that I am valuable outside my academics” (Participant 1).

With regards to encouragement, participants reported that such encouragement as mentioned above primarily take place through phone calls as a result of most participants not living with parents.

“They call sometimes to remind me to study and stuff like that and then they motivate me I think about twice a week” (Participant 4).

“Uhhh wow both my parents do check up on me but mostly mom do but she would ask me if did I eat where you coming from, are you studying this week uhm how are your classes, you know such smaller minor things they mean something. They mean that she cares ,she wishes to

be here to know, to evaluate as a parents but the least is to call and check how I am doing each and every week she does and even dad he does too though not like my mom”(Participant 9)

4.7 parental support and involvement for improving academic performance.

Parental support was perceived to be of significant for academic performance by participants. Regarding parental support significance for promoting academic performance among university students the following was conveyed by most participants as asserted in the following statement;

“I think it is yes, I think that the understanding a university student needs to be given the time, the freedom, the resources that they need to focus on their studies, I think that understanding and that support is increasable significant to their ability to do well. And I understand that it not always that simple, that I am coming from a place of privilege, where my parents can afford to provide resources for me and I have got family that can pay for my studies, so I don't have to worry about that, but I think that if you, put the privilege aside but if we look at what students need to succeed I think that support is incredibly important”(participant 1).

Other participants felt that sufficient and appropriate parental support directly allowed for students to improve with regards academic performance, as reflected in the following quote:

“Yes like if your parents like support you academically you will have more confidence and be compelled to perform better in your studies so therefore increasing your academic performance, because if your parents support you in a way that you feel like you have to perform in a certain way that would just naturally increase like your academic marks for me. I said that my mother would emotionally black mail me into studying so things like that like if you parents give you so much support that you see no option to fail if I may say so you'll be scared to fail cause they'll ask what haven't they given you so if you have everything to whom much is given much is expected so along those lines”(Participant 8).

Academic motivation was reported amongst some of the areas for which parent's support affected among students. Participants reported parental support to enhance academic motivation to study and perform satisfactory, future more achieve their academic goals in academic work.

“I think my parents are very like a motivational force in my life they always like encouraging me to like look into the future and like know if I don't do work now than I'm not gonna get

there. Sometimes I know that if they were not like behind me a little, I would relax a lot more and so I think them being the motivation sometimes is important to like get me to the goals or to the marks and to studying rate” (Participant 8).

Furthermore, participants indicated emotional support from parents to assist and encourage students to persevere despite challenges in their academic journey as expressed in the following quotes:

“I can say I’m still here because of my family because there were times that I thought of giving up, but they were there for me especially my sister” (participant 6).

“I think financially it keeps me going like ahh I don’t suffer to lack resources for ahh my academic studies. uhm also I would say emotionally uhm I need a word to describe the way how I feel they are supporting me they like my friends, they encourage me, they give me strength their support gives me strength though I face difficulties like a normal student but their character gives me hope. So, I have that capability of doing well” (Participant 9).

Although the majority of participants agree on the significance of parental support in for academic performance among students, other hand Individuals decision to work hard was believed to have significant influence on academic performance among students. Many participants conveyed the belief that academic success mainly resulted from an individual's decision to work hard as stated in the following quote:

“It is important, but to be honest, at the end of the day, it's up to you, your individual decision to make. See, parents can tell you what to do, how to do it, but your decision as to man, like if I say, I will do this, no matter what it doesn't matter what the world tells me. See, they are there to guide you and to know this is the right path is what you should be looking at. But if you don't want to do it, you don't have to do it” (participant 3).

4.8 Lack of parental support.

Other participants have conveyed the potential harm, lack of parental support and involvement may have for students. The lack or absence of parent’s support was reported to lead to reduced academic motivation for students as conveyed in the following quote:

“I think it does if your parents don’t really support you in your academics, ahhm and they don't check up on your academics, like how you are doing, are you coping like on your test date and stuff. I feel like it does like affect your academic achievements because sometimes you

feel demotivated in away. You feel discouraged that your parents are not supporting you and that might affect you like, sometimes you wanna give up, sometimes you would be studying and you feel like no I wanna sleep now and also my parents are not supporting me I might as well just go to sleep and just live it I'm gonna see it in the morning”(Participant 2).

Furthermore, the lack of support from parents was reported as an influential factor to student’s dropout. This is as asserted in the following quote:

“ Um-hm Yah it helps a lot having a guardian whose supportive because uhm for example I remember one of my friend he dropped out of varsity because he didn't have anyone to support him like uhm he told me that his parents his father specifically is not supporting him like financially So he had to drop out of school and go to work because, he didn't have any support from his parents so I can say it helps cause I can say I’m still here because of my family cause there were times that I thought of giving up but they were there for me especially my sister”(Participant 6).

Contrary to parental support parental involvement was not perceived to be of great significance among students. Majority of students felt no reason for parental involvement, this was mainly resulting participants indication of the need for freedom to do things on their own with the belief that university students were old enough to do things independently. This is as evident in the statement cited below:

“I actually don't feel the need for parents be involved in university, because I mean, we've been with parents, like I mean we old enough to know what right from wrong like basically now we are doing what our parents have taught us for the last 18 to 19 years of our life. And now it's our time to demonstrate our own abilities. If parents are to be involved in university, there will never be a time for us to grow up and make the decisions we have to make today. So, yeah” (participant 3).

4.9 Emerging adulthood

The majority of participants perceived themselves as emerging or approaching adulthood; hence, many of this study participants asserted that during university years, the youth are no longer children but are in preparation for entry into adulthood. Therefore, for this reason, most student’s felt no need for parental involvement among universities student’s academic lives, this the letter is best asserted in the following quote;

"I don't believe that university actually influences parents because University is a different lifestyle doesn't really really, this is just because you're an adult now it's all those things. It doesn't really involve parents, to come and make decisions for you, because you're above 18, so that's all solely on you and your parents. Most people don't believe that the parents and university it's on the same train" (Participant 3).

"I actually don't feel the need for parents be involved in university, because I mean, we've been with parents, like I mean we old enough to know what right from wrong like basically now we are doing what our parents have taught us for the last 18 to 19 years of our life. And now it's our time to demonstrate our own abilities. If parents are to be involved in university, there will never be a time for us to grow up and make the decisions we have to make today. So, yeah" (participant 3).

4.10 Autonomy among university students.

Most participants expressed a strong value of independency, autonomy and a chance to practice of self-reliance from parents, as conveyed in the quote below:

"Personally I wouldn't feel okay about it because it different from high school and primary school where your parents were involved in everything that you did back than you were a young star and now you tryna become an independent adult, so them being involved would like hinder your development as adults so I don't think that would be personally, I just think that would be an overcrowding so they should just like step away for a while and let me be an adult and grow up so yeah"(Participant 7).

Though many of study participants expressed a strong value for independence, on the other hand many of study participants were largely dependent on parents for financial support and resources such as textbooks and even transport, this is exemplified in the following quotes:

"Yeah they do cause like I don't drive unfortunately for me so I'm dependent on them for transport so you know obviously they will have to know my schedule and everything. Yah so, if I wasn't like dependent on them for like transport like I'd do my own thing." (Participant 5).

Despite the dominant sense of independence among study participants, regarding the academic journey involving or not involving others significant such as family, students displayed differing views. Most participants seemed to hold a view that academic achievement was not just an individual's journey alone as asserted in the following two quotes:

"So I think I personally appreciate the fact that my parents don't get emails from my lectures I think I would feel incredibly stressed out by that but at the same time I think I am feeling that way because I am like achieving very well academically there are no issues with my degree whereas so I think that I am I'm matured enough to do a degree all by myself like I think maybe the university should like a more individual treatment of people as oppose to just being like ooh you in university that means you're an adult and you can handle anything buy yourself some of that like individual student support but I also think parental support and getting like recognize the fact that degrees aren't an Individual effort they are actually a family effort"(Participant 1).

On the other hand, others perceived academic journey as an individual's journey alone such as *"Well, its is because no one else is technically helping you unless it like your lecture you know" (Participant 5).*

4.11 Parent's guidance.

Parent's guidance was believed to have a significant role in student's academic lives, this was largely pertaining to student's deciding on career choices. Furthermore, study participants expressed a feeling of gratitude for parent's guidance, which involved parents giving students advice and direction on their studies, without detecting detecting what the final decision should be, as conveyed in the following quote:

"Well I believe that parents have an important role in a child's life, cause without them I wouldn't be here, all the decisions were encouraged by them, from right or wrong. On which field I should study or which field I should be motivated in. like I'm in engineering student, but that wasn't, my plan, I was not thinking about engineering until the father brought it up to me like, Okay, this is a good field is flourishing is a future in it. Why don't you look at it, and I was like well this is what I need to do? Where the idea was interesting from my father. So that's basically where they come in, they are always there to return me like guide me and I think that the duty of every parent to tell their children what to do, because they're the pillars of our life because they want us to have a better future" (Participants 3).

"I have a strong relationship with my or strong bond with my mother so I speak a lot of things with her and she ask a lot about my schooling, how am I doing and what I need, so yah for me it does. If maybe I didn't have her to do that it would have negative impact on my performance, like academically" (Participant 7).

Furthermore, other students expressed to have received guidance in a form of academic advice from parents or guardian, as expressed by participant in the following quote:

“Yah she supports me she also supports me emotionally she provides emotional support if I can say because sometimes you know in this journey of academic and education you face so many obstacles. So she gives me some emotional support like when it happens that sometimes I fail tests or I think I can't do it she support me she give me some advice on academic life since she also had gone the journey of university” (Participant 6).

4. 12 The form and extent of parental involvement.

Participants indicated preference and acceptance for some form and level of parental support and involvement over others. Most participants expressed a preference for a moderate level of parental involvement with less parental dictatorship and demands but sufficient amount of parental support as expressed in the following quotes:

“like a moderate type of involvement maybe them like contacting you, when necessary to say that your child is not doing that well and like maybe there are circumstance at home that can affect that and maybe you can like look at whatever it is in their home life that might be affecting their work-life”(Participant 8).

"Ooh the role I think it should be a supportive role, not a strict role, not a demanding role, as like I need a need an engineer, I need a doctor, or I need this one here. It should be encouraging whatever we love and want to do be it art, to do music, engineering and what you love your parents should motivate. They cannot tell you what to do, but they can guide you on what to do like motivator supporter" (participant 3).

Others suggested parental support could be inform of parent's interaction with the university, preferable this would not be fixed but be temporary in a form of equipping students with necessary skills, while allowing students the chance to resolve problems going forward.

“I think more parental support would be like interaction between the university and the parent body would be important not as like but like the concept of scaffolding where you like provide support and removing it slowly it when appropriate so I think maybe starting out with more parental support and then removing it where as necessary I don't know what that would look like” (Participant 1).

4.13 Career choices and parental support.

Study participants reported that parental support was largely influenced by student's career choices. Some participants indicated to have pursued career choices approved and recommended by parents, such students reported to receive great support from parents.

"I'm an engineering student, but that wasn't, my plan I was not thinking about engineering until the father brought it up to me like, Okay, this is a good field is flourishing is a future in it. Why don't you look at it, and I was like well this is what I need to do. Where the idea was interesting from my father. So that's basically where they come in they are always there to return me like guide me and I think that the duty of every parent to tell their children what to do because they're the pillars of our life because they want us to have a better future" (Participant 3).

Over more students who pursued career choices related to those pursued by their parents reported a great sense of support from parents, as expressed in the following quote:

"Yes, we talk a lot since uhm what I'm studying right now, she did it back in, she studied the same thing few years back she knows most of the stuff that I'm doing right now" (Participant 6).

Others reported career choices to be amongst some of the major causes for the lack of parental support in student's academic lives. Participants reported instances where a student pursued a career path, which parents were not familiar with or did not approve of, in such cases parents were reported to withhold support or became less supportive towards the students' academic journey, such lack of parental support was believed to affect student's academic performance as asserted in the following quote:

"Let's say if you're parent they know just a few careers in general, like being a doctor being a nurse being a policeman being a teacher, you know, If we're doing something that is out of that scope, they will they will not contribute a lot too, you know, giving attention because they don't know what exactly that is, even if you're trying to explain so that is going to affect your performance" (Participant 9).

Majority of study participants expressed the need for parents to support student's academic journeys irrespective of the career choice, taken by students, and not detect career choices among university students, as expressed in the following statements:

“uhm I guess like a parent should just support like their child and their studies. If the person is not happy with what they are doing, their parent should like a least support them to like go in the direction that the person wanted instead of forcing them do something they don't want to do. You know because like I've seen how people struggle, I just feel like parents should just like support their children's decisions” (Participant 5).

Okay, ooh the role I think it should be a supportive role not a strict role, not a demanding role as like I need a need an engineer, I need a doctor, or I need this one year. It should be encouraging whatever we love, and we want to do art to do music engineering to get in, but you will now be patient and motivated. They cannot tell you what to do, but they can guide you much they can do motivator supporter (Participant 3).

4.14 Parental involvement.

Despite the common perception held by many study participants about the importance of parental support, the majority of students expressed discomfort with the idea of parental involvement. Most participants indicated the negative effect parental involvement may possibly have for student's development and the working of the institutions. Some of the negative effect mentioned by students includes overcrowding of institutions by parents, over controlling parents that was believed to hinder and have negative affect on university student's development into adulthood as expressed in the following quote:

“Personally I wouldn't feel okay about it because it is different from high school and primary school, where your parents were involved in everything that you did back than you were a young star and now you tryna become and independent adult so them being involve would like hinder your development as an adult. So, I don't think that would be personally I just think that would be an overcrowding so they should just like step away for a while and let me be an adult and grow up, so yeah” (Participant 7).

Although majority of study participants were not in favour of parental involvement in their academic lives, students conveyed the belief that certain situations do call for parental involvement. Such instances include when a student is at risk of exclusion as on bases of poor academic performance or is undergoing disciplinary hearing, as evident in the following quote:

“Yeah, yeah. Let's say you're in probation or you're at risk, they should be informed, they should be involved because if you're signing those, those forms whereby you need to state the reason why you're not performing; you know. They should also know that, you know, if the

university encourages parents to come and explain why their child is not performing. I think it's where the student would realize that they need to perform well. And no, because if our parents know, now so I can't even lie. I can even lie to my parent because they don't know. You know?" (Participant 10).

Participants who were okay with parental involvement expressed that having university initiatives which involves informing of parents about students 'academic performance and encouraging parental support and involvement, would be a good thing as it would allow parents to have a truthful representation of their children's academic performance. This resulted from that students were believed to sometimes be dishonest about academic performance and the duration of their studies.

"Yeah, that is good. That is good because I think 40% or 20% of the student in universities, they don't informed their parents if they are, if they are supposed to study for three years they don't tell their parents that they need to study for three years, maybe they add another year just in case you know, so by informing parents directly, that can also help because you know, that, whatever, I get, parents will know, immediately, you know, so it's better that way. I think the marks really improve too many students" (Participants 10).

Others have indicated that though they would not be comfortable with parental involvement in their academic lives, universities may have to accommodate others who may not have mastered that level of self-reliance. The above is as evidenced in the following quotes:

"So I think I personally appreciate the fact that my parents don't get emails from my lectures I think I would feel incredible stressed out by that but at the same time I think I am feeling that way because I am like achieving very well academically there are no issues with my degree. Whereas so I think that I am I'm matured enough to do a degree all by myself like I think maybe the university should like a more individual treatment of people as oppose to just being like ohw you in university that means you're an adult and you can handle anything buy yourself some of that like individual student support but I also think parental support and getting like recognize the fact that degrees aren't an Individual effort they are actually a family effort"(Participant 1).

"Yes I do feel that ahh university system does not encourages that your parents be involved in your academic life but I would understand because they trying to make individuals and make you an independent adult so I would understand that but at the same time some people still

need the supervision of an adult in their life because ahh our maturities as people are not the same” (participant 7).

4.15 Intrinsic factors among students

Among intrinsic factors individual's aspirations such as one's vision and goals for the future were reported to have huge effect on academic achievement and motivation among study participants.

“uhm not really, I feel like ahhm if you have a vision of where you want to be in the future like obviously, you'de make a plan. If you don't have funding, you would obviously apply for NSFAS or bursary and you would work hard and do your best to persevere so not really all the time if I may say.”

In agreement with the statement above, one participant who is a first of his family to attend university mentioned the desire to uplift his family as one of the aspirations that have positive effect on his academic motivation as shown in the following quotes:

“Okay. Actually, it's my background. Okay. Why I'm saying that is because let alone that I don't like to see my relatives, to live the life that they are living right now. You know, wanting to change that, is the first thing. And the second thing is that my future, my people I want to be someone, someone who's is rich to have a family and I don't like to see my children to suffer. You know? So actually, I'm creating a better, a better life for them, I'm plaining for them. You know, those two things actually they encouraged me to perform more to get better” (participant 10).

Amongst other intrinsic factors reported to have significance for students' academic performance was the individual's mindset or approach towards academic work. A Majority of study participants perceived one's perceptions and views of situations, to significantly influence academic performance. Participants perceived life circumstances and intelligence to be changeable and not fixed. As reported by most participants, one's view of life circumstances as changeable and not set allowed them to change those situations hence, the same view was held regarding academic performance.

“I just feel like you just need to have a vision of where you want to be instead of like `living in a circle like ahh I'm impoverished so like I can't' do anything with my life like whatever cause like that mostly like the mindset with cause I've met his family and everything and like a lot of

them are stacked in that in that mindset so I feel like if you break away from that and actually like have a plan and like obviously put that plan in action than you can achieve like almost anything"(participants 5).

Moreover, parental support was believed to have a significant influence towards intrinsic factors such as student's self-efficacy regarding students' academic performance. Parental support was commonly believed to have significant contribution towards student's confidence and beliefs concerning academic performance. Majority of participants indicated that parental support promoted a great sense of self-efficacy and belief in one's abilities to perform satisfactory in their academic work and obtain the qualification enrolled for in university. Most participants indicated families were a great influence on one's belief of their abilities to perform successfully in academic related tasks hence successfully obtaining a university qualification, as conveyed in the following statement.

"Ohhh hugely I think so, because I think like your family is where you learn to be a person, at like a very basic level and so your family is responsible for so much of your sense of self and your self-worth and like your identification of yourself within a community of care, and so I think that over and above, that sort of ties into what I was saying earlier with the emotional support. Where I know that if I do very well in an exam, I can get home and be like parents, I did well, and they will be wow we love you wow. Support and if I come back and I failed something they will be like ohh we love you, it's okay you can do better next time. Uhm and I think that confidence both in terms of the fact that I am valuable outside my academia. I think that very important but also the confidence that I am smart and capable and good enough to do a degree. I think that shift your mindset hugely in terms of the way that you approach your work and I think that approach has a huge impact on how well you do if you walk into a degree thinking that like you not smart you, not destined for tertiary education and I think that the family has a lot to do with shaping that mindset" (Participant 1).

"Their support gives me strength though, I face difficulties like a normal student, but their character gives me hope, so I have that capability of doing well" (participant 11).

4.16 Parent's level of education.

Parents' level of education was believed to have an impact on students' academic life's by fifty percent of study participants, while the other half of the study's participants felt parent's level of education had little or no impact on their academic life's and performance. Most of the

study's participants who believed their parents level of education to be significant in their academic lives were those whose parents had been through higher education and who were showing active involvement in student's academic life's by providing academic-related advice based on their knowledge and the professions or job occupations, this is evidenced in the following quote:

“Ahm like in my dad's career, his like a financial advisory so like uhm I'm doing law so like some of my subjects like are related to like his job. So, like if I have like an inquiry with like business or finance, I would like to ask him so I wouldn't be completely clueless” (participant 5).

Parent's level of education was believed to have influence on parent's understanding of university student's experiences and the workings of the university. Parents showing of understanding was reported important amongst university students, hence parents with higher or better education were reported to be better understanding and supportive, while parents with no higher education or with minimal education showed less understanding and support towards student's academic lives.

“Yah it has impact because I can say when you, maybe when you going through some ahhm, like through some difficulties in education when your parents went through ahh like the same level as you it easy for her to understand what you going through and like so it easy for her to give you support where you need support cause she had gone through something like the one that you are facing whereas parents who didn't go to school sometimes fail to understand the difficulties that we as students will be facing at school” (Participants 6).

“Yes we talk a lot since ahh what I'm studying right now she did it back in, she studied the same thing few years back she knows most of the stuff that I'm doing right now” (Participant 6).

The perception that parent's level of education has an impact on parent's ability to provide the appropriate and necessary support to their children, seem to be prevailed amongst both students with parents who had tertiary education and those with less or no education.

"Yeah, yeah. To those two students who are having those pirate who are well educated. Let say' now, you're having a presentation. They know that you should prepare. You should do certain things. You know, if your parent knows that parent can make sure that you're well

prepared. They take you now, and then you know so that your presentation will be a success. Okay" (participant 10).

A perception that parents with a higher level of education had better understanding of university students need for support seem was conveyed by study students, as evident in the following citation:

"I think it rarely does I think in terms of like so my parents both work so my mom works as a teacher so her hours are like shorter so she is able to come home and make dinner and that less responsibility on me to make dinner for my family that time and that ability to focus on my studies both of my parents have university degree's both my parents have university degree's so they have an understanding of the kind of pressure that being in university is. So both my parents did degrees through UNISA my dad like straight out of high school and my mom only like ten years ago got her teaching degree. So, both of them like have an understanding not of like the day to day working of the universities they still confused about that but understanding of the kind of effort that a university degree requires. Aahhm and obviously the reason that they were able to go to university is tied to our socioeconomic status as a family. ahhhm obviously it also comes down to like the financial support that they give me so the fact that I have Wi-Fi I don't have to stress about staying on campus late to complete an assignment cause it know I have Wi-Fi at home"(Participant 1).

Majority of study participants, who perceived their parents as having lesser or lower levels of education reported parents' level of education to have positive effect on their academic motivation, parents' lower level of education was indicated to be a motivational factor amongst such students. Students perceived their parent's lower level of education as a motivation to work harder and achieve what their parents were not able to achieve and make their parents proud .It was interesting that only students who perceived their parents as having lower level of education expressed this effect on their motivation

"uhm I can't say but and again if I look at them, I get motivated that they didn't have the opportunity that I had; therefore, I should make them proud. For them to be proud it's for me to get more qualified than them so that at the end of the day they can be happy" (Participant 9).

"okay, well, to be honest, my parents aren't that educated.it does because, like in cases, there's some points where my Father's says, or my mother says, if I studied or have been somewhere else if I pursued my, for example, my dad was doing diploma if you didn't get to see if you get

a degree, he would have been better space in life. So, yeah, that is an aspect you know that that was the question again it was. So basically, they encouraged me as like you know, don't make mistakes, I made, and you make the right decisions. So yeah, I believe to be their decision whatever they does influence what I'm doing right now too” (Participant 3)

4.17 Socio-economic status.

Parent's socioeconomic status was of great significance for most study participants, however, no direct effect on students' academic performance or achievement was reported. Independency and individual aspirations seemed to overpower the socio-economic status effect. Therefore majority reported no direct effect of parent's socioeconomic status on their academic motivation nor on their academic performance as expressed in the quote below:

“No cause ill use my boyfriend for an example he didn't come from a very privilege lifestyle, so his father was like a street seller and his mom works as a maid. So he obviously had a vision of where he wanted to be and now he is a practicing attorney so yah. I just feel like you just need to have a vision of where you want to be instead of like `living in a circle like ahh I'm impoverished so like I can't' do anything with my life like whatever cause like that mostly like the mindset with cause I've met his family and everything and like a lot of them are stacked in that in that mindset. So I feel like if you break away from that and actually like have a plan and like obviously put that plan in action than you can achieve like almost anything.”(Participant 6).

A large portion of study participants seem to believe parents economic status such as their financial status to have significant effect on parent's ability to provide support towards their children's academic life, this is as evident in the following quote:

“uhhm so think yes it does it terms of the fact that a higher socioeconomic status gives you more money which like translate into more resources whatever those resources look like but also more time and more like emotional stability so like when you in a situation where you constantly worried about having to provide for your family if there is gonna be enough food to go around you don't have the time to be thinking like well am I also making sure that my child has enough time to study, am I also looking after my child's emotional needs in that regards is my child stressed about exam.”(Participant 1).

As conveyed by most participants parent's low socioeconomic status is among some of the factors hindering parent's involvement in university student's academic lives. Majority of

students believed this resulted from that parents from lower socioeconomic status (SES) and background had to work even longer hours and harder work to provide basic needs such as food which ultimately become their only focus, therefore were believed to have little or no time to investing in their children's academic lives.

“uhm what can I say, as I’ve said it poverty I don’t know how to put it bus most of our parents don’t have time most of their time they spend it at work yah so they trying to get the money for us to study so they don’t have actually the don’t have time to stay with us and speak with us and talk about our life most of the time when they not at work they are in the field trying to get us something to eat in their gardens” (Participant 6).

Contrary to the latter students felt that parents from Higher socio-economic background had the privilege of having financial security which allowed them to be relieved from the stress of trying to provide basic needs such as food security but allows them to have time to spare, thus this allows them to think about their children's academic lives. This is evidenced in the following quote;

“ So I think a higher socioeconomic status grants you like relief from those very basic urgent stresses of like food security and allows you to focus on more abstract big picture long terms things like academics cause it like I am bad example of like point here but like I work a couple of part I'm jobs because although my parent's, my family has enough money to pay for my varsity they don't have any no money to give me extra money so I work part-time jobs to balance that out but I don't have to do that to afford my studies so if there was a situation where I am like actually this semester is hectic I can't do any work now I have the luxury and privilege of like stopping work and focusing on my academics because I know that the needs are met {lough}sorry I feel like I am out of track" (participant 1).

Other participant indicated parent’s higher socioeconomic status (SES) allowed parents to provide students with extra resources to aid in improvement of academic performance, further such was believed to influence academic performance among students, as expressed in the following quote:

“I think if you come from a family that is wealthy and they'll be able to assist you more in terms of your academics, cause may be like if they can see that you struggling maybe they can get like someone to tutor you may be privately or that kind of thing. I think they’ll be able to if you not funded, they will able to buy you like a laptop and thing to help you to study” (Participant 2).

“ahh what can I say as said it poverty, I don’t know how to put it but most of our parents don’t have time most of their time they spend it at work, yah. So they trying to get the money for us to study, so they don’t have actually they don’t have time to stay with us and speak with us and talk about our life most of the time when they not at work, they are in the field trying to get us something to eat in their gardens” (participant 6).

Among other reasons for lesser parental involvement and engagement I their children's academic life as perceived by most study participants is distance. Most study participants mentioned that as a result of some students having to relocate to different places to further their education it becomes hard for parents to be actively involved in their academic life. This is as evidenced in the following quote:

“I think university life in generally since I live far away from my parent's they can’t really come to see how I am doing and stuff like that (Participant 4).

4.18 Parents and community value of education.

Parent's value of education seemed important among study participants. Parent's value of education entailed parents' beliefs and perceptions of what things are important and may lead one to a life of success and whether parents believed education would lead success. Students reported parents who valued education were more willing to provide support towards student’s life than compared to parents who showed no value. Parents with tertiary education such being were perceived as better understanding of the value of higher education, while parents with less education were believed to have less value of education rather valued employment. Majority of participants who held this view were mostly those who reported to come from lower socio-economic background. According to students’ parents' values of education hindered parents' involvement and support in their Children's academic lives.

“Is because some of them they don't believe that education is the key. As I was mentioning to you that we were taught to do those. Those things that I mentioned in our culture because they know that a human being or a child should do that, you know, without knowing that if you are well educated we have many chances of, of getting a job in our days, you know. So, secondly, even if you're playing sport and making an example even playing sport, they don't support you. Why? It's because they don't believe that sports will help you. Instead, they believe that a sport will create a lot of problems for you. But there are many people outside who are playing sports and are earning a lot. The earning a lot because it's a it's a good career” (Participant 10).

In support of the above statement other participants indicated that some parents hold a belief that a child after completing high school must go seek employment hence parents perceive pursuing higher education as unnecessary, therefore this become unwilling to support the youth in pursuit of higher education, as cited in the following quote;

"You know some parents let me say it their level of education, let me remove poverty some parents don't see the need for a student to go to varsity. So, sometimes they become difficult to provide support to the student, as they just think varsity is not necessary. After grade twelve they think they must go and look for a job' (participant 6).

4. 19 Parental child relationship

Majority of study participants reported having positive relationship with parents. Trust and transparency between students and their parents were reported by most students. Having good relationship with parents was believed to make it easy for students to inform their parents about their academic progress and performance, as expressed in the following quote:

'It would differ from person to person like in terms of the relationship that you have with your own parents. Like for me my relationship with my parents might be different to someone else's. For me I have a strong relationship with my or strong bond with my mother so I speak a lot of things with her and she ask a lot about my schooling how am I doing and what I need so yah for me it does it does. If maybe I didn't have her to do that it would have negative impact on my performance like academically'' (Participant 7).

4.20 Summary

This chapter presented participants' views on parental support and involvement and its effect on academic performance among university students. Student's views on the appropriateness of parental support and involvement, its forms, and necessary amount were captured. Parent's level of education, parent's value of education, and socioeconomic status were identified as obstacles and hindrances towards parent's support and involvement in university student's academic lives. Furthermore, perceptions regarding parent's socioeconomic status effect on parent's provision of parental support, and necessary resources to promote academic performance among students are presented.

Chapter 5: Study Findings and Discussion

5.1 Introduction

With intentions to explore university Student' perceptions of parental support, and involvement on academic achievement, the study explores the effect of active parental support on academic achievement among university students. The chapter represent a discussion of study findings as represented in chapter four. Key themes identified in the previous section are discussed with existing knowledge on academic achievement. Major Themes discussed are emerging adulthood, parents and community values of education, parents' Socioeconomic status and parent's level of education. Findings on parent's socioeconomic status, students' intrinsic factors, including student's mindset and self-efficacy influences on academic performance, are discussed. Furthermore, the influences of student's career choices on parental support and academic achievement are considered.

5.2 The conceptualization of parental support among students

According to the study's findings, active parental support among university students was found to involve parents expanding general support to student's academic life by supporting student's academic or career choices, as well as student's decision to pursue higher education.

Parents support of student's academic lives was conveyed through parent's expression of concerns about both student's academic performance and well-being, hence resulting to provision of emotional support such as encouragement and giving of advice. Furthermore, parents ensuring the provision of studying resources, and financial support were considered as important aspect of active parental support among university students, hence these themes form a significant portion of the discussion to explore student's perception of parental support and involvement.

5.3 Emotional support and financial support effect on academic achievement.

Study findings suggested, emotional support and financial support, including the provision of resources, as the most common forms of parental support amongst students. Both emotional and financial support were perceived to have a positive effect on academic achievement among university students. Most students expressed that parent's emotional and financial support created a surrounding that encourages and allowed them to work harder thus perform

well. Such findings are consistent with the findings of Ong, Phinney, and Dennis (2006) on the protective influence of parental support and ethnic identity among Latino college students. Such findings indicated that psychological support and family resources influenced better academic achievement among college students (Ong et al., 2006).

The study found the lack of either financial and emotional support from parents to have harmful effect on university student's academic performance and ability to persevere during difficult and unpleasant times, such as exam periods. Findings indicated that without parental support, students were more likely to feel like giving up when they experienced hardship in their academic journey. Students who reported their parents as supportive mentioned parents openly allowing them the time and space to focus on their academic work, also giving emotional support and always making effort to insure they are taken care of financially.

Therefore, parental support also served as coping mechanisms further strengthening student's persistence during times such as exam period. For this study, most students expressed a great sense of appreciation for the parent's supportiveness of their academic journey. Students further, mentioned that without their parent's support, they would have given up, hence parents quoted to be a vital "motivational force" and "source of strength" throughout children's university period.

5.4 Obstacles towards parent's support and involvement at university.

Several factors were found to be a hindrance of parental support and involvement in university students' academic lives. These study findings insinuated parent's socioeconomic status and its related issues such as poverty to hinder parent's support and involvement among university student's academic lives. Parent's level of education, which relates to parents' socioeconomic status, communities, and parents' values were a hindrance to parent's support and involvement of their children's academic lives. Students were also reluctant about having parents actively involved in their academic lives, this resulted from student's fear of parents becoming too invested, thus further disturbing the youth's development into adulthood. These themes are discussed in full details below.

5.6 Parent's and community's value of education.

Parents' and community's values were a hindrance to parent's support and involvement among university students. Most study participants from the African ethnic group expressed parents' level of education and their economic background to have a significant influence on parents'

value of higher education. These findings are similar to the findings of Wolf, Sax, and Harper (2009), who found ethnic values and language barriers to be among the primary reasons for lack of parental involvement and support in students' academic lives. Though language barrier was not identified as an issue in this study, however for many African parents the ability to speak English which is the medium of instruction in the country's education system, is related to parents' level of education.

Study findings suggest other parent's low level of education and socioeconomic status contributes to parents having less value for higher education, this is mainly because higher education in such cases seems as a long route to success and not the condition to ensure employment. Majority of African or black students mentioned parents' socioeconomic status and cultural beliefs to be the other reasons for the lack of parental support and involvement. Primarily black students who reported coming from economically disadvantaged families and communities indicated that for their cultural group and social classes as a result of social issues, after completing high school, young people are often expected to search for employment or start working. Hence this resulted in less support from parents for students who decided to pursue higher education. Further, it was mentioned that the higher cost related to higher education also contributed to both parents and youth having less value for higher education as it seemed like putting an additional burden on the family.

In support of the latter, Lacours and Tissington, (2011) found it was most prevalent within families and communities of lower socioeconomic status and situated in poverty-stricken areas to have less value of formal education, notably higher education. These findings confirm the result of effective environment influences on parents and community' values, which further affects the developing individuals. Friend, Hunter, and Fletcher (2011) explain the effective environment influences as ecological demands faced by a population. Hence poverty and unemployment among families of low socioeconomic status shaped norms and values pertaining to education.

On the other hand for some students, parents low level of education and socioeconomic status led to parents greatly emphasizing the value of higher education as an achievement that can potentially change one's lives, as a result, such parents were more supportive of children's academic journey, though they had no or lesser education. Higher socioeconomic status and parents' level of education were associated with parents' great value on the attainment of higher education. Students who reported that parents held tertiary qualifications and good

jobs indicated that their parents stressed the importance of education from a young age. Parents conveyed such by saving for children's higher education since they were young, additionally showed considerable support towards children's effort for academic achievement. These study findings are consistent with the results of Edjah, Dare and Danso (as cited in Mudhovozi, 2012) that parents with higher levels of education are more likely to understand the importance and benefits of education.

Findings suggest that parents who valued education transmitted such values to children. This is through encouragement, which produces better academic motivation among students, which in turn had a positive effect on academic performance. Additionally, students who perceived parents as valuing education reported more support and higher parents' expectation of academic achievement, as expressed by one of the students to whom much is given much is expected." Interestingly enough, such parent's expectations of better academic performance from children were believed to have a positive effect on student's academic performance as they knew they were expected by parents to bring back satisfactory educational outcomes.

5.7 Ethnicity and parental support.

Ethnicity was found to shape the expression and the form of parental support conveyed towards children's academic lives. The majority of Black or African students reported more of parents showing concern for wellbeing, as per finding some students stated that parents would call, to check wellbeing and not academic performance. Therefore, this study findings suggested that a parental approach with more emphasis on wellbeing of students and less concern about the academic performance exist among African student's parents. Similarly, findings of Mena and Gaurdian (2007), suggested parental support and involvement among Latino parents to reflect more of a concern for the safety and wellbeing of their college children than of academic performance.

Students showed an understanding of the differences in their socioeconomic backgrounds, despite the differences in socioeconomic background among students, study findings suggests parents emotional support was equally the most valued form of parental support and involvement across all races or reported socioeconomic backgrounds, even in comparison to financial support. Majority of students reported their appreciation and gratitude for the emotional support such as encouragement, words of hope and guidance from parents during varsity despite challenges posed by socioeconomic conditions and enrolment at university. Such findings are consistent with those of (Cheng, et al,2012) which revealed that the level of

perceived family support helped students particularly, female students to achieve better academic outcomes despite their family's socioeconomic status.

Students from families of low socioeconomic status, who reported to be funded by the National Student Financial Aid Scheme (NSFAS) also indicated strong emotional support, and a little bit of financial support from parents for extra needs that could not be covered by the financial aid scheme. Financial support was also found to be greatly valued by students however many students expressed that they would appreciate more emotional support such as parents showing concern about academic work and ability to cope with academic work rather than mainly being concerned with financial needs.

5.8 Parental support and academic demands.

Parent's emotional support, such as encouragement of children to study, was found to motivate students to put more effort into academic work. Moreover, emotional support from parents encouraged perseverance in times of difficulties, such as when in times where a student was faced with exams or was feeling like giving up, therefore parental support was found to assist students in the ability to cope with stress related to academic work. Ratelle, Larose, Guay, and Senécal (2005) also found the display of parental behaviour's perceived as supportive among college students to encourage the persistence of students even under challenging programs such as science.

5.9 Perceived significance of parental involvement.

No perceived significance of parental involvement for academic performance nor achievement was found among university students. Most participants felt that parent's support was of significantly crucial for their academic achievement yet, this view was not the shared view with regards to parental involvement. Most students expressed that parents' involvement in student's academic lives did not influence their academic performance because they were no longer children but emerging adults. Additionally, students expressed the desire for a chance to be responsible for their own lives and academic achievement.

Student's career choices were suggested to be among factors hindering parents' involvement, furthermore because of differences in career choices to parental involvement was suggested to be irrelevant among university students. Majority of students expressed that parental involvement was irrelevant in their academic because their parents had no knowledge nor

expertise in their study field, therefore can only contribute through general support and not necessary involvement.

5.10 Parent's child relations

Similar to the findings of Kolkhorst, Yazedjian, & Toews, (2010) majority of university students had positive relationships with parents. Almost all study participants in one way or the other expressed having supportive parents, though some did not feel their parents were involved in their academic lives. Nevertheless, no negative relationships with parents were expressed by study participants. Positive relations with parents were reported to create a safe space for students where there can be able to talk about academic progress and challenges they were experiencing in university and ask for advice. For instance, students expressed that having good relationships with parents abled them, to be honest with parents about their academic performance, students felt no need to be dishonest to parents by lying about academic performance.

Students were able to inform their parents even if they were granted a supplementary exam as a result of having obtained a mark below the average mark necessary to pass or succeed an exam. Such good relations with parents were believed to have a positive impact on academic performance, as they allowed for parents to know when and if children needed help and if they were struggling. Further, students indicated that as a result of the openness that existed in relation to parents, it was easy to keep parents informed concerning academic performance. Such openness in parents' child relations allowed for some parents to offer help such as finding extra help like a private tutor to help student's with academic tasks they were mostly struggling with.

5.11 Emerging Adulthood

The development phase undergone by students during university yeas was of great importance to these studies' findings. Students' views concerning youth's development during this period influenced most of the perception held concerning parental involvement and support among university students' academic lives. Study findings suggest that most university students perceive themselves as emerging adults, as most students stressed that they were at a time in life, where they were no longer children instead were preparing for entry into adulthood. These findings suggested a strong sense of value for Autonomy among university students.

The majority of students expressed a great need for freedom to govern themselves and exercise independency to resolve their problems independently from parents. Such findings can be supported by findings of Arnett, (2000), who suggested that during university and the age period from 18 to 25, the developing person's character and qualities related to becoming successfully self-sufficient, responsible for one's self and making independent decisions become of high importance during this period. This was profoundly true for this study, as most participants expressed a great value for independence.

Despite the substantial value for independency expressed by students, students also expressed that they were still dependent on parents for financial support, recognizing they have not yet accomplished financial independence and abilities to take full responsibility for their lives. Additionally, most participants admitted reliance on parents for guidance and financial support. This study findings can be supported by early findings of (Kolkhorst et al., 2010), which suggested a great sense of confidence among college students of the abilities to make independent decisions for one's own life. Findings of (Kolkhorst et al., 2010) further supported that college students also reported frequently turning to parents for various types of support while in college. These findings are congruent with the development phase proposed by Arnett (2000) called Emerging adulthood. According to Arnett (2000) Emerging adults perceive themselves as no longer adolescents; nevertheless, students also do not see themselves entirely as adults because they had not fully mastered all character and qualities expected of adults.

Students were firmly against parental involvement in university student's academic lives for many reasons among those were the foreseen potential harm parental involvement could have on university student's academic lives, particularly on student's individual development. A perception existed among students that parental involvement in students' academic lives would hinder growth, with regards to developing one's sense of self, practicing independence, and becoming responsible adults. According to Arnett (2000) the development of these functions was essential for university students; as a result, accepting responsibility for one's self and making independent decisions have been the top two criteria for the transition to adulthood.

Parental involvement among university students was further perceived as overcrowding of the university space. Even though most students were uncomfortable and worried about the potential negative effect, parental involvement may have for an individual's development.

Findings show that the majority felt that there were special cases for which parents needed to be informed of and involved in when and should they occur, such as when a student is being excluded or is at risk of being excluded for poor academic performance. This perception is consistent with findings of Arellon and Padila (1996), which demonstrated that perceived parental support and involvement, together with school initiatives, we are able to improve academic performance among students who fitted the pattern of at-risk students and vulnerable to negative consequent of educational risk.

Findings show that student's perceptions regarding the development phase had a significant impact on students' perceptions of the kind of parental support and involvement necessary among university students. Such findings, therefore, suggest that an approach to parental involvement would only be appropriate if it meets the needs of the development phase that students are undergoing during this period. These findings, therefore, suggest that an appropriate approach to parental involvement during adolescent may not be appropriate during university years or beyond adolescence as a result of the unique development needs and demands related to this phase.

A moderate level of parental involvement was perceived to be appropriate among university students. This level of involvement, as suggested by student's involves more supportive behavior with less parental dictatorship and demands but a sufficient amount of parental support, thus allowing students to exercise freedom and decision making such as those about career choices. This is in line with the findings of Cullaty (2011), who found the appropriate parental involvement among college to be that in which parents maintain supportive involvement instead of intervening, establishing adult-to-adult relationships with college-age children, relinquishing unnecessary control. These study findings suggest that parental involvement was not perceived as significant in enhancing academic achievement and performance among university students. However, exceptional cases were identified in which parent's involvement was as necessary.

A perception that the universities need to refrain from a homogenous view of students and development seems to surface among university students. Students acknowledge that not all university students have mastered or developed the qualities for independence, therefore some still needed parent's involvement. As stated by Elias, Noordin, & Mahyuddin (2010), the notion that tertiary students were matured enough to be able to cope with all kinds of challenges by

themselves is not entirely true. Therefore, students suggested that before the decision to exclude a student, parents could be contacted and involved or given a chance to help their child to get back on track and potentially improve academic performance.

5.12 Socioeconomic status

These study findings suggested no direct effect of socioeconomic status on academic achievement undergraduate university students, however, suggested an indirect effect on academic achievement. This study instead suggests that parent's socioeconomic status affects parent's abilities to provide comfort and resources perceived as necessary to promote academic performance. Among such resources reported were full access to internet excess, textbooks, readily available transport to campus and extra tutorial lessons. Parent's ability to provide such resources for university students was believed to help students by enabling adjustment to the college environment and further providing their children the advantages that aid in students' academic engagement.

Findings suggested that socioeconomic status enabled student's emotional and psychological stability, which allowed students to place all necessary attention on academic achievement. Lack of finances and resources necessary for survival at university as a result of socioeconomic status was believed to have a negative effect on student's emotional wellbeing, in turn, disturbing student's ability to perform well in academic work. In the same way, Saifi and Mehmood (2011) found families' socioeconomic status to bring comfort and a healthy environment, which leads to high academic achievements for students.

Socioeconomic status was perceived to affect the level of parental support, and involvement parents were able to give. Higher socioeconomic status (SES) was associated with parents having more money, time, and resources on their hands, hence allowing them to become more supportive and involved in student's academic lives. The privilege of higher socioeconomic status (SES) was believed to free parents from having to worry about how to provide basic resources such as food and shelter for their families. Hence parents with higher socioeconomic status were believed to have enough resources allowing them to engage with children on related academic matters. Higher socioeconomic status was perceived as putting students at a better

chance of receiving active support and involvement matching with the needs of university students, for example, having access to internet.

Contrary to the latter, parent's lower socioeconomic status (SES) was associated with a parent's inability to provide active parental support nor involvement in student's academic lives. Parent's inability to provide support students was indicated as a result of parents having to worry about the provision of basic needs as mentioned above. Parent's occupation of less flexible jobs with long working hours left parents with very limited and no time for to engage in matters related to children's academic performance. According to students or such parent's main concerns were students' wellbeing; parents trusted students to make the right decision pertaining to their careers and studies. The lower socioeconomic background was also perceived to have a potentially positive effect on student's motivation. The majority of students coming from a lower socioeconomic background reported higher academic motivation related to their student's desire to change or improve their family's lives, hence valued education and perceived it as a way to escape poverty. Others reported that as a result of the family's lower economic status, their parents and families had to look for loans in order to pay for institution fees. Therefore, such students expressed the need to perform well, to complete studying and take the burned off families and be able to assist in paying back the loans.

The indirect influence of socioeconomic status (SES) on academic performance, as outlined above, can be is explained through the ecological model of development by Branferbrenner (1994). Since socioeconomic status results from factors external to the developing individuals' immediate systems instead of their parent's occupation and societal structures, this produces indirect than direct influences on the academic performance amongst students. These findings are in agreement with the ecological model account of an individual's development, which specifies that one's microsystems such as social inequality or socioeconomic status can either favor developing individuals or possess harm for their development.

5.13 Parent's level of education

Contrary to findings of Yamamoto and Holloway (2010) which found the level of parental expectations to vary by racial/ethnic group. This study found parent's expectations to vary by parent's level of education. Parents who had tertiary education were perceived to show active support of children's academic journey. Students who reported to have parents with tertiary

education reported to talk more to parents about academic work and sometimes ask for parents' perspective on academic tasks which was said to be helpful in performance on that task. Such parents would, therefore, expect their children not to have poor performance. In contrast parents with less or lower levels of education also expected children to perform well, however because of less educational aspirations and values, children would not be pressured by parent's expectations rather by individual aspiration such as desires for a better future.

Parent's level of education was generally perceived to have positive effect on the academic motivation of university students. Both higher and lower parent's level of education were perceived to positively influence academic performance, both those who perceive parents as having higher or either lower levels of education viewed parent's education as motivating. Those who perceived their parents as less educated viewed academic performance as means to show appreciation of parents for opportunity to be given access to higher education, which such parents did not get. So academic achievement was seen as a way to please parents. The fact that parents did not have tertiary education in this case became a driving force for most students. An early study of (Supple, McCoy, & Wang, 2010; Fuligni et al., 1999) also found academic success among university students to be perceived as means to pay parents back and bring a sense of honour.

For this study perceived parent's, the level of education was associated with parent's socioeconomic status. Students who reported their parents as less educated also reported to come from lower socioeconomic backgrounds.

5.14 Student's intrinsic factors

Students' intrinsic factors were found to have a significant impact on student's performance; further, parental support was fundamental for many of such factors. Amongst internal factor significant for academic performance and achievement among students was student's academic self-efficacy. Though student's self-efficacy is a component of their internal confidence on their abilities, for this study parental support had a significant contribution towards university student's self-efficacy.

Greater support from parents was believed to influence better academic self-efficacy, further self-efficacy was found to have significant effect on academic performance. Many studies have supported the existence of a relationship between self-efficacy and academic achievement such studies include those of (Bong 2001; Gore 2006; Hsieh et al, .2007). For this self-efficacy

had an essential role in student's behavioural engagement; as proposed by Badura (1982), this term entails the developing individual's belief in one's capability to produce a desired behavioural outcome.

For this study parent's support was found to affect student's confidence in their academic work and engagement on academically related behaviours that are most likely to enhance academic performance like devoting time for studying or working on an assignment. Study findings suggest that most university students saw parent's support as assurance of parent's belief in their capabilities to survive challenges and successfully obtain tertiary qualifications, therefore parent's affirmations and encouragement of their children's abilities were necessary for student's sense of self-belief.

The lack of support from parents was perceived to produce a sense of self-doubt with regards to one's ability to perform well and successfully in meeting university requirements for academic success. The belief in one's abilities enabled students to be positive and reduces anxiety regarding academic tasks among students, hence allowing students to be fully open to engagement in and with academic related tasks. Further parental support from parents with tertiary education was believed to strengthen student's self-efficacy.

According to students parents with tertiary education were most likely to provide appropriate support that will assist the student to feel confident in their academic work for example if one has had help and support from parents in preparation for a presentation, they were most likely to feel confident about their presentation when delivering it in class as a result of both their parent's assistance and assurance of their capabilities. Similar findings are of Chohan and Khan (2010), which maintained that educated and sensible parents could contribute towards children's academic outcomes by providing children with encouragement and proper guidance in related academic work. Students dominantly conveyed that parent's belief on students' abilities enhance their own belief on their capability and abilities to succeed. This is because students believed parents to know children's abilities more than anyone else.

Other intrinsic factors found to students' academic performance were students' aspirations, such as where students see the self in the future including students dreams and desires. For some student's individual's aspiration were influence by family life. Students desire to up lift their families lives and socioeconomic were strongly associated to academic achievements among students, particularly those from under privileged or low socioeconomic background.

5.15 Career choices

This study found career choices to be among factors perceived to hinder parental involvement in children's academic lives. This is believed to result from parents having less or no expertise related to children's field of study, hence such parents were unable to provide advice or actual assistance with students' academic work. Additionally, students reported less parental support when pursuing careers that were not favoured by their parents. On the other hand, study findings indicated that students who followed careers related to those occupied by their parents, and those approved or suggested by parents received more support from parents. Student's pursuit of career related to those pursued by parents was reported to promote parent's confidence in their abilities to provide adequate support towards their children's academic lives. Hence such parents were reported as most likely to provide students with guidance and assistance regarding academic work; this was perceived to have a significant contribution towards student's academic self-efficacy and academic performance for tasks in which they had parents' support and assistance.

Chapter.6

Conclusion and recommendations

6.1 Introduction

This study's findings collaborate with the findings of Turner, Chandle, and Heffer (2009) with the conclusion that parental support continues to have a significant influence on university student's academic performance. Parental support of university students was found to have great impact on student's academic lives. Parent's support of their children during university was found to promote academic self-efficacy among students. Study findings suggested broader socio-political structures including factors such as parents' socioeconomic status, parents' occupation to have an impact on university students' academic lives, these findings are in alignment with the basic premises of the ecological model by Bronferbernnner (2007), that individuals development is a product of not one but multiple forces from individuals environment. The exosystem of ecological model by Bronfernbrenner (1994) outlines this process whereby factors not directly linked to the individuals also possess influence on their lives. Current findings also suggested a connection between parent's socioeconomic status and parents' ability to provide support and involvement towards student's academic lives. Socioeconomic status effect on parental support of student's academic journey was found to affect students' performance.

Parent's higher socioeconomic status was found to promote a supportive environment with more resources to aid in student 's academic journey, thus promoting academic performance among university students. Among other factors parents' level of education was identified as influential to parent's support of their children's academic journey during university years. Parent's level of education was believed to have influence on student's academic achievement, furthermore parent's socioeconomic status and level of education were related to parents' values of education, which were transmitted from parents to students, this occurs through a process which Bronferbernnner (2007) termed the proximal process whereby through interaction with the world around them students development and values are shaped overtime. Parents with lower socioeconomic status were most reported to show less or no value of higher education as a result of socioeconomic circumstances such as poverty. As reported by students

the route of higher education seems to be a long and expensive one for some families not the highly supported one among some low SES families, hence leading to parents displaying unsupportive behaviors when it comes to students' academic achievements.

Parenting behaviors were also found to be of great importance among university students; among other parenting behaviors authoritative parenting was perceived as helpful in improving emotional wellbeing and academic performance among university students. Parent's authoritativeness was believed to able the development of independence and a greater sense of academic self-efficacy among college students; furthermore, parents' authoritativeness was characterized by open relationships between students and their parents. Parents authoritativeness related to student's ability to inform parents of their academic progress irrespective of the academic outcome, hence, a more authoritative moderate parenting behavior was perceived as an appropriate approach in parent's support of university students.

The lack of parental support was found to have a negative effect on student's academic motivation and aspirations, receiving less support or no support from parents and family was reported to lead to feelings of loneliness and demotivated in achieving one's academic goals among students, such is supported by the findings of Sadeghi Bahmani, Faraji, Faraji, Lang, Holsboer-Trachslar, and Brand (2018) on the emotional functioning relations to academic achievement of university students. The findings suggested a great need for emotional support among university students. Lack of parental support among university students was reported to contribute towards student's dropout from higher education institutions. Students drop out as a result of lack of parental support largely results from that many of South African university students are still dependent on parent's support for finances and resources, therefore the lack of such support makes it hard and almost impossible for students to sustain their living and studies on their own.

Majority of students reported the lack of parental support among university students to be as a result of parents not valuing higher education, parents not approving of the student's career path, furthermore students reported socioeconomic status and their needs for autonomy during emerging adulthood as key obstacles leading to most parent's not being actively involved in their academic lives. In agreement with Lowe and Dotter (2018) this study finding show that universities students' needs for parental to be unique from those of high school and primary school learners. Therefore, the current study suggested that university student's needs for

family and parental supports are significantly unique to those of adolescences. During emergence into adulthood, student's development phase requires unique strategies for the appropriate application of parental support and involvement among university students. Parental support had fundamental impact towards students' academic self-efficacy, which was found to a positive influence on student's academic performance. Therefore, this study recommends future research to look at approaches that can be used to provide supportive systems in working with families where possible to assist undergraduate university students in achieving academic excellence. Further there is a great need for literature on how institutions of higher education can aid in bridging this huge gap resulting from unequal socioeconomic backgrounds with focus on instilling the value of education and helping with channels to providing the support that some students may not be receiving at home.

6.2 Limitations

Some of the study limitations were the use on an unequal gender distribution among study's participants; hence, we could not make an accurate comparison of student's perceptions between genders. This study was limited to undergraduate university students; hence the study does not take account of post-graduate university student's perceptions; therefore, this study's findings do not represent perceptions of the general university student population. The study only reported findings based on university students' perceptions; therefore, parent's perceptions were not captured, parent's behavior's reported in the study are as described by student; therefore, parents may have different perceptions about parental support and involvement in students' academic lives. Though the study sample was university students, the study sample was only from the University of Kwazulu-Natal students. Therefore, the study's findings cannot be generalized to all university students. For better generalization of the findings, the study would have to be conducted across universities. Initially, the study intentions were to have an equal number of participants from all of the main four races in South Africa. Other limitations may be that of the researcher being a key informant in the process of gathering of university students, this resulted from researcher falling part the university of KwaZulu-Natal students population, therefore, to ensure transparency a critical evaluation of potential researcher's bias and influence on the study proceedings was conducted.

References

- Abdul-Adil, J. K., & Farmer Jr, A. D. (2006). Inner-city African American parental involvement in elementary schools: Getting beyond urban legends of apathy. *School Psychology Quarterly*, 21(1), 1.
- Ainsworth, M. D. S., Parkes, C. M., & Stevenson-Hinde, J. (1982). The place of attachment in human behaviour.
- Akinsila, E. F., (2011). Relationship between parenting styles family types, personality dispositions and academic achievement young people in Nigeria. *IFE Psychologia: An International Journal*, 19(2), 246.
- Altschul, I., (2011). Parental involvement and the academic achievement of Mexican American youths: what kinds of involvement in youths' education matter most? *Social Work Research*, 35(3), 159-170.
- Arnett, J. J., (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American psychologist*, 55(5), 469.
- Arnett, J. J., (2007). Emerging adulthood: What is it, and what is it good for? *Child development perspectives*, 1(2), 68-73.
- Arellano, Adele R., & Amado M. Padilla. "Academic invulnerability among a select group Latino university students." *Hispanic Journal of Behavioral Sciences* 18.4 (1996) : 485-507.
- Auerbach, S. (2001). Under co-construction: Parent roles in promoting college access for students of color.
- Auerbach, S. (2006). "If the student is good, let him fly": Moral support for college among Latino immigrant parents. *Journal of Latinos and Education*, 5(4), 275-292.
- Bandura, A. (1982). The assessment and predictive generality of self-percept's of

- efficacy. *Journal of behavior therapy and experimental psychiatry*, 13(3), 195-199.
- Basit, T. (2003). Manual or electronic? The role of coding in qualitative data analysis. *Educational research*, 45(2), 143-154.
- Baumrind, D. (1973). The development of instrumental competence through socialization. In *Minnesota symposium on child psychology* (Vol. 7, pp. 3-46).
- Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *NursingPlus Open*, 2, 8-14.
- Bettinger, E. P., Boatman, A., & Long, B. T. (2013). Student supports: Developmental education and other academic programs. *The Future of Children*, 93-115.
- Bhattacharjee, A. (2012). Social science research: Principles, methods, and practices.
- Bong, M. (2001). Between-and within-domain relations of academic motivation among middle and high school students: Self-efficacy, task value, and achievement goals. *Journal of educational psychology*, 93(1), 23.
- Bozalek, V., & Boughey, C. (2012). (Mis) framing higher education in South Africa. *Social Policy & Administration*, 46(6), 688-703.
- Bronfenbrenner, U., & Morris, P. A. (2007). The bioecological model of human development. *Handbook of child psychology*, 1.
- Bronfenbrenner, U. (1994). Ecological models of human development. *Readings on the development of children*, 2(1), 37-43.
- Budsankom, P., Sawangboon, T., Damrongpanit, S., & Chuensirimongkol, J. (2015). Factors Affecting Higher Order Thinking Skills of Students: A Meta-Analytic Structural Equation Modeling Study. *Educational Research and Reviews*, 10(19), 2639-2652.

- Campbell, R., Dworkin, E., & Cabral, G. (2009). An ecological model of the impact of sexual assault on women's mental health. *Trauma, Violence, & Abuse, 10*(3), 225-246.
- Chen, W. B., & Gregory, A. (2009). Parental involvement as a protective factor during the transition to high school. *The Journal of Educational Research, 103*(1), 53-62.
- Cheng, W., Ickes, W., & Verhofstadt, L. (2012). How is family support related to students' GPA scores? A longitudinal study. *Higher Education, 64*(3), 399-420.
- M, B. I., & Khan, R. M. (2010). Impact of parental support on the academic performance and self-concept of the student. *Journal of Research and Reflections in Education, 4*(1), 14-26.
- Choy, S. P., Horn, L. J., Nuñez, A. M., & Chen, X. (2000). Transition to college: What helps at-risk students and students whose parents did not attend college? *New directions for institutional research, 2000*(107), 45-63.
- Cloete, N. (2014). The South African higher education system: Performance and policy. *Studies in Higher Education, 39*(8), 1355-1368.
- Coburn, K. L. (2006). Organizing a ground crew for today's helicopter parents. *About Campus, 11*(3), 9-16.
- Cullaty, B. (2011). The role of parental involvement in the autonomy development of traditional-age college students. *Journal of college student development, 52*(4), 425-439.
- Cutright, M., (2008). From Helicopter Parent to Valued Partner: Shaping the Parental Relationship for Student Success. *New directions for higher education, 144*, 39-48.
- Dass-Brailsford, P. (2005) achievement among disadvantaged black youth in South Africa.
- Deci, E. L., & Ryan, R. M. (2008). Facilitating optimal motivation and psychological well-being across life's domains. *Canadian Psychology/Psychologie canadienne, 49*(1), 14.

DeFauw, C., Levering, K., Msipa, R. T., & Abraham, S. (2018). Families' support and influence on college students' educational performance. *Journal of Education and Development*, 2(1), 11.

Demo, D. H., & Cox, M. J. (2000). Families with young children: A review of research in the 1990s. *Journal of Marriage and Family*, 62(4), 876-895.

Desimone, L., (1999). Linking parent involvement with student achievement: Do race and income matter? *The Journal of Educational Research*, 93(1), 11-30.

Dornbusch, S. M., Ritter, P. L., Leiderman, P. H., Roberts, D. F., & Fraleigh, M. J. (1987). The relation of parenting style to adolescent school performance. 1987, 58, 1244-1257.

Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of advanced nursing*, 62(1), 107-115.

Elias, H., Noordin, N., & Mahyuddin, R. H. (2010). Achievement motivation and self- efficacy in relation to adjustment among university students. *Journal of social sciences*, 6(3), 333-339.

Gordon, M. S., & Cui, M. (2012). The effect of school-specific parenting processes on academic achievement in adolescence and young adulthood. *Family Relations*, 61(5), 728-741.

Gota, A. A., (2012). Effects of parenting styles, academic self-efficacy, and achievement motivation on the academic achievement of university students in Ethiopia.

Fass, M. E., & Tubman, J. G. (2002). The influence of parental and peer attachment on College students' academic achievement. *Psychology in the Schools*, 39(5), 561-573.

Fernández-Alonso, R., Álvarez-Díaz, M., Woitschach, P., Suárez-Álvarez, J., & Cuesta, M. (2017). Parental involvement and academic performance: Less control and more communication. *Psicothema*, 29(4), 453-461.

- Flouri, E., & Buchanan, A. (2002). What predicts good relationships with parents in adolescence and partners in adult life: Findings from the 1958 British birth cohort? *Journal of Family Psychology*, 16(2), 186.
- Fraser, W., & Killen, R. (2005). The perceptions of students and lecturers of some factors influencing academic performance at two South African universities. *Perspectives in Education*, 23(1), 25-40.
- Friend, C. A., Hunter, A. G., & Fletcher, A. C. (2011). Parental racial socialization and the academic achievement of African American children: A cultural-ecological approach. *Journal of African American Studies*, 15(1), 40-57.
- Fuligni, A. J., Tseng, V., & Lam, M. (1999). Attitudes toward family obligations among American adolescents with Asian, Latin American, and European backgrounds. *Child development*, 70(4), 1030-1044.
- Gordon, M. S., & Cui, M. (2012). The effect of school-specific parenting processes on academic achievement in adolescence and young adulthood. *Family Relations*, 61(5), 728-741.
- Gore Jr, P. A. (2006). Academic self-efficacy as a predictor of college outcomes: Two incremental validity studies. *Journal of career assessment*, 14(1), 92-115.
- Hartnett, C. S., Furstenberg, F. F., Birditt, K. S., & Fingerman, K. L. (2013). Parental support during young adulthood: Why does assistance decline with age?. *Journal of family issues*, 34(7), 975-1007.
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: a meta-analytic assessment of the strategies that promote achievement. *Developmental psychology*, 45(3), 740.
- Hsieh, P., Sullivan, J. R., & Guerra, N. S. (2007). A closer look at college students: Self-efficacy and goal orientation. *Journal of Advanced Academics*, 18(3), 454-476.

- Huston, A. C., & Bentley, A. C. (2010). Human development in societal context. *Annual review of psychology*, 61, 411-437.
- Klaus, K. (1980). Content analysis: An introduction to its methodology.
- Kolkhorst, B., Yazedjian, A., & Toews, M. L. (2010). Students' perceptions of parental support during the college years. *College Student Affairs Journal*, 29(1), 47.
- Kumar, N., (2016). Impact of parental socio-economic factors on the performance of students in IIT-JEE. *Current Science*, 110(11), 2079.
- Lacour, M., & Tissington, L. D. (2011). The effects of poverty on academic achievement. *Educational Research and Reviews*, 6(7), 522-527.
- Letseka, M., & Maile, S. (2008). High university drop-out rates: A threat to South Africa's future. Pretoria: Human Sciences Research Council.
- Lowe, K., & Dotterer, A. M. (2018). Parental involvement during the college transition: A review and suggestion for its conceptual definition. *Adolescent Research Review*, 3(1), 29-42.
- Jeynes, W. H. (2002). Examining the effects of parental absence on the academic achievement of adolescents: The challenge of controlling for family income. *Journal of family and Economic Issues*, 23(2), 189-210.
- Malecki, C., & Demaray, M. K. (2006). Social support as a buffer in the relationship between socioeconomic status and academic performance. *School Psychology Quarterly*, 21(4), 375.
- Makewa, L. N., Role, E., & Otewa, F. (2012). Parental factors affecting academic achievement of grade six pupils in Kisumu city, Kenya. *International Journal of Asian Social Science*, 2(11), 1984-1997.

- Marchant, G. J., Paulson, S. E., & Rothlisberg, B. A. (2001). Relations of middle School students' perceptions of family and school contexts with academic achievement. *Psychology in the Schools*, 38(6), 505-519.
- Maswikiti, N. (2005). The influence of socioeconomic status and quality of education on school children's academic performance in South Africa. *Department of Psychology. University of Cape Town. Retrieved October 10, 2015.*
- Murray, M., (2014). Factors affecting graduation and student dropout rates at the University of KwaZulu-Natal. *South African Journal of Science*, 110(11-12), 01-06.
- Murray, M., (2016). Does poor quality schooling and/or teacher quality hurt Black South African students enrolling for a degree at the University of KwaZulu-Natal? *PloSone*, 11(4), e0153091.
- Mustafa, M. B., Nasir, R., & Yusoff, F. (2010). Parental support, personality, self-efficacy and depression among medical students. *Procedia-social and behavioral sciences*, 7, 419-424.
- Mudhovozi, P., & Chireshe, R. (2012). Socio-demographic factors influencing career decision-making among undergraduate psychology students in South Africa. *Journal of Social Sciences*, 31(2), 167-176.
- Ong, A. D., Phinney, J. S., & Dennis, J. (2006). Competence under challenge: Exploring the protective influence of parental support and ethnic identity in Latino college students. *Journal of adolescence*, 29(6), 961-979.
- Okioga, C. K., (2013). The impact of students' socio-economic background on academic performance in Universities, a case of students in Kisii University College. *American International Journal of Social Science*, 2(2), 38-46.
- Philipp, M., (2000). Qualitative content analysis. In *Forum: Qualitative Social Research* (Vol. 1, No. 2, p. 10).

- Phinney, J. S., & Haas, K. (2003). The process of coping among ethnic minority first-generation college freshmen: A narrative approach. *The Journal of social psychology, 143*(6), 707-726.
- Plunkett, S.W., Henry, C. S., Robinson, L. C., Behnke, A., & Falcon, P. C. (2007). Adolescent perceptions of parental behaviors, adolescent self-esteem, and adolescent depressed mood. *Journal of Child and Family Studies, 16*(6), 760-772.
- Rainwater, L., & Smeeding, T. M. (2003). Poor kids in a rich country: America's children in comparative perspective. Russell Sage Foundation.
- Ratelle, C. F., Larose, S., Guay, F., & Senécal, C. (2005). Perceptions of parental involvement and support as predictors of college students' persistence in a science curriculum. *Journal of family psychology, 19*(2), 286.
- Rowan-Kenyon, H. T., Bell, A. D., & Perna, L. W. (2008). Contextual influences on parental involvement in college going: Variations by socioeconomic class. *The Journal of Higher Education, 79*(5), 564-586.
- Ruban, L. M., McCoach, D. B., McGuire, J. M., & Reis, S. M. (2003). The differential impact of academic self-regulatory methods on academic achievement among university students with and without learning disabilities. *Journal of learning disabilities, 36*(3), 270-286.
- Saleem, S., Mahmood, Z., & Daud, S. (2017). Perceived parenting styles in Pakistani adolescents: A validation study. *Pakistan Journal of Psychological Research, 32*(2).
- Saifi, S., & Mehmood, T. (2011). Effects of socio-economic status on student's achievement. *International Journal of Social Sciences and Education, 1*(2), 119-128.
- Sarantakos, S., (2012). *Social research*. Macmillan international higher education.

Sax, L. J., & Wartman, K. L. (2010). Studying the impact of parental involvement on college student development: A review and agenda for research. In *Higher education: Handbook of theory and research* (pp. 219-255). Springer, Dordrecht.

Sadeghi Bahmani, D., Faraji, P., Faraji, R., Lang, U. E., Holsboer-Trachsler, E., & Brand, S. (2018). Is emotional functioning related to academic achievement among university students? Results from a cross-sectional Iranian sample. *Brazilian Journal of Psychiatry*, 40(3), 290-295.

Scott, I., Yeld, N., & Hendry, J. (Eds.). (2007). Higher education monitor: A case for improving teaching and learning in South African higher education. Pretoria: Council on Higher Education.

Soudien, C. (2010). Grasping the nettle? South African higher education and its transformative imperatives. *South African Journal of Higher Education*, 24(6), 881-896.

Strydom, F., Mentz, M., & Kuh, G. (2010). Enhancing success in South Africa's higher education: Measuring student engagement. *Acta Academica*, 42(1), 259-278.

Supple, A. J., McCoy, S. Z., & Wang, Y. (2010). Parental Influences on Hmong University Students' Success. *Hmong Studies Journal*, 11.

Syed, M. (2015). Emerging adulthood: Developmental stage, theory, or nonsense. *The Oxford handbook of emerging adulthood*, 11-25.

Tang, J., Kim, S., & Haviland, D. (2013). Role of family, culture, and peers in the success of first-generation Cambodian American college students. *Journal of Southeast Asian American Education and Advancement*, 8(1), 2.

Tilahun, C. (2012). Interrelationships between Permissive parenting style, psychosocial adjustment and academic achievement in Secondary schools in Nigeria. Published PhD Thesis, University of Lagos.

- Turner, E. A., Chandler, M., & Heffer, R. W. (2009). The influence of parenting styles, achievement motivation, and self-efficacy on academic performance in college students. *Journal of college student development*, 50(3), 337-346.
- Vaismoradi, M., Jones, J., Turunen, H., & Snelgrove, S. (2016). Theme development in qualitative content analysis and thematic analysis.
- Walpole, M., (2003). Socioeconomic status and college: How SES affect college experiences and outcomes. *The review of higher education*, 27(1), 45-73.
- Wolf, D. S. S., Sax, L., & Harper, C. E. (2009). Parental engagement and contact in the academic lives of college students. *Naspa Journal*, 46(2), 325-358.
- Young, C., Austin, S., & Growe, R. (2013). Defining parental involvement: Perception of school administrators. *Education*, 133(3), 291-297.
- Yamamoto, Y., & Holloway, S. D. (2010). Parental expectations and children's academic performance in sociocultural context. *Educational Psychology Review*, 22(3), 189-214.

Appendix : A

Abbreviations and Acronyms

SES ;(Socioeconomic Status).

Low SES : (Low Socioeconomic Status).

High SES :(High Socioeconomic Status).

S.A ;South africa

Appendix : B

Consent Form

Date:

Dear student

My name is Thandiwe Zuma a Maters student in the school of Applied Human Science at the University of KwaZulu-Natal. I hereby request you to be a part of the study I am conducting on university student's perceptions on parental support, socioeconomic status and it impact on academic achievement. The study will be conducted amongst second and third year students at the UKZN Howard College campus. The study intends to intake 8 to 12 participant who will be interviewed separately.

This study aims are to explore student's perception on parental involvement in academic activities and support thereof. To explore the impact of parent's economic status affects academic achievement.

The study does not ask for harmful questions or information that might evoke depressing emotions or discomfort.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee **(to be filled once approved)**.

In the event of any problems or concerns/questions you may contact the researcher at 0621671339/ 214508599@stu.ukzn.ac.za) or the research supervisor (031 260 7982 or hlengwam1@ukzn.ac.za.) or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za.

Participation in this study is voluntary, your privacy and confidentiality will be maintained at all times. You are allowed to withdraw from the study at any given time should you so wish to.

Any information given by you cannot be used against you, collected data will be used for purposes of this research only. Information provided by you will be stored in secure storage and destroyed after 5 years. The study does not carry any costs, incentives or reimbursements for participation.

CONSENT (Edit as required)

I (Name)..... have been informed about the study entitled
Student's perceptions on parental support, socioeconomic status and it impact on their academic achievement.

.....
I understand the purpose and procedures of the study.

I have been given an opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I understand that I may withdraw at any time should I wish to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at (provide details).

I hereby provide consent to:

	Willing	Not willing
Audio equipment		

Appendix: C

Interview schedule:

1. Please describe the ways (if any) in which your parents are actively involved in your academic life?
(Probe: what influence does this have in your academic achievement?)
2. In own your opinion does parental support affect your academic performance. Please further support your answer.
3. Do you think parental support is significant for improving academic performance among university students? Please support your answer.
4. Do you think your parent's socio-economic status has impact on your academic performance? Please support you answer.
5. Do you believe your parent's level of education has impact on your academic life?
(Please support your answer)
6. In your opinion do you think your parents' socio-economic status affects (if in any way) parent's ability to provide support toward your academic life? Please explain you answer.
7. In what ways (if any) do you feel the university system encourages parental involvement and supports in your academic life?
8. How would you feel about more university programs involving parent in your academic life?
9. In your opinion what factors do you think hinder parental involvement in student's academic life?
10. Do you think parental support contributes to student's confidence in their academic work? If yes what contribution would that be

Appendix: D

Gate Keeper's letter



2 May 2018

Thandiwe Zuma (SN 214508599)
School of Applied Human Sciences
College of Humanities
Howard College Campus
UKZN
Email: 214508599@stu.ukzn.ac.za

Dear Thandiwe

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN), towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

"University Student's perceptions of parental support, socioeconomic status and its effect on their academic achievement".

It is noted that you will be constituting your sample by conducting interviews with second and third year students on the Howard College campus.

Please ensure that the following appears on your notice/questionnaire: • Ethical clearance number;

• Research title and details of the research, the researcher and the supervisor; • Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire; • gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using 'Microsoft Outlook' address book. Identity numbers and email addresses of individuals are not a matter of public record and are protected according to Section 14 of the South African Constitution, as well as the Protection of Public Information Act. For the release of such information over to yourself for research purposes, the University of KwaZulu-Natal will need express consent from the relevant data subjects. Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

Appendix E: Ethical clearance latter.



19 November 2018

Ms Thandiwe Zuma (214508599)
School of Applied Human Sciences – Psychology
Howard College Campus

Dear Ms Zuma,

Protocol reference number: HSS/1749/018M

Project title: An exploration of the University student's perceptions on parental support and the effect it has on their academic achievement

Approval Notification – Expedited Application


In response to your application received on 28 September 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

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

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

Yours faithfully


.....
Dr Shamila Naidoo (Deputy Chair)

/ms

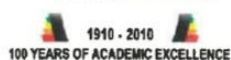
Cc Supervisor: Mr Mthokozisi Hlengwa
cc Academic Leader Research: Dr Maud Mthembu
cc School Administrator: Ms Ayanda Ntuli






Humanities & Social Sciences Research Ethics Committee
Professor Shenuka Singh (Chair) / Dr Shamila Naidoo (Deputy Chair)
Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

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

Website: www.ukzn.ac.za



Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville