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**LEARNER SUPPORT SERVICES IN FULL-SERVICE
SCHOOLS: VOICES OF PARENTS IN UTHUKELA DISTRICT
KWAZULU-NATAL**

By

NOLONWABO SKOSANA

(Student number: 215079393)

This dissertation is submitted in partial fulfilment of the academic requirements of Masters of Education in the discipline of Educational Psychology, School of Education, and Faculty of Humanities. University of KwaZulu- Natal

SUPERVISOR: DR FUMANE PORTIA KHANARE

DATE OF SUBMISSION: SEPTEMBER 2018

DECLARATION

I, Nolonwabo Skosana student number: 215079393 declare that **LEARNER SUPPORT SERVICES IN FULL-SERVICE SCHOOLS: VOICES OF PARENTS IN UTHUKELA DISTRICT KWAZULU-NATAL** is my own work and that all the sources used or quoted have been indicated and acknowledged by means of complete references.

Supervisor's signature

Date

Student's signature

Date

ABSTRACT

Support is regarded as the cornerstone of Full-service schools. The government of South Africa introduced full-service school in order to channel inclusive education. For support to be fully embedded in the full-service school all stakeholders should take their rightful positions and that includes parents. Voices of parents are very limited within South African ambience and it is for this reason that this study's focus is on what the parents say. This study was conducted to explore learner support services in full-service schools: voices of parents in uThukela district, KwaZulu-Natal.

A literature study of international, national and local was done in order to understand the concept not just at our point of departure level but rather nationally. This was the phenomenological study which focused on Thlapeng¹ and Letlokwa¹ full-service schools that are based at KwaZulu-Natal's uThukela district. A qualitative approach with purposeful sampling was used within an interpretive paradigm.

The triangulation of data and theories was done using semi-structured interviews and questionnaires as well as Asset-based theory and Epstein's theory of overlapping spheres. The three themes that emerged during analysis were; **Theme one:** Parents understanding of full-service school, **theme two:** learner support services in full-service schools is kaleidoscopic and **theme three:** discourses of support.

The findings from these themes suggest that parents find the support in these school as kaleidoscopic and it also clear even though parents are the third leg of the three legged pot that forms the basis of proper functionality at these schools are not fully involved in the processes with regards to the support of learners in these schools. Their involvement is very limited or restricted which is in

contradiction with what the policy on Full-service schools and SIAS document require.

Key terms: inclusive education, learner support, support services, full-service school, parental involvement, learner, inclusion, exclusion

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to all those who contributed to the completion of this study:

- ✚ God Almighty for being my strength and affording me the wisdom to complete this research.
- ✚ My supervisor Dr FUMANÉ Portia Khanare, Dr K as I fondly call her kealeboa kathuso yagagwe from the bottom of my heart. Thank you for your guidance and support during every step of this project and without your voice of reasoning I would not have made it.
- ✚ Mrs Mabaso, ngiyabonga maMkhwa ngokuba wugogo kwingane zami ngaso sonke isikhathi ngikudinga.
- ✚ My sister Namhla, enkosi noMjolakazi for being there for me and downloading some articles when I could not afford due to financial constraints.
- ✚ Mr Magubane, thank you Nkomoso for going beyond the call of duty just to support me in order to complete this project.
- ✚ Mrs. Ncanywa, my HoD thank you maSkhakhane for being so understanding and giving me time to focus on this project.
- ✚ Peace and Sne, guys you are one in a million!
- ✚ The principals of the school that this project is based on and the parents that opened their homes for me thank you.
- ✚ My colleagues at Riverdale primary school; Mrs Mncwabe, aunt Sasa and Thobs thank you for taking my nephew every time I had to attend to my studies. Mrs Mfusi ngiyabonga mntanezulu ngokungithwala ngemithandazo. Nkala ngiyabonga bafo for your continuous support nokungibekezelela. RZ enkosi mntakamaNkabinde nge laptop.
- ✚ Master Ntuli, ngiyabonga mntanezulu for holding my hand and be a voice of reason many a times when I wanted to give up.
- ✚ Sindy Mhlongo and Zandy Dlamini, thank you guys for your support during the most difficult year of my life.
- ✚ Mr Nsuntsha and Bab Jabulani Ngcobo, thank you.
- ✚ Lastly to my wonderful husband ndiyabulela Mhlanga for your understanding and financial support, Soso, Mina, Msi, Lwando and Hlalumi this is for you.

DEDICATION

I dedicate this dissertation to my

+ Mother Boniswa Esther Matiso (nee Mdingi) and late father Zola Milton Matiso

+ My late father in law' Sakhwo Neville and mother in law, Montembo Cleopatra Skosana

+ My son, Msi kaMhlanga and daughter Sinolonwabo Slalumi

LIST OF ACRONYMS

CAPS	Curriculum Assessment Policy Statements
CPTD	Continuous Professional Teacher Development
DBE	Department of Basic Education
DBST	District Based Support Team
DOE	Department of Education
DOH	Department of Health
DHA	Department of Home Affairs
DSD	Department of Social Development
EPW6	Education White Paper 6
FSCS	Full Service Community School
FSS	Full Service School
IBST	Institutional Based Support Team
IQMS	Integrated Quality Management System
ILST	Institutional Level Support Team
KZN	KwaZulu-Natal
MOU	Memorandum of Understanding
NSC	National Senior Certificate
RSA	Republic of South Africa
SACE	South African Council for Educators
SAPS	South African Police Services
SMT	School Management Team
SASA	South African School Act
SASSA	South African Social Security Agency
SA-SAMS	South Africa School Administrative Management System
SIAS	Screening, Identification, Assessment and Support
UNESCO	United Nations Education Scientific Cultural Organisation
WHO	World Health Organisation

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CHAPTER ONE : OVERVIEW OF THE STUDY

“A strength based classroom is a place where students with all sorts of labels come together as equals to form a new type of learning environment” Thomas Armstrong, 2009).

1.1 BACKGROUND TO THE STUDY

Behind every closed classroom door there are learners with different learning needs, some of whom would be coping well with a bit of support from teachers, whilst others would need extensive support from all those involved in their learning journey. In an attempt to make provision for a range of learning needs, in 2001, the Department of Education (DoE) published Education White Paper 6, which organised schools according to three levels of support; namely, mainstream schools, full-service and special schools (Department of Education, 2001). This shift in the provisioning of support moved emphasis away from the category of disability to the intensity of support required (Department of Education, 2005). What this shift in the understanding and provisioning of support suggests is the conceptualisation of learning needs as broader than the category of disability, and including of types of barriers to learning and development (Department of Education, 2001; Department of Education, 1997). This study focused on the full-service school.

Education White Paper 6 (EPW6) states that there would a phased conversion of five hundred out the then twenty thousand primary schools to full-service schools, starting with those districts that were part of the then National District Development Programme (Department of Education, 2001). Full-service schools are defined as first and foremost ordinary schools that whereby the government will equip and provide support for the full range of learning needs among the learner population (Department of Education, 2001). The *Guidelines for Full-Service Schools* (Department of Education, 2009 p.1), explain one of the aims for introducing full-service schools as to highlight the crucial roles that mainstream schools play in developing an inclusive system. Full-service schools are therefore part of the reconceptualization and alignment of education provisioning with its focus on the human rights values, principles and social justice, involvement, social integration and redress equal and equitable access to education (Department of Education, 2009 p 1).

Therefore, EWP6 provides a mechanism and process to transform the education system by focusing it on learning barriers and development, which learners come across in their life-long learning journey. Its prominence is on the clusters of learners and students who survived, or remain to be, underprivileged in terms of the provision of education (Department of Education, 2005 p.4). This paradigm shift goes well beyond the understanding of learner support services as confined to disablement; it is about conversion of society and substituting the oppressive arrangements with value for an inclusive society (Barton, 1999).

Prominent among the implemented changes that have been towards building an inclusive education and training system and understanding learner support services more comprehensively have been the introduction of full- service schools as a strategy to establish an inclusive and supportive approach to learners in an equitable manner (Department of Education, 2005; Retief, 2009). For instance, there are fifty primary schools which have been converted to full-service schools, and are in a position to provide quality education to all learners by ensuring that making sure that majority of learning needs that learners experience are accommodated in justifiable means (Department of Education, 2005; KwaZulu-Natal Department of Education, 2011). However, the process of converting primary schools into full-service schools have presented a range of challenges to schools. For instance, schools have been provided with additional resources without arming them with required knowledge and skills set to provide for a range of learning needs. This loses sight of the fact that teachers have not been trained to cater for a variety of learning needs. The following section provides a rationale for the study and locates it within a broader discourse of education and inclusion.

1.2 RATIONALE AND PROBLEM STATEMENT FOR THE STUDY

The primary purpose of any education system is to provide quality education for all learners, irrespective of their differences. This is centred on the understanding and acceptance that all learners deserve the quality of education that would enable them to take their place as productive members of society. In South Africa, the necessity to build an inclusive education system was signalled in EPW 6, which would ensure that all learners have access to quality education, and that all learning barriers and development are eliminated (Department of Education, 2001). This suggests that the responsibility for the South African education system was to extend the enjoyment of the right equally to education to all learners, irrespective of their differences (Department of Education, 1997).

The uninhibited enjoyment of the right to education requires the setting up of specific enabling mechanisms and processes to ensure that learners are provided with adequate support to access learning opportunities. For instance, the interest and participation of parents, guardians and the wider community, as part of an effective learning support system, is a fundamental aspect of ensuring effective learning support systems. This suggests that schools must acknowledge and recognise parents as the initial care givers of their children and, as an important resource for an effective learning support system that can eliminate possibilities of learning breakdown (Muthukrishna, 2002). Where the role and recognition of parents are undermined, the full enjoyment of the right to education is often placed at risk (Department of Education, 1997). Therefore, positive attitudes towards parental involvement, empowerment of parents to actively partake in the education of their children have potential to contribute positively to the development of schools as facilities of care and support.

The rationale for Education White Paper 6, promulgated in July 2001, was to align the education system with the task of democracy to address inequalities of the apartheid legacy (Department of Education, 2001; Conway, 2017). From an education perspective, addressing inequalities necessitated the development of an inclusive education and training system (DoE, 2001; DoE, 1997). Part of the responsibility of building an inclusive education and training system required the reframing of learning support services to enable the education system to meet the diverse range of learning needs. This reconfiguration of the learning support system gave birth to a three-tier system of support; namely, mainstream school for low-level support, full-service school for moderate support, and special schools for high-intensity support (Department of Education, 2001).

This study focused on the views of parents whose children attended full-service schools of the provision of learning support services in these schools. The *Guidelines for full-Service/Inclusive Schools* defines a full-service school as a school that is “equipped and supported to provide for the full range of learning needs among all our learners” (Department of Basic Education, 2010, p. 7). Full-service schools must therefore provide quality and appropriate education to all learners, irrespective of the diverse array of learning needs (Conway, 2017; Department of Basic Education, 2010). Therefore, the full-service school, as a new tier in the education system, is an effort to extend learning support services to cater for a wide range of learning needs (Davis, 1995).

As an educator who has been involved in teaching in the mainstream school for the past seven years, I have learnt from my interaction with learners that there is “*no one size does not fits all*” when it comes to providing for a range of learning needs (De Haan, 2000). From this point of view, social inequality and challenges of access to learning cannot be overcome by providing the same opportunity for all learners. This stems largely from the fact that learners are located within diverse social, political and economic positions. Therefore, from my own point of view, the rationale for extending learning support services through, for instance, the establishment of full-service schools, is in line with a ‘one size does not fit all’ approach towards meeting the needs of learners. It is therefore part of the efforts to trouble and interrogate normative constructions of learning support (Jackson, 1999).

Several studies have been conducted on the experiences of teachers in various educational contexts (Hoosen, 2016, Diale, Pillay & Fritz, 2014; Brown, 2013; Mestry, Pillay & Schmidt, 2012 ;Mntambo, 2011; Mveli, 2009; Ntombela, 2006), but there are very few recent studies that have focused on the full-service school in South Africa (See for instance, Conway, 2017; Motitswe, 2014; Payne-Van Staden, 2015; Zungu, 2014). This is not surprising given the fact that a full-service school is a fairly fresh notion in the South African education landscape. It is this motive that triggered my interest to focus this study on what has happened in these primary schools since they were converted into full-service schools. It is important to acknowledge that studies have been conducted on teachers’ views or experiences, teachers’ challenges on identifying learners with barriers to learning, as well as on learners’ transition from mainstream schools to LSEN (Mkhuma, 2012; Retief, 2006). However, none of these studies have focused on parents’ views and experiences on learning support in full-service schools, which is the focus of this study.

This study sought to explore the views of parents, whose children attend full-service schools in uThukela district, of learning support services available for their children in these schools. The intention was to understand the nature and extent of learning support services in these schools, from the point of view of parents whose children attended these schools.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to explore the views of parents whose children attend full-service schools in uThukela District, province of KwaZulu-Natal, of learning support services available for their children in these schools. The intention is to interrogate the dynamic

interactions of inclusion and exclusion in the provision of learning support services in these schools, from the perspectives of parents whose children attend these schools. This study was conducted to look at how these young minds are being shaped and refined to be better characters.

1.4 OBJECTIVES OF THE STUDY

The objectives of the study were to:

- Explore the views of parents about learners' support services in full- service schools; and
- find out why parents hold such views about learners' support services in full-service school.

1.5 KEY RESEARCH QUESTIONS

The key research questions for the study were as follows:

- a) What are parents' views on learner support services in full-service schools?
- b) Why do parents hold such views about learner support service in full-service school?

1.6 THE IMPORTANCE OF THE STUDY

Support services are very crucial not just in full-service schools but in schools in general. The continuous dismal performance of some high school is linked to the level of support that learners receive from their respective primary school in terms of curriculum. The challenges that the schools experience on a daily basis and the level of support they provide to their learners are the determining factors on how learners end up in the long run. Full-service schools identified as mainstream schools that would provide support to learners with moderate to severe learning difficulties. The support that these learners' needs does not just end at school because the parents and communities form part of the support system.

The study conducted by Mkhuma, Maseko & Tlale (2014))revealed that teachers are struggling with identifying learners with learning difficulties. There is either misidentification, over identification or under identification which results in learners not getting the necessary support that they require or being misplaced. Undertaking this study will help in making sure that the teachers and policy makers know what is expected of them in these school and where they fall short in their attempt to assist in the provision of support. This study will also assist the policy

makers in seeing to it that policies are not just drafted and passed but are implemented as per the specifications in the policy.

1.6 Research Methodology and Design

This study adopted a qualitative research approach, located within the interpretive paradigm. A paradigm is a way of looking at the world (Mertens, 2005, p7), that is, a perspective or a worldview that informs understandings of social reality. An interpretive paradigm permits the researcher to realise the situation or phenomenon under investigation from a range of vantage points, and to interpret social and cultural meanings within the context of natural settings

The key research questions for the study were investigated through a combination of two research methods, namely, in-depth semi-structured interviews and a self-administered questionnaire.

A phenomenological design was chosen for the study as the intention was to explore the views of parents whose children attend full-service schools in uThukela District, Province of KwaZulu-Natal, of learning support services available for their children in these schools. The intention for adopting the phenomenological research design was based on its premise that reality is socially constructed, and that people describe their reality as they make sense of it. (Babbie & Mouton 2010). The participants were selected using purposeful sampling. The researcher knew the participants needed, so this type of sampling allowed the researcher to pick participants that will be in a position to provide the information needed for the study.

1.7 Research Context

This study was conducted in schools located at Estcourt and Mnambithi East Education Circuits, Uthukela Education District, which is under Uthukela District Municipality. Uthukela Education District is one of the twelve education districts of the KwaZulu-Natal Department of Education. Uthukela Education District has approximately 210 513 learners and 6 489 teachers in 454 schools (i.e. 282 primary schools; 121 secondary schools; 40 combined schools; and 11 intermediate schools) (Department of Basic Education, 2016). 414 schools (91%) in the district are situated in low socio-economic contexts (i.e. they are in Quintile 1 to 3). More than one-third of the schools are more than 50 kilometres away from the district office. This is important in this study as the learning support services section is situated in the district office. The performance of Uthukela Education District has been among the best in the province. Figure 1 below shows the performance of Uthukela Education District from 2010 to 2016¹:

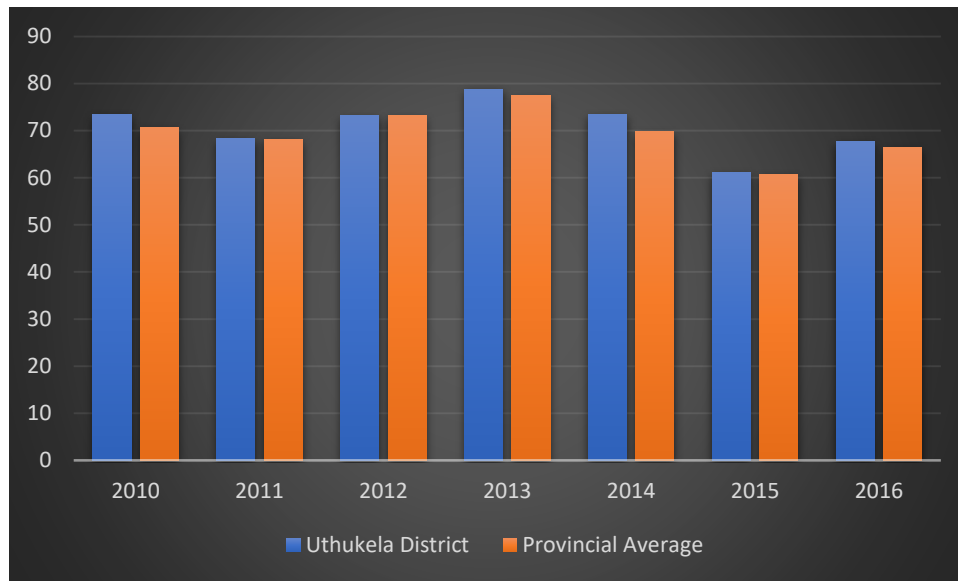


Figure 1.1: Performance of Uthukela Education District in the National Senior Certificate (NSC)

(Obtained from School Performance Reports available from <http://www.education.gov.za/Resources/Reports.aspx>)

The above figure shows that the performance of Uthukela Education District has been equivalent to the provincial average for the past seven (7) years in the National Senior Certificate (NSC). The performance of the district has been consistent despite the fact that the KwaZulu-Natal provincial education department (PED) has been among the three lowest performing PEDs in the country.

Two schools were selected for this study because of their proximity to the researcher's place of work and the fact that the KwaZulu-Natal Department of Education had designated them as full-service schools. Letlokwa Full-Service School² is in an old township, which was previously clouded by political violence. The socio-economic status of parents of learners in the school range from low to middle income status, whilst the majority fall into the low-income bracket. Letlokwa Full-Service School has a learner enrolment of 1 185, with 35 teachers. The home language for learners at the school is isiZulu. The second school, Thlapeng Full-Service School, is situated in the rural areas. The majority of parents of learners at the school live off the government's meagre social security grants. Thlapeng Full-Service School has an enrolment of 1040 learners, 30 teachers and 2 learner assistants.

Figure 2 below shows the four education circuits, namely, Bergville Circuit, Estcourt Circuit, Mnambithi East Circuit and Mnambithi West Circuit, under Uthukela Education District.

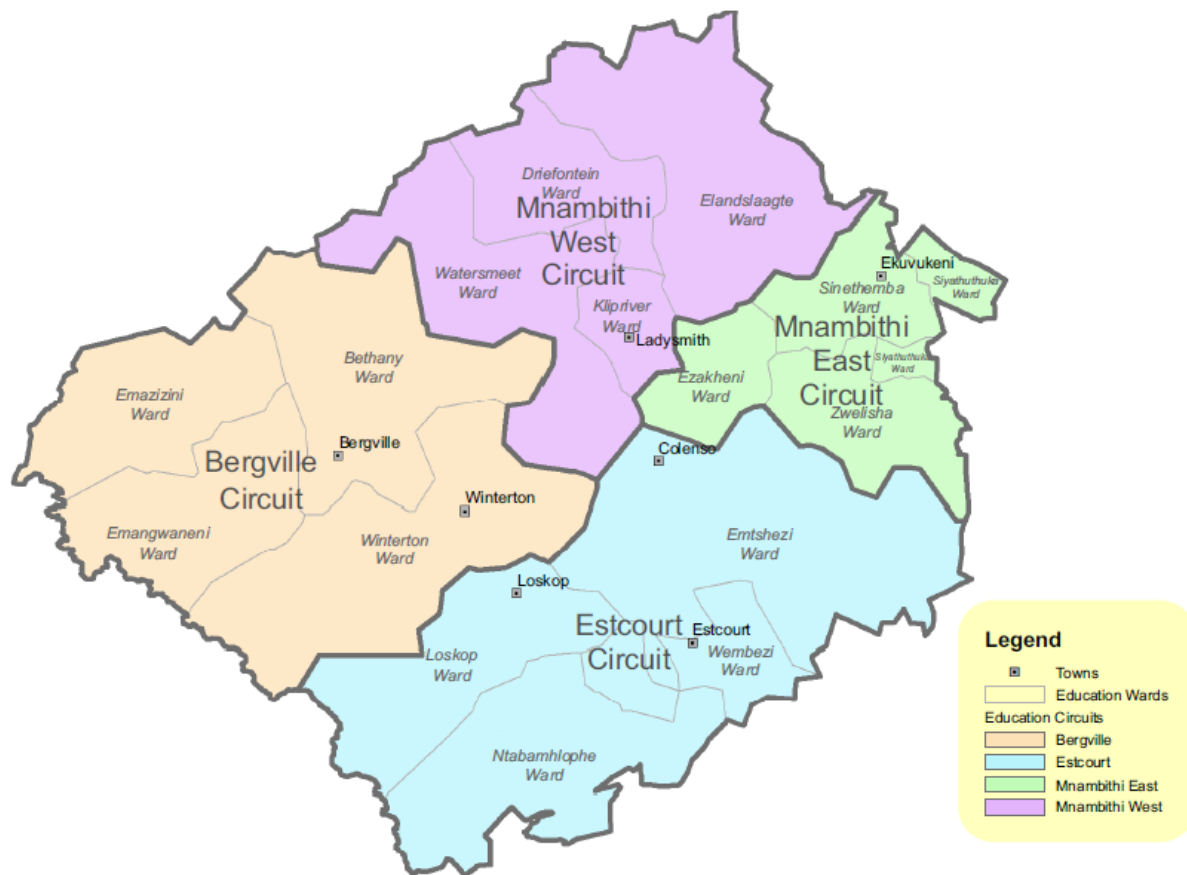


Figure 1.2: Map showing education circuit under Uthukela District Education Department
 (Obtained from School Performance Reports available from <http://www.education.gov.za/Resources/Reports.aspx>)

1.8 DATA COLLECTION AND ANALYSIS

Data was generated through interviews and questionnaires. Thematic analysis was used to analyse the data collected. Data was properly organised, classified and categorised into themes

1.9 CLARIFICATION OF CONCEPTS

The purpose of this section is to contextualise meanings and significance that the following concepts will take in this study. The meanings of the key terms and concepts used in the study are presented below.

1.9.1 Inclusive Education

Inclusive education is about accepting that all children and youth can learn (Department of Education, 2001:16). Inclusive education is about conceding and respecting that learners are

not the same and that their learning needs differ, which must be treasured and are mundane part of human experience. It is about acknowledging and respecting differences as entrenched in the Constitution of the Republic of South Africa (Republic of South Africa, 1996).

An inclusive system of education is that which accommodates and is responsive to the diverse needs of learners (Engelbrecht, Green, Naicker & Engelbrecht 1999:19-20). Therefore, inclusive education is about providing appropriate responses to a variety of learning needs in all kinds of educational contexts, by cumulative involvement in learning, reducing and addressing exclusionary practices (Booth, 1996). This understanding of inclusive education is a diversion away from conception of barriers as located within the learner only, and interrogates the socio-political systemic configurations. That is, inclusive education is about making changes and adaptations to the content, approaches and tactics in order to guarantee that all learners have access to education (United Nations Educational, Scientific and Cultural Organization, 1994) In addition, those children who were formally excluded from particular educational contexts now have access to educational environments with the least restrictions (Jenkins & Selio, 1994:84; World Health Organization, 2011).

1.9.2 Inclusion and Exclusion

Inclusion is a way of dealing with and responding to the diverse range of learning needs through intensifying the participation and lowering the exclusion of individuals from target groups (Booth, 1996). Therefore, those children who were formally marginalised from particular educational contexts now have access to educational environments with the least restrictions (Jenkins & Selio, 1994:84; World Health Organization, 2011). On the other hand, exclusion is a socially constructed process through which the full participation of certain individuals and/or groups is restricted and/or denied (De Haan, 2000). For instance, lessons may not be adapted to make sure that all learners can have access to learning. That is, a context that is exclusionary denies or excludes individuals from participating in the “social and other institutional processes that determine social recognition and acceptance, equal distribution of opportunities and resources, and fair treatment” (Sayed, Subramanian, Soudien, Carrim, Balgopalan, Nekhwevha & Samuel, 2007).

However, within this study, inclusion and exclusion are not used as opposites or bipolar contradictions (Sayed, Soudien & Carrim, 2003). That is, inclusion does not imply that people are not excluded; any attempt at inclusion entails some form of exclusion (Sayed, 2002).

Therefore, the concepts of inclusion and exclusion are conjoined rather diametrically opposed constructs (Sayed, Soudien & Carrim, 2003). For instance, Jansen (1998) argued that in South Africa, 'black' students are both 'included' and 'excluded' in formerly 'white' schools. That is, they attend the same classes as children of other races, but learning and teaching happens within a rigid anti-cultural context, where assumptions are rooted in hegemonic understandings of being that undermine the full participation of 'black' students.

1.9.3 Full-Service School

Full-service schools, colleges, further and higher education institutions are above all mainstream institutions of education, which provide quality education to all learners in an equitable manner, irrespective of their differences (Department of Education, 2001). Within the context of this study, full-service schools are ordinary public primary schools that have been equipped to provide for a full range of learning needs among learners (Motitswe, 2011). That is, full-service schools strive to achieve access, equity, quality and social justice in education (Department of Education, 2005).

1.9.4 Learner

In this study, a learner is defined and understood as any person receiving education or obliged to receive education in terms of the South African School Act 84 of 1996 (Department of Education, 1996).

1.9.5 Learner Support

Learner support is any endeavour that affords direct support for learning to individual learners, which goes beyond the usual learning programme that eventually ends on learners reaching their learning goals (Learner Support, 2011). The necessity for extra support may arise from a learning difficulty and/or any other barrier (Erradu, 2012:8). Within the context of this study, learner support is understood as any form of service, aid and guidance provided to learners to enable barrier-free learning (Department of Education, 2001:15). That is, everything that enables learners to learn (United Nations Educational, Scientific and Cultural Organization, 2001:71). The support provided varies from low to a high intensive level subjected on the needs of the learner. Therefore, support programmes refer to structured interventions delivered at schools and in classrooms to enable teachers to teach and learners to learn (Department of Education, 2005b:5).

1.9.6 Support services

Support services are described as all the actions which increase the ability of a school to respond to the diversity of learning needs of all learners (Joorst, 2010). Therefore, a support

service is a blueprint designed to make sure the least restrictive learning and teaching context (Department of Education, 2005).

1.9.7 Parent

A parent is described as a natural, biological or adoptive parent or guardian of a learner or a person lawfully responsible for the learner with regards to the learner's education (Department of Education, 1996; Naicker (2013)). For the sake of this study we will use both guardian and parent.

1.9.8 Parental Involvement

Parental involvement refers to the volume of work a parent puts with regards to schooling in his/her child's life (Naicker, 2013). Parental involvement could therefore be an amalgamation of commitment and loyalty on the part of the parent to the school and to the student (La Bahn, 1995).

1.10 OUTLINE OF THE STUDY

This study is divided into five chapters. The overview of the content of each chapter is provided below.

Chapter one provides an overview of the study. In this chapter, reference is made to the background, rationale, purpose and focus, key research questions, as well as the methodological and design considerations. The significance and rationale for the study, as well as the meanings and significations of the key concepts used are also discussed in this chapter.

Chapter two presents a review of literature relating to inclusive education, learner support services, full-service schools as a vehicle for responding to the diverse needs of learners, and parents as a noteworthy partner in their children's education. The second phase of this chapter provides a theoretical foundation or framework underpinning this study. Asset Based Theory and Epstein's theory of overlapping spheres theoretical framework are discussed, highlighting its relevance as a theoretical construct to understand findings of the study.

Chapter three presents the research design and methodology considerations and justifications thereof that the researcher made in relation to the conduct of the study. The discussion makes reference to the justifications for the decisions and choices made, sampling procedures, research methods and techniques, limitations and ethical considerations relating to the study.

Chapter four presents an account and analysis of the key findings of the study. The intention is to provide awareness of what the discoveries are and what they mean for the inclusive education, full-service schools, learner support and parental involvement.

Chapter five presents recommendations, limitations and conclusions based on the key findings of the study. The chapter does this by providing an overview of the key findings, and weaves these together to come to the key conclusions regarding parents' views about learner support services in the selected full-service schools. The chapter concludes by stressing limitations faced throughout the conduct of the study, and outlines possible areas that require more research regarding learner support services in full-service schools.

1.11 SUMMARY

The rationale for the reconfiguration of support services in terms of Education White Paper 6 was to minimise learning barriers and development and to increase access and participation for all learners (Department of Education, 2001). In South Africa, this reconfiguration gave birth to a concept of full-service schools, which refers to schools that are equipped to provide for a full range of learning needs. Learner support services are therefore at the heart of the existence and purpose of full-service schools. This chapter highlighted that there is a dearth of research on the full-service schools, primarily given the fact that the concept of a full-service school is a relatively young concept.

This chapter provided an overview of the study, and bestowed the problem in which the study is rooted. In this chapter, the researcher referred to the main research questions, objectives of the study, as well as methodological and design considerations with regards to the conduct of the study. The propositions investigated were also outlined, and the significance and rationale for the study was discussed.

The next chapter provides a review of literature relating to inclusive education, full-service schools, learner support and parental involvement.

CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

“The key to reducing barriers to learning within all education and training lies in a strengthened education support service” (Department of Education, 2005).

2.1 INTRODUCTION

Learner support has become one of the key considerations due to its association with academic performance of learners in school (Joorst, 2010). The previous chapter provided an overview to the study, where the research problem, key research questions, objectives and an outline of methodological and design considerations were highlighted. This chapter reviews, discusses and analyses literature relating to inclusive education, full-service schools, learner support and parental involvement. The intention is to locate the study within the broader debate of inclusion and learning support and to provide the theoretical foundation for the study. The researcher does this by tracing back the development of the concept of full-service schools, using both international and local studies.

The review of literature relating to the problem within which a research study is rooted, constitutes the basis of the conduct of research (Mkhuma, 2012:20). The process of reviewing literature related to the research problem under investigation serves as a connection between the proposed research project and existing body of knowledge about a topic under study (Bowen, 2005:210; McMillan and Schumacher, 2006:75). The review of literature relating to the problem under investigation sets out which key issues are out there to be explored, and why they are key issues (Cohen, Manion, and Morrison (2011, p. 121).

The first part of this chapter discusses inclusive education in a diverse and unequal society. Figure 3 provides a visual representation of the discussions or themes that make up the chapter. The last part focusses on the theories that foreground this study, then the summary of the chapter is provided to conclude the chapter.



Figure 2.1: Visual representation of the chapter

2.2 INCLUSIVE EDUCATION IN A DIVERSE, UNEQUAL SOCIETY

Prior to the transition to a constitutional democracy in 1994, education provisioning in South Africa was segregated not only because of racial categorisation, but also in many other ways, including on the basis of disability. With regards to the provision of education for disabled people, the apartheid regime adopted a medical approach to disability, a view that located constructed disability as personal trouble (Borsay, 1997). Estimations revealed that only 20% of learners that are living with disabilities were able to get access to schools (Department of Education, 2001). Further exacerbating the problem, special schools for children with disabilities were disproportionately distributed across the country (Retief, 2006). This resulted in majority of children with disability being robbed entry to education. This reality of inadequate education provisioning for disabled people resulted in the exclusion not only in education, but the exclusion of disabled people in society in general (www.eelcentre.org).

The scenario set out above suggests that, in South Africa a racially segregated education system, which inequitably distributed resources with a bias towards former white schools,

education provisioning for special schools that served black children is an epitome of massive deprivation (Department of Education, 1997). Often, schools for white learners with disabilities were well resourced, while their black counterparts were subjected to low-quality education provision. The prevalence of inferior provisioning for children from black communities was exacerbated by poor delivery of social services in these communities. Often, schools for disabled learners from black communities were far from their homes, and were only accessed by those who could afford to pay for boarding facilities.

Like elsewhere across the globe, the rationale for the democratic government to build an inclusive education system and reconfigure education provisioning is therefore clear considering the disparities that characterised education provisioning in the past. Although access to classrooms for learners who were previously marginalised does not suggest access to quality education (Ainscow, Booth, & Dyson 2006), this held a promise for many out of school children. However, after more than two decades of democracy, and more than a decade and a half since the promulgation of Education White Paper 6, the implementation of inclusive education is still riddled with a myriad of challenges (Zungu, 2014). For instance, literature on inclusive education and full-service schools reveals that often teachers find it difficult to shift towards inclusive pedagogy (Conway, 2017). In other words, although more financial resources may have been channeled to full-service schools, this has not adequately translated into effective learning support services. This suggests that although policy may have reconfigured learning support, the needs of its intended beneficiaries are still not met.

From an understanding of the dynamics of the implementation of inclusive education in an unequal society, inclusion has tended to create new cycles of exclusion (Sayed, 2002). That is, the experiences of those who have been included has been a product of the interactional dynamics of inclusion and exclusion. Our diversity in South Africa potentially serves as an asset for the execution of inclusive education, however, the diversity of learning needs that results from the diversity of learners suggests inclusion will never get rid of exclusion, that is, the act of inclusion will always present new exclusions for included learners (Ngcobo, 2006).

2.2.1 Contextual issues

2.2.1.1 Formal Educational Attainment

Statistics South Africa (2016), states that there are approximately 2.2 million people in South Africa, who have no formal education, with the highest number in the province of KwaZulu-

Natal. Lack of formal education has implications for the involvement and participation of parents in the education of their children. For instance, the level of a parent's formal education has an impact on the extent to which they can participate effectively in matters that relate to the support of their children. At times, parents, due to low levels of formal education are compelled to take jobs far from their home or the kinds of jobs do not provide them with the necessary security and benefits. Often when this happens, it makes it difficult for them to get time off to go and attend to the matters that relate to the education of their children.

Mncube (2009) suggests that parents with limited or no education at all, often struggle to keep abreast of the new developments in education. As result, parent component that governs the school tend to relegate their responsibilities to the school principal; thus making them passive participants in education of their children. Therefore, parents' level of education tend to influence their capacity to engage in different aspects of parental involvement (Chudgar, Miller & Kothari, 2012; Hornby & Lafaele, 2011; Naicker, 2013 Ngubane, 2006; Nojaja, 2009). For them interacting with the school, teachers and assisting their children with homework and other activities become a difficult task, as it requires a certain level of skills and knowledge. Often, illiterate parents feel that the language used by teachers is complex and inaccessible.

2.2.1.2 Socioeconomic Issues-Poverty

Poverty is the state or condition of having little or no resources or means of support to adequately meet one's needs, (Lebone, 2015). Research reveals that parents of student who live above the poverty line tend to be more hands on in school activities than parents of children that live below the poverty line (Noel, Stark, Redford & Zukerberg, 2013). For instance, a research study conducted by Noel et al. (2013) revealed that 45% of children from households living above the poverty line show keen interest by volunteering or assisting on a committee at their school, compared with 27% of children living at or below the poverty line. This suggests that parents from socio-economically deprived contexts often struggle to get involved in the school activities such as fundraising. That is, participating in school activities is often an additional burden for households whose basic needs, such as a daily meal, are not met. Therefore, the extent of poverty may account for the dearth of parental involvement in some schools in South Africa (Mbokodi, 2008).

2.2.1.3 Attitudes of Teachers towards Parents

Parents are amongst the initial teachers of children, which makes them potentially knowledgeable when it comes to what is best for their children (Mehaan and Mehaan (2017).

Often, teachers treat parents as consumers, which suggests that the importance of the role of parents is still undervalued and undermined by some teachers, who still hold themselves as the sole experts in the education of the children (Afungmeyu Abongdia, Foncha, & Dakada, 2015, p. 497). In addition, teachers busy schedules often make parents to sometimes wait longer than necessary to be attended to, which in most cases is perceived by the parents as a reflection of their value in their children's education (Mehaan & Mehaan, 2017).

2.2.2 Social Cohesion and Ubuntu

The sociologist Emile Durkheim was the first person to use the concept of social cohesion (Berman, 2003). According to Durkheim, social cohesion is an ordering feature of a society (Jenson, 1998). Social cohesion is the capacity of a society that safeguards the well-being of all its members, minimize differences and prevent marginalization of certain sections of society. In other words, social cohesion is the foundation of human existence and co-existence. Social cohesion is universal, indivisible, and interdependent (Khan, 2016). Muzikami (2016) regards social cohesion as the glue that holds society together and contributes to the connectedness and solidarity within society.

According to Tutu (2012) social cohesion is the heart of being human, and talks to the fact that no one exist in isolation. I am human because I belong. It speaks about wholeness, it speaks about compassion. Social cohesion and Ubuntu are even more common in rural areas where communities are still close-knit (SA: Batho Pele principle, 2006). When people are provided with a sense of belonging, they feel part of the netted community and play a more effective role and get involved in various aspects of their community development. The South African Department of Arts and Culture defines social cohesion as the level at which communities and society are included, integrated socially, and the degree to which shared commonality finds expression among individuals and communities (Department of Arts and Culture, 2012). It is based on this explanation that a community or society is defined as cohesive to the level at which various disparities like ethnicity, gender, disability distrust are eliminated or reduced in ways that promote equality.

Jensen (1998) contends that there is a myriad of definitions and significations of social cohesion. Jensen (1998, p.12) has categorised social cohesion into five proportions: belonging vs. isolation, inclusion vs. exclusion, participation vs. non-involvement, recognition vs. rejection and legitimacy vs. illegitimacy. Chan et al. (2006) has defined social cohesion in a

very different way. In their explanation, social cohesion ‘is concerned with vertical and the horizontal relations among members of society, as branded by a set of attitudes and norms, including trust, sense of belongingness and the willingness to participate and help as well as their behavioural manifestations.

According to Durkheim, there are three aspects or components of social cohesion, namely, social capital, social inclusion and social mobility.

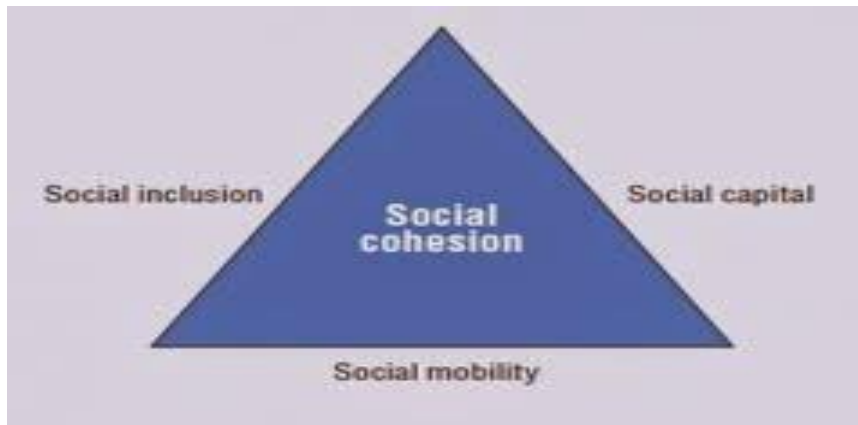


Figure 2.2: (www.oecd.org)

Social inclusion: is about making all various groups within the community feel important and that they have skills that they can contribute for the enbetterment of their communities. (www.oecd.org retrieved on 5/06/2017)

Social mobility is the differences in social achievement according to social background (Boudon, 1974) and the lack of social mobility is linked with inequality. When people hold ubuntu in high places, the gaps of inequality are narrowed down as people are treated equal as everyone is of the belief that they exist because of the next person. Both Ubuntu and Social cohesion are about co-existence. Schools and families need to co-exist in order to achieve their goal which should be about learner support and achievement. With social cohesion parents get the sense of belonging when the school involved them in the day-to-day functions of their children. It helps both the school and the parents understand that they need each other without looking at what each have or have not.

2.2.3 Shared responsibility/partnership

Family-school partnerships are collaborative relationships and activities involving school staff, parents and other family members of students at a school (Epstein, 1996). For partnership to be effective there has to be mutual trust and respect, and shared responsibility for the education

of the children and young people at the school (Landsberg, Kruger, & Nel, 2005). Education must therefore be viewed and understood as a shared responsibility among schools, families and communities.

Schools and families have crucial roles to play in stimulating children's positive development and academic performance (Nyatuka, 2015). When educators and parents work together as partners, they are potentially able to create opportunities for children to develop social, emotional, and academic competencies. According to Lemmer (2009), some parents believe that their duty towards children's education stops immediately after dropping them at school and expect teachers to take over, but current debate is against Lemmer's statement; the debate is that teachers and schools flood parents with so much of their work, that such parents don't have any space available to do parenting. That is parents are practically doing what schools and teachers must be doing. This suggests that parental involvement and participation needs to be problematized and redefined as parents are getting involved as parents, not as parents turned teachers. It may also be for this reason that parental involvement in South African schools is very limited.

2.2.4 Participation and involvement

Parent participation and involvement is a serious element of academic success (Abrahams & Gibbs, 2002; Dryfoos, 1994; Fruchter, 1984; Zeldin, 1990.). A significant number of empirical studies have linked parent participation to improved student achievement, accountability, and attendance (Heid & Harris, 1989; Henderson, 1987). However, formation of strong bonds between parents and school have proved to be very difficult, as these relationships reflect the setting and unbalanced power arrangements of the larger society (Abrams & Gibbs, 2002). Parents and families in collaboration with teachers and the schools have a joint responsibility to protect, care for and educate children.

2.3 EMERGENCE OF FULL-SERVICE SCHOOLS

2.3.1 Introduction

Internationally, Dryfoos is considered as one of the first people to introduce the concept of full-service community school (FSCS). There is a range of reasons for why he must have considered having FSCS. Firstly, he believed that they would serve as a platform for getting families involved in their children's education and become part of the system (Dryfoos, 2004). From the point of view of Dryfoos (2004:142), a FSCS is a school that integrates all services which

includes but not limited to; medical, social and/or human services that are valuable to meeting the needs of children, youth and their families on school grounds and on locations which are easily accessible. A full- service school must therefore be in position to provide the types of prevention, treatment and support services that children and families need to succeed.

This section provides a brief overview of the concept of full-service school. The intention is to provide a theoretical foundation for the understanding of the context of full-service schools in this study.

2.3.2 Emergence of a Full-Service School in South Africa

The concept of a full service school was first introduced in South Africa through the reconfiguration of learning support in Education White Paper 6 in 2001 (Department of Education, 2001). The full-service school involved the gradual conversion of five hundred mainstream primary schools into schools that would be equipped to provide moderate levels of learning support (Ibid). Therefore, the rationale for the introduction of full-service schools was to strengthen learning support services for education to be able to provide for a range of learning needs (Mhlongo, 2017).

2.3.3 Perceived opportunities for FSS

Full-service or community schools provide benefits for learners, schools and communities Engelbrecht et al. (2006), Lemmer, 2009; Henderson & Berla, 1994). The following are some examples of the benefits provided by effective full-service schools.

2.3.3.1 Enhanced Opportunities for Learners and Teachers

Involvement of parents in their children's education has a more positive impact irrespective of children's circumstances like socio-economic status or parents' educational level. Collaboration between parents and other professions is a great strategy in bridging the gap between culture and home, more especially in children from diverse cultural background like in the case of South African schools. Parental involvement in their children's education reduces the level of dropout. Positive attitudes in children about school often results in improved behaviour in schools which result in fewer cases that leads to disciplinary hearing and or suspension. The emphasis on early identification and intervention ensures that barriers to learning are identified and addressed, and appropriate learning support is provided in time to ensure that learners do not have to drop out of school (Department of Education, 2001).

When schools are inclusive and capable of providing access to success for all learners, teachers and principals often earn greater respect for their schools and the entire profession from parents

and communities. Better communication channels between parents, administrators and teachers result in consistency in parental involvement. Continuous involvement of parents in their children's education assists teachers and SMT to get a better understanding of the families of the children in their care, the culture and deeper respect for parents' abilities and time.

2.3.3.2 School Management and Leadership

There is high moral in schools where there is full visibility of parents and teachers and principals are less likely to have behavioural problems. Schools programs that encourage and involve parents usually do better and have higher quality programs than programs that do not involve parents. There are very few incidents of behaviour that get escalated to the school management. For successful execution of inclusive education, principals are to be the drivers and play an invaluable role in attempting to create an inclusive setting (DoE, 2001). Some scholars are of the view that management could do better if they can get down from their high horses and lessen their abuse tactics towards their subordinates (Neves and Synchs, 2018) as this result in lack of support from their peers (Neves, 2014). Principals and school management team have to ensure that a friendly and welcoming environment is created for learners, parents/caregivers as well as staff. It is the principal's role to take a leading role in making sure that additional support programmes are provided to learners with learning difficulties (DoE, 2010).

2.3.3.3 Community involvement and partnerships

Improved relations exists in schools where community is seen as an important part of the school body. When the community feel the sense of belonging and welcoming school environment, they eagerly protect the school environment by looking after its assets. The recent research by the National Education Association revealed that when school, parents, families and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer and enrol in higher education. Raising a child is not an individual effort but rather a community effort, therefore raising a well-educated and civil minded generation of children cannot be left solely in the hands of schools.

One of the common ways to foster community involvement and partnership is through volunteering where the school connects with local business people, civic organisations, charities, non-profit organisations, and faith-based organisations. Kretzmann and McKnight (1996) support the notion of community involvement as they believe that communities have assets, capabilities and skills that can be used in the development of the schools. They argue that asset mapping helps communities to see the wealth of resource of their community and set

them on the path to using their assets in order to make change (Chinyowa, Sirayi, & Mokuku, 2016).

2.3.3.4 Types of learner support services in full-service schools

The starting point for full-service schools is that every learner has a potential to learn, it is therefore important for teachers and the education department to enhance the skills by providing support to learners in order to do better in their learning. Learner support includes all activities which uncover and reduce barriers to learning (Booth & Ainscow, 2011). Offering support without discriminating proves to be a problem as EPW6 embraces the medical deficit model whilst inclusive education seeks the social model. Various forms of support are provided based on the three-tier pyramid of support which explains the various levels and means of categorizing learners based on their needs (Conway, 2017). The following are some of the forms; provision of specialist tutor, personal care, specialist equipment, support with mobility around the school.

2.3.4 Features of a Full-Service School

A full-service school must operate differently from an ordinary mainstream school and must have certain features that makes it unique (Dryfoos, 1994). Full-service schools present a shared vision about improving long-term conditions for children and families, not simply a goal of providing services or treating a problem. Dryfoos (1994 & 2004) has identified the following as the features that must apply to effective full-service schools:

- **Accessibility and learner-focus:** Full-service schools need to be accessible and be anchored around by children's needs. The services provided at the school must cater for both children and family. Full-service schools should be in a position to help children and families in dealing with urgent problems and devise plans to eliminate further development of the problems and in so doing offer learning support services that are of good quality and make them easily accessible to both children and parents.
- **Integrated services, from prevention to intervention:** Full-service schools reveal the entire field of amalgamated services from systems of prevention, to systems of early intervention (early-after-onset), to systems of care for the treatment of severe and chronic problems.
- **Collaborative partnerships:** collaborative partnerships are at the heart of full-service schools and help at delivering integrated services. Full-service schools place an emphasis on partnerships between schools, families, and other public and private sector organizations. Amalgamation does not usually mean the joining of service systems but

the accelerated collaboration among them working toward a common goal. In full-service schools, collaboration in full-service schools is very crucial as the involvement and input by the community helps in determining the support service to be provided (Vroom, 1997).

- **Culturally competent services:** act in response to the vast contexts of children and families is very important in full-service schools. Suitable staffing, training, or other tasks that are in operation are offered due to the presence of diversity (Behrman, 1992; Gardner, 1992; Jehl and Kirst, 1992).
- **Shared funding responsibility:** Funding is a combined effort between partners. Schools refined extensive partnerships in order for instruction, family support, and professional resources to flow gracefully between home, school, and the community (Salisbury and Dunst, 1997).

Dryfoos (1994) contends that the importance of full-service schools adhering to the policies that guide them, and upholding the promise of addressing the needs of children in special education contexts by trying to prevent problems from becoming more serious and/or being referred to more intensive support programs. Full-service schools must provide early intervention, with a view to extending support to students with multiple risk factors. This implies that full-service schools must provide comprehensive and differentiated intervention support.

2.3.5 Climate of a Full-Service School

According to the Department of Education (2002b:41), the inclusive characteristic spirit of a full-service school (in other words, the ethos) motivates full-service schools to transform themselves, proactively addressing barriers to learning and increasing participation of learners and educators (Retief: 2006). Full-service schools have ethos which teachers need to live by to ensure that teaching and learning settings are inclusive. Teachers in full-service schools need to constantly develop themselves as skilled helpers, to gain access into the inner world of learners, to earn their trust, and to understand how learners experience life at school (Retief, 2006:16). The full-service school must have the following aspects for it to live by an inclusive ethos. Full-service schools must:

- seek to clinch the concept of a society for all, based on access, equity and social justice principles.

- must acknowledge and celebrate diversity through recognising potential, increasing participation, overcoming and reducing barriers, and removing stigmatisation and labelling.
- Seek to incorporate a whole, flexible and accommodative approach to development and promote a spirit of collaboration among all members of the school community as well as reaching out to various stakeholders around the school.
- Nurture a philosophy that is underpinned by inclusion principles.
- Have an atmosphere that promotes respect for all people in the school and the community (including parents/care-givers).
- Ability to keep the goals of inclusion by showing their commitment and put in measures in place and take full responsibility of all learners.
- Educators and parents should be in a position to realise and accept that all learners have a potential to learn.
- Value all learners, including those living with disabilities and those who experience learning barriers.
- Actively tackle biasness and all forms of injustices about particular educators or learners.
- Develop understanding, promoting awareness and introducing programs that assist in building respect amongst the school role players.
- Actively involve organisations for people with disability and those of parents with children living with disability and minimise the discrimination against people with abilities.

2.4 THE FULL-SERVICE SCHOOL AS A VEHICLE FOR PARENTAL INVOLVEMENT

A full-service school is a new school reform model that is growing fast in its scope (Abrams & Gibbs, 2000). Full-service schools strive to combine various support programmes such as health care, mental health services, parent education, or afterschool care into the school-wide change process. The full-service school therefore requires extensive community and parent participation (Dryfoos, 1994 & 1996). This is particularly important in that an inclusive education practice can only become effective in challenging societal prejudices and exclusive behaviour with the support of the community (Conway, 2017:84).

The international and national arena emphasise the involvement of parents and other stakeholders in an inclusive/full service school. Parents have an important part to play in screening, identification, assessment and support of children for effective decision-making regarding the nature and extent of learning support required. Inclusion is enhanced by full participation and involvement of parents in their children's teaching, learning and assessment (Lebone, 2015:92). Bronfenbrenner's theory suggests it is a combination of various aspects of the context that facilitate and/or hinder access to education by children (Bronfenbrenner, 1994). This suggests a clear understanding of how parents and communities shall be involved is a crucial consideration for how schools organise and arrange parental involvement and participation programmes and spaces.

Even though parents as part of the community are considered an important element in full service schools, schools are not always welcoming to parents (Abrams & Gibb, 2000). That is, although it is recognised that parental involvement is a significant factor, parents are not always allowed to participate fully in decision making processes, and are rarely treated as important partners in the education of their children. Often, they are excluded as schools have become accustomed to excluding parents in the mechanics and processes of decision making, as they often thought to be an interference and/or are ignorant about issues (Landsberg, Kruger & Swart, 2011). In a study conducted in Washington, findings were that white middle-income groups would participate more in school activities, such as committees and would volunteer their services (Abrams & Gibb, 2000).

2.4.1 The case of Kenya

A research conducted in Kenya by Kimu (2012) reveals a limited involvement of parents with its focus on taking part in financial contributions and teacher-parent meetings. The findings of the recent study revealed that teacher-parent involvement in decision making concerning learners education is weak (Severina, Githinji, Kinya, & Mugambi, 2016). Given the high cost of education and the need to provide quality education has forced parental involvement to take a lead in managing schools (Kimu, 2012).

The Children's Act (2001) makes provision for the parents' responsibility, fostering, adoption, custody, maintenance, guardianship, care and the protection of children. For instance, in terms of the Act, parents must ensure that their children receive an education (Nyatuka, 2015). The Basic Education Act (2013) also requires that parents establish and participate in parent associations and serve in the boards of management (Nyatuka, 2015).

2.4.2 The case of Ghana

In the context of Ghana, parental involvement has been improving although single parents are often less involved than married couples (Manilal, 2016). In a study conducted by Nyarko, (2011) it was revealed that women were more involved than fathers. Often, women felt strongly that the education of their children was their responsibility, and thus had make sacrifices in the form of resources such as money, material, and time to ensure that their children succeed in school. In Ghana, it is not uncommon to see parents, especially women, selling their personal property or even borrowing from the banks or friends in order to promote the educational interests of their children. Having said that, there is another area of Ghana, according to the research that was conducted by Nyarko (2011) in Akurase village, that revealed that a significant number of parents in that village did not care about their children's educational studies. Other studies conducted by Chowa (2012) and Melakolunthu (2013) revealed that parental involvement in Ghana was improving both educated and less educated parents, and that parents were beginning to appreciate the importance of their involvement in their children's education.

2.4.3 The case of South Africa

Parental involvement is crucial in schools as teachers alone cannot provide learners with all the necessary knowledge to become successful in life (Van Wyk, 2010). The importance of expanding the involvement of parents in the education of their children is an important component of ensuring effectiveness and improved quality of education (Driessen, Smit & Slegers, 2004).

In the case of South Africa, parental involvement and participation has been part of the democratisation of the schooling system (Department of Education, 1996). Lemmer (2010) argues that parental involvement in South African schools has been primarily limited to financing schools and parent volunteering. The South African Schools Act 84 of 1996 strengthened the participation of parents in the governance matters of the schools (Department of Education, 1996). The *Guidelines for Full-Service Schools* (DoE, 2009) and the *Screening, Identification, Assessment and Support* document (Department of Basic Education, 2014) emphasised the importance of parental involvement as mandatory. Parents have an important role to play in their children's education, not just as School Governing Body members as required by South African Schools Act (84 of 1996) but rather as active partners, ranging from attending to their children's academic needs to extra-curricular activities.

Parental involvement and participation have strengthened since the promulgation of the South African Schools Act in 1996. In a study conducted by Manilal (2014) in Phoenix in the province of KwaZulu-Natal, it was found that parental involvement was influenced by a range of enabling and constraining factors. The study found that enabling factors included parents' roles and responsibilities, parents' wishes and hopes, the levels and appropriateness of communication channels and school leadership and support; and constraining factors such as parents working conditions, absent parents, socioeconomic context, school leadership choices, and whether parents were single or married (Manilal, 2014). Other researchers have found that constraining factors include parents' level of education, poor communications, poverty, lack of structure in the family and attitudes of teachers towards parents (Abrahams, 2013; Maluleke, 2014). However, a study conducted by Bouguen, Gumede and Gurgand (2015) in schools in Port Elizabeth, in the Eastern Cape province of South Africa found that that parents who regularly attended parents' meetings called by the school tended to become more involved in their children's education, both at home and at school.

The above suggests that, in South Africa, parental involvement and participation is work in progress. For instance, there are still challenges where it seems to be working. However, there is hope in that a focus on the utilisation of enabling factors may strengthen the involvement and participation of parents in their children's education. There is a need for South Africa to work to strengthen parental involvement and participation as it seen as having a positive impact on learning outcomes (Bouguen, Gumede & Gurgand, 2015; Lemmer & Van Wyk, 2007), given the unsatisfactory performance of learners in the system. However, there is more need for parental involvement and participation if full-service schools are to meet the challenge set out for them in Education White Paper 6 (Department of Education, 2001).

2.5 THE SOUTH AFRICAN LEGISLATION AND POLICY IN CONTEXT

This section of the study presents a synoptically view of the legislative and policy context regarding the participation and involvement of parents in their children's education. The intention is to present the context that guides parental involvement and participation in the implementation of inclusive education in South Africa. As indicated elsewhere in this dissertation, the trajectory of transformation of education in South Africa has largely been instigated and shaped by the move towards a democratic dispensation. Therefore, it is within this context that parental involvement and participation have been reconfigured.

2.5.1 The Constitution of South Africa Act 108 of 1996

In terms of the Constitution of the Republic of South Africa, everyone has a right to basic education (Republic of South Africa, 1996). This is a constitutional obligation for government and parents to ensure that children enjoy the right to a basic education.

2.5.2 The South African Schools Act 84 of 1996

The South African Schools Act (84 of 1996) provides for the active involvement and participation of parents in matters of school governance (Department of Education, 1996). The Act states that eligible learners, parents and educators must participate in the management of the schools. This suggests that, for this study, parents have a legal right and obligation to be involved in education.

2.5.3 Education White Paper 6

The Education White Paper 6 was introduced by the Department of Education in an attempt to be on par with the international trends. The aim of EWP6 was to address the building of a single system that includes all learners and its focus based on the principles of social justice, human rights and allowing full participation of learners, rectification of inequalities of the past in so doing providing equal access to education (Motitswe, 2014).

The EPW6 acknowledges the central role that parents occupy in supporting learners with special education needs, such as those who experience mild intellectual barriers to learning. (Department of Education, 2001). The Education White Paper 6 (EWP6) legislation suggests that the non-involvement and non-recognition of parents is a barrier to learning and quality education (Department of Education, 2001). One of the aims of the EWP6 legislation is to promote the rights and responsibilities of parents since they are a significant form of support (Department of Education, 2001).

2.5.4 Conceptual and operational guidelines for the implementation of inclusive education: Full-service schools

The Guidelines for Full-Service Schools contends that parents must be a central part of the functioning of a full-service school (Department of Education, 2005). According to the guidelines for FSS/ inclusive schools, FSS should pursue to embrace a holistic flexible and accommodation approach to development and lift the spirit of collaboration among all members of the school community as well as reaching out to various stakeholders around the school (Mhlongo 2017, Motitswe, 2012 & Mkhuma, 2012). One of the components of the guidelines places emphasis on the family and community networks.

2.5.5 National Strategy for Screening, Identification, Assessment and Support (SIAS)

The SIAS is a tool that is aimed at screening and identifying learners to establish the kind or the level of support that a learner needs. The SIAS requires that teachers must develop individual support plans in consultation with parents (Department of Education, 2008). In addition, the strategy also requires that teachers and parents work together to develop appropriate learning support programmes. In other words, in terms of the strategy, parents and teachers need to be centrally involved and affords them the right to appeal decisions of district-based support structures regarding support programmes for their children.

2.6 INSTITUTIONAL MECHANISMS FOR LEARNING SUPPORT

Education support is a phenomenon that exists all over the world (Joorst, 2010). Bojuwoye, Moletsane, Stofile, Moolla and Sylvester (2014) contend that education support services include non-educational services for refining the effectiveness and quality of education activities as well as preventing, minimizing and eradicating learning barriers. The reconfiguration of learning support in EWP 6 introduced a variety of education support services at different levels of the education system. The primary function of these structures is to assist in the early identification and intervention. The strengthened education support services is the key to reducing barriers to learning within all education and training. (DoE, 2005). The different structures that provide primary and secondary support are discussed below:

2.6.1 Institutional Level Support Team

Institutional-level support team (ILST) is support systems that are regarded as 'internal' support as they operate within the institutions of learning (DoE, 2005). This team has a crucial role that involves, but not limited to liaising with the district based support and various other stakeholders. ILST role is identifying and meeting their own institution's needs. Because of the nature of the roles of this team they have to comprise of the teachers and staff from individual institution (DoE, 2005). DoE(2005) in the *Conceptual Guidelines for Implementation of Inclusive Education: District Based Support Teams*, explains the basic mandate of the ILST as that of making sure that support services for both educators and learners are in place and coordinated properly. The services they offer give rise to learning support and teaching process by focusing on ascertaining and addressing learner, educator and institutional needs. Where suitable and necessary, the local community, district based support team and higher education must be in a position to use their expertise to strengthen the ILST. (Motitswe: 2014).

2.6.2 District Based Support Team

District Based Support Team (DBST) is made of various professionals from the department. The onus is upon them to see to it that inclusive education through training, curriculum delivery, allocation of resources, identifying and addressing barriers to learning, leadership and general management is promoted (Department of Education, 2009). The District Based Support Team provides support to learners and they deal with preparing and assisting teachers to be in a position to help the learners at their disposal.

2.7 THEORETICAL FRAMEWORK

This section presents and discusses the theoretical framework through which this study is to be understood. The theoretical framework of a research study provides the theoretical foundations through which the responses to the key research questions are to be understood (Ocholla & Le Roux, 2011). This section discusses the theory that undergirds this study, namely, the asset-based approach and Epstein's theory of overlapping spheres of influence. The two theories are used as a combination to understand the findings of the study. The use of the theoretical constructs as a combination was useful in ensuring that they balanced out each other's weaknesses.

2.7.1 Asset-based approach

Asset-based approach was developed by John Kretzmann and John McKnight in 1993 as an approach to understand community development. The promoters of this theory have a belief that everyone has capacities, abilities, gifts, skills and social resources (Kretzmann & McKnight, 1993). Communities should be understood and supported from within. It is for this reason that the proponents "beginning from within" refer to looking at the available assets (that is, capacities, abilities, gifts, skills and social resources) to be used within the community (Myende, 2014). This process of identifying available assets is abstracted as the mapping of assets (Kretzmann & McKnight, 1993). Kretzmann and McKnight (1993) further repute an asset-based approach as a way of building communities from inside-out or as a process of building communities from bottom-up.

The figure below shows the model of Kretzmann and McKnight's asset-based approach.

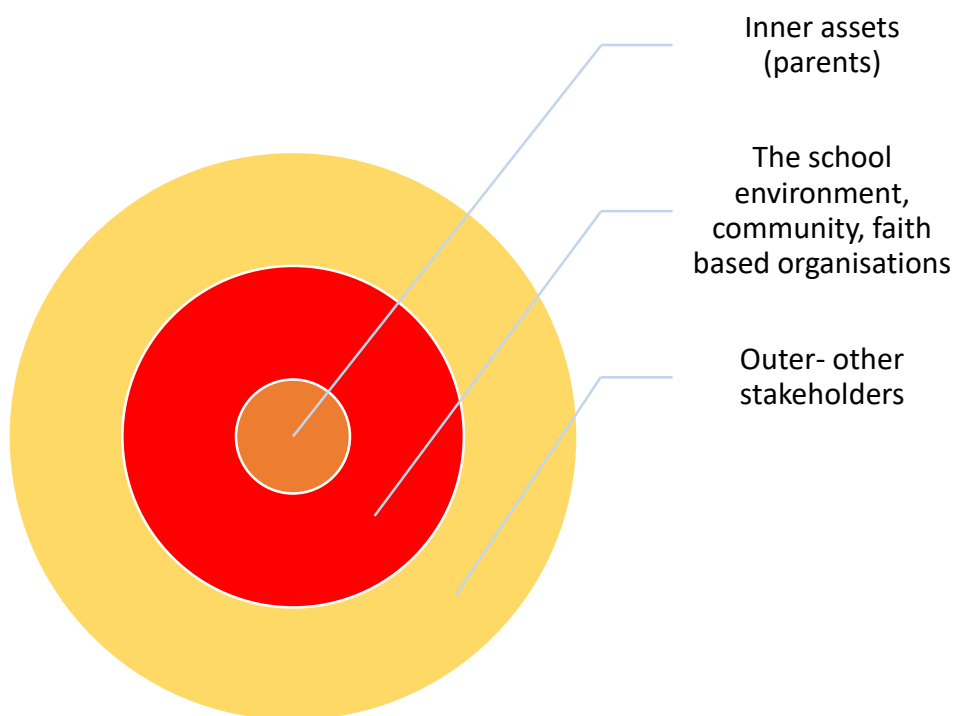


Figure 2.3: Kretzmann and McKnight (1993) asset-based approach

Ebersohn and Eloff (2006) repute the approach as having its concentration on the central part of community development, while on the other hand its proponents also regard it as a capacity focused alternative (Kretzmann & McKnight, 1993). The approach equates community with a glass of water that is half-full (Khanare, 2009), where the one half represents the resources that already exist within the community, whilst the other external partners, depend on the present half water contained in the glass to make the glass full (Myende, 2011:28).

Asset based approach has been used in different fields, namely, educational psychology, economics, risk management and sociology. The asset-based approach has been utilised to understand community phenomena in a variety of contexts, namely, disaster risk management (Vatsa, 2004); identification of drivers of sustainable rural growth and reduction of poverty. (Siegel, 2005); investigation of school-university partnerships (Myende & Chikoko, 2014); exploration of the benefits of involvement in community centred initiatives (Brooks, Bravington, Rodriguez, Percy-Smith & King, 2015); and the exploration of the nature of inclusive support programmes for learners with difficulties in full-service schools (Mhlongo, 2017).

FSS as a vehicle for change makes use of the available resource at its disposal to make the much-needed change a reality. A full-service school speaks with pride of its assets that is

learners, parents, educators, school management team, the School Governing Body and the community (Mhlongo; 2017). This theory taps into the community where parents are one of the stakeholders, and looks at the available resources. The approach regards parents as assets, who are active contributors towards the learners' support services. Therefore, the asset-based approach is about empowering parents to take control of their communities by making use of the available resource (Motitswe, 2012).

An asset-based approach is being used for this study because of its emphasis on community, and individuals (parents), who are the participants of this study, and part of community. The strength of the approach for this study is that it asserts that every individual or community has capabilities which can be utilised to enhance effectiveness. The process in this approach starts with identification of parents as active contributors in the provision of support for learners in a full-service school context. This is based on the understanding that assets need to be identified in order to yield results (Piennar & Raymon, (2013). Understanding that parents have capabilities, skills that could be useful in the provisioning of support services and make use of them will not only benefit learners, but will also potentially boost the morale of parents and imbue them with a sense of fulfilment and the sense that they belong (Mapp, 2013; Emmerson, 2000).

For parents to get a sense of belonging, they need to feel needed and get fully involved in the processes, not just as receivers but as active partakers or contributors in the whole process. SIAS (DoE, 2014) makes it very clear that parents are particularly important in the process of identification of learning barriers and the provisioning of appropriate forms of support. For parents to participate freely, they must be involved, hence Epstein's theory of overlapping spheres of influence, which is discussed below, will be used to balance out weaknesses in the asset-based approach.

Poor community communication may block the identification and mobilisation of assets cited from Mhlongo (2017, p. 38). The asset-based approach fails short in explaining the role of the external agencies and institutions in the community development process. The issue of unequal power is not dealt with properly and the fostering of community leadership setting is also not adequately addressed (Kramer & Amos, 2013). Parents and community, as capable as they are, but if the school goals are not clear, they might obstruct the effective utilisation of assets (Myende & Chikoko, 2014). Epstein's theory of overlapping spheres of influence position the parents by bringing about the ways in which the parents can be fully involved in the process by looking at the shared responsibility between school and the parents and the importance of communication in this collaboration.

2.7.2 Epstein's theory of overlapping spheres of influence

Joyce Epstein, stimulated by the ecological model of Bronfenbrenner (1979, 1986), premeditated from a social and organizational perspective (Litwak & Meyer, 1974; Seeley, 1981, cited in Epstein, 1987, 1992, 1996), the overlapping spheres of influence (Epstein, 1987, 1996). Cooperation and complementarity of schools and families promotes communication and collaboration between them. The theory of overlapping spheres of influence propounds that the working together of home, school and community in support of students learning and development has greater influence in students high success rate. Epstein's theory of overlapping spheres of influence framework integrates and extends Bronfenbrenner's Ecological Model (Wambu & Duncan, 2016).

Figure below shows Epstein's overlapping spheres of influence.

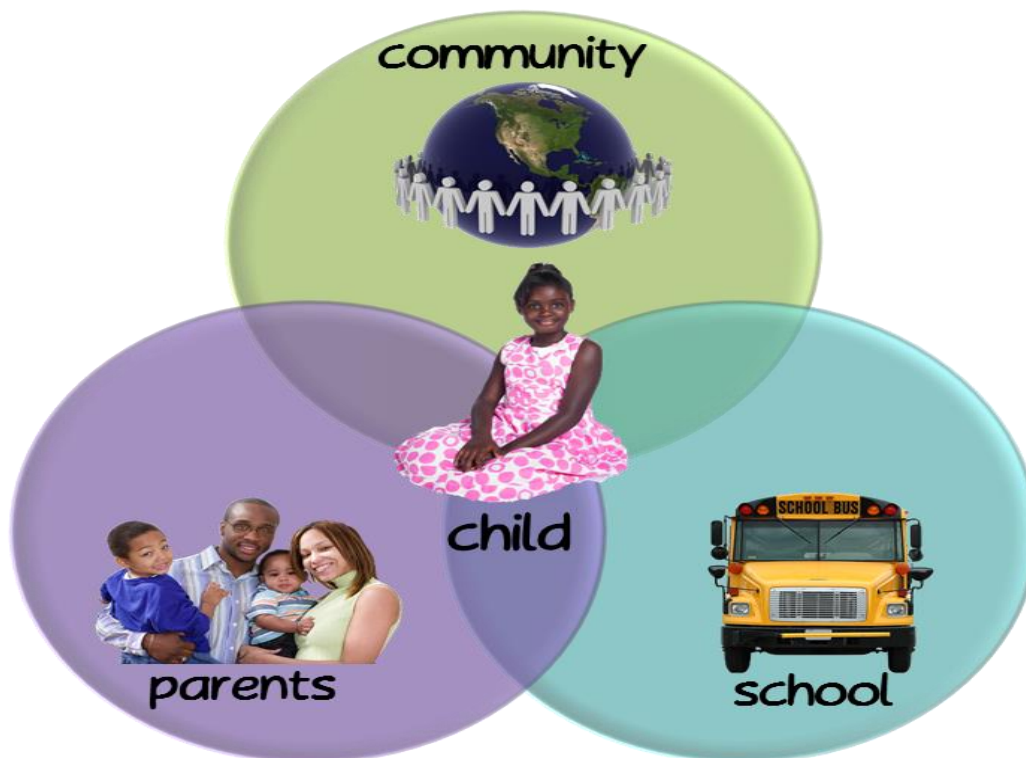


Figure 2.4: Joyce Epstein's theory of overlapping spheres of influence (Epstein, 2001)

Epstein's (2001) model comprises of circles demonstrating the family and the school that may be forced together or draw apart by four forces: time, the characteristics, philosophies and practices of the family and the school. These forces may or may not help create occasions for shared activities between the school and the family Epstein (2001, p. 32) is of the belief that schools and families have comparable characteristics, in which Epstein uses the concepts "school-like families" and "family-like schools" to explain the behaviours of families and

schools that believe in each other's importance. A school-like families system, promotes a sense of parents involvement in encouraging, supporting and developing their children's academic skills. They do this by assisting learners with their homework or put in place educational activities as part of their regular family schedule.

Epstein (1996) has the following assumption with regards to home-school responsibility: Assumptions based on separate responsibilities of school and family (home)– that emphasise incompatibility, competition and conflict between families and schools (Epstein, 1996).

- Opposing assumptions based on shared responsibilities of the school and family (home), emphasise coordination, cooperation and complementarity of schools and families (homes), and encourages communication and collaboration between family (home) and school (Epstein, 1996).

This study will use the latter for its potential value in enhancing and strengthening family-school partnerships in building an effective system of learning support. The focus on the overlapping spheres suggests that there are common interests and influence of families and school that can be successfully promoted by policies and programmes and actions and attitudes of the individuals in the organisations (Epstein, 1996).

Epstein's (1996) model argues that although some practices of families and schools are conducted separately, other practices reveal the shared responsibilities of parents and teachers for the learners' learning and development. When teachers adhere to the perspective of separate responsibilities (as pointed out in our discussion about the attitudes of teachers towards the involvement and participation and the perceived (supposed) role of parents in their children's education), they emphasise the specialisation of skills required to be involved and participate (that practically excludes parents). Specialisation comes bold, impermeable lines of division of labour that dissociates (pulls them apart) the spheres of the family and school, reducing and weakening overlap and restrict or limit interaction between teachers and parents (Epstein, 1996).

On the other hand, when parents and teachers accentuate their shared responsibilities, they support the generalisation (rather than specialisation, division and permeability) of skills required by teachers and parents to bring into being educated and successful learners. This suggests that their cooperation and collaboration and sharing of responsibilities pulls the spheres (of influence) together and increases ties between families and schools – and create school-like families and family-like schools (Epstein, 1996).

A family-like school recognises and acknowledges each learner's individuality or uniqueness and ensures that each learner is and feels included. Such schools accept all parents and families as an integral part of effective learning and teaching; not just those that are easy to reach (Epstein, 1995). A school-like family acknowledges that each child is a learner and highlights the crucial role of school as a significant block in the development of the child (Epstein, 1995). The goodness of the model lies in its acknowledgement that the child is the main reason for why these overlaps exist in the first place. That is, learners are key to successful school-family relationships or partnerships. That is, learners are the main players in their education, development and success (Epstein, 1995).

Different typologies will produce different results and will be applicable in specific contexts and not others, as a framework for accelerating parental participation in education, the model recognizes six ways of educational involvement and inspires schools to develop activities that involve schools, families and communities within the six types; which are parenting, communication, volunteering, learning at home, and decision making and collaborating with communities.

- I. **Parenting:** this is about helping families with their parenting skills and child rearing skills.
- II. **Communication:** making use of effective tools to relate school events, policies and children's progress. Parents understanding of their role in the education of their children and being abreast with what is happening with their children's education and progress as well as keeping regular contact with the school is very crucial (SACE, 1997).
- III. **Volunteering:** engaging families to be part of school activities as volunteers and partakers. According to Lemmer (2000) children whose parents volunteer their service during school events got higher grades and chance of those children absenting themselves or coming late are reduced.
- IV. **Learning at home:** helping parents to be involved in learning activities of their children like homework and other related activities. Most schools have strategies in place in order to make sure that parents do get involved by helping their children with homework (Sethusha, 2014).
- V. **Decision making:** encouraging parents to be part of decisions taken in school governance as well as their children's learning. The establishment of School Governing Body in South African schools (SASA, 1996) serves as the vehicle to channel parent's voices in decision making. Being part of decision making in the school makes parents

to feel the sense of ownership and are in a better position to understand the school's policies.

- VI. **Collaborating** with communities: coordinating resources and services for parents, students and communities at large. According to Sethusha (2014, p. 473) community resources are used to reinforce school, home and children's learning and effective collaboration lies entirely on the open and supportive relationships amongst teachers and parents who communicate mutual aspiration of helping children on their journey to success (Majozi, 2014).

2.7.2.1 Putting theory of overlapping spheres of influence into practise in the current study

The focus of this study was to explore the views of parents whose children attend full-service schools in uThukela District, province of KwaZulu-Natal, of learning support services available for their children in these schools. The theory of overlapping spheres puts forward the possible ways in which parents could be involved and participate in their children's education. The assumption of the theory is that the roles of parents, teachers and community may somehow overlap and/or dissociate (Epstein, 2002). This suggests that families and schools may share responsibilities and/or dissociate or separate relationships and function independent of each other. The significance of this understanding for this study was that the expectation was that the findings would likely show an eclectic nature.

The shared responsibilities of school and home highlight the collaboration, coordination, cooperation and complementary nature of the school and home can make a considerable input in the success of the child as it will mean that the learner benefits both ways by so doing maximising the use of assets in the two spheres. In this perspective, an overlap of responsibilities between parents and teachers is expected. There is also separate responsibilities between parents and school. For instance the SASA (1996) leaves the responsibility of making sure that a learner is at school at the correct time, to parents.

Literature posits that parents have an important role in the education of their children (Kimu, 2012; Majozi, 2014; Mehaan & Mehaan, 2017; Mkhuma et al., 2014). Given that when the roles are not explained, confusion can happen when one ends up stepping on another's toes. Parents have a bigger role to play as they deal with learners on the home as well as school front (by assisting in their school work), but the school should understand that parents are involved as parents not as teachers. Roles should be explained where both parents and teachers understand what is expected of them.

2.7.2.2 The relevance of Theory of overlapping spheres in this study

This theory is relevant to the study as it addresses different dimensions of the understanding of parental involvement, which is a significant part of the focus of the study. This study focuses on the parents' views and experiences of learning support service in two full-service schools. The intention is to understand parental involvement and participation within the context of learning support services in full-service schools. Therefore, Epstein's (1995; 1996) theory of overlapping spheres of influence was relevant in guiding the analysis and understandings of parental involvement and participation within the context of learning support services in the two full-services schools.

2.7.3 Triangulation of theories

Triangulation is regarded as the powerful tool to strengthen the corroboration of findings in a qualitative research study (Holtzhasen, 2001). The triangulation of theories in this study was applied to balance out shortcomings of the two theories. The assumption according to theoretical triangulation contributes to the enhancement of confidence in research findings, creating different possibilities of understanding the problem from a range of vantage points and dimensions (Mhlongo (2017, p. 40).

2.8 SUMMARY

This chapter discussed the relevant literature looking at international, national and local studies. The first part of the study focused on inclusive education as a vehicle for change and further down to support services and parental involvement and their role as contributors to learner support services in the context of full-service school. It also scrutinised the legislation that talks to full-service schools.

The last section of this chapter had its focus on the two theories that spearhead this study; asset-based approach and theory of overlapping spheres of influence were discussed in detail with focus on their origins, their relevance to the study and the reasons for theoretical triangulation was explained.

The next chapter will focus on the research design and methodology employed in this study

3.1 INTRODUCTION

The previous chapter reviewed relevant literature and mapped out the theoretical and conceptual lens through which this study is to be understood. This chapter discusses the methodological and design options that the researcher took, and the rationale and justification for the decisions and choices made. The discussion includes aspects such as research approach; paradigmatic location of the study; description of research context; procedures used for the selection of participants; research methods and tools; data analysis; limitations of the study; as well as the ethical considerations. Prior to discussing the methodology, it is important to recap on the main objective of this study, which was to explore the views of parents about learner support services in the context of a full-service school (FSS). The intention was to understand regimes of support within the context of a full-service school, and how these are viewed by parents as key partners in the education of children. The key research questions for the study were as follows:

- What are parents’ views of learner support services in Full-Service Schools?
- Why do they hold such views about learner support services in Full-Service Schools?

3.1 RESEARCH METHODOLOGY AND DESIGN FRAMEWORK

The following is a pictorial representation of the framework on which the methodology and design processes hang.

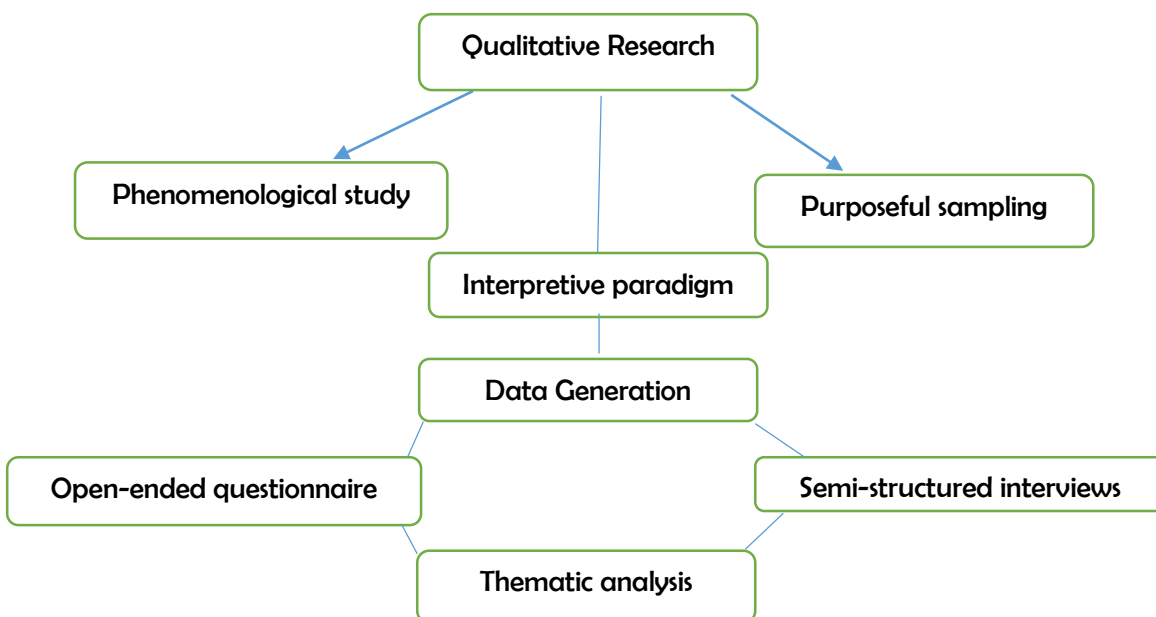


Figure 3.1: Research methodology and design framework for the study

3.2 PROBLEM STATEMENT

Parents are an important part of the schooling system as legislated in section 19 of the SASSA, which simply means that their voice should count and be included in everything that involves the school. The Education White Paper 6, Guidelines for FSS and the SIAS documents emphasise that parental involvement is crucial in schools not as just SGB members but specifically to be involved in the day-to-day support of their children. Parental involvement is very important for student achievement. According to Lemmer (2009) students whose parent are involved in their education tend to achieve more and it boosts their self-esteem. As crucial as it sounds Lemmer described parental involvement in South Africa as rather dismal which makes one wonder as to what happens to FSS that need parental involvement more to support the learners in their care. The school system is compared to a three-legged pot; to guarantee the stability of this kind of pot all the three legs should be functional as should one fail, the pot might fall. To ensure the stability of this pot, the voices of parents which seem to be absent in FSS should be heard. It is for reason that I am trying to make contributions towards bridging such gap by finding out the views of parents on learners' support services in Full-Service School.

3.3 METHODOLOGICAL CONSIDERATIONS

Research methodology could be understood as a systematic alignment of epistemological, ontological and design aspects of a research study. Thus, methodology refers to the theoretical location of the choices and options made in respect of the approaches and rules guiding the conceptualisation and conduct of a research study (Hart, 1998:28). This implies that research methodology is about understanding the rationale for, the why and how the study will proceed from conceptualisation, generation of findings to making inferences about what constitutes the social reality for the phenomenon under investigation ,Bellamy (2012:1).

This section discusses the key methodological aspects of this study.

3.3.1 Research Approach: Qualitative research approach

The key research questions for this study were investigated through a qualitative research approach. Qualitative research could be understood as a form of social enquiry whose focus on the way(s) in which people deduce and make sense of their subjective experiences and their social world (Creswell, 2014). Therefore, researchers often use qualitative research to explore and make sense of the subjective experiences, perspectives, feelings and views of participants, and what sits at the core of their lives (McMillan and Schumacher: 2010).

Nieuwenhuis (2007, p.51) describes qualitative research as the research approach that is used in understanding the process, the social and cultural contexts which underlie various behavioural patterns and understandings. In other words, qualitative research affirms and accommodates varieties of socially and historically constructed meanings and realities (Creswell, 2003).

Qualitative research is concerned with the understanding of real life events or situations which enables the researcher to discover what people do, what is important and meaningful to them, how they adapt to change, and how they make sense of their social world (Denzin & Lincoln, 2000; Ryan: 2008). This, and the other understandings of qualitative research outlined above, is in line with what this study intends to do; namely, to explore the subjective views of parents about learner support services in the context of a full-service school. In other words, the assumption I am making for this study is that it is qualitative research that can provide detailed subjective meanings of realities that parents attach to support services provided in full-service schools. However, I am mindful of the shortcomings and limitations of adopting a qualitative approach to research in this study. For instance, qualitative research carries ethical and credibility implications for how the study will be undertaken (Denzin, 2009; Anderson, 2010). However, the question of how I dealt with these complexities is dealt with under the relevant sections in this chapter.

3.3.2 Paradigmatic Orientation: Interpretive paradigm

Mertens (2005, p. 7) describes paradigm as a way of looking at and understanding the world. That is, a paradigm constitutes a skeleton of reference, a worldview, used by researchers to organise their observations, reasons and understandings of research phenomena (Babbie, 2007:31). This study is located within the interpretivist paradigm. The interpretivist paradigm permits a researcher to understand the state of the phenomenon that is being studied and interpret meaning within the social and cultural context of its natural settings (Cantrell, 2003). Therefore, in an interpretive paradigm, knowledge is perceived as socially constructed, which implies that meanings and interpretations are negotiated (Khanare, 2009:37). This suggests that in the interpretive approach, social actions and how people create meanings in their social world (Motitswe, 2010).

The intention of this study is to explore the views of parents of support services for learners in a full-service school context. Therefore, what makes the interpretivist paradigm appropriate for this study is that the views of parents are a product of social and historical construction.

3.4 DESIGN CONSIDERATIONS

A research design is a plan that describes and discusses the procedures adopted for conducting a study, taking into consideration the “when”, “whom” and “what” conditions data will be obtained (McMillan & Schumacher, 2010). In other words, the focus of a research design is on the processes and instruments that will be deployed in the investigation of the key research questions of a research study. In essence, a research design is the inclusive tactic that a researcher has chosen as a strategic framework for action that is used to investigate the key research question of a study in an articulate and logical way, thereby ensuring that the research problem is addressed effectively (De Vaus, 2001). Therefore, a research design aids as a connection between research questions and the findings of a research study (Ryan, 2008).

This section discusses the design choices that the researcher made for the investigation of the key research questions for this study.

3.5 PHENOMENOLOGICAL DESIGN

Phenomenological design is located within the qualitative realm of study and, Olushola (2015:34), holds the assumption that reality is what people think it to be. As such, it places importance on the experiences of individuals from their own points of view, and how they describe and understand the world as they see it. A phenomenological study could be understood as a study that seeks to understand meanings of experiences of a phenomenon or concept for various individuals (Creswell, 2008). As means of engaging with participants, I have chosen to locate this study within the phenomenological framework for the intention is to engage and understand the views and understandings of parents, regarding support services available or provided to their children in Full-service schools (McMillan & Schumacher, 2010).

3.6 RESEARCH CONTEXT

This study was conducted within the jurisdiction of UThukela District (municipal jurisdiction). The two FSS were selected from two circuits on the National Report which was issued by the Department of Education (2001). The two schools were amongst the list of Full-Service Schools that were regarded as Full-Service Schools with good practices. The Full-Service Schools sampled were from two municipalities within UThukela, one from Estcourt circuit and another one from Mnambithi East circuit. The names of schools and participants mentioned in this study are pseudo names.

3.6.1 Description of Sampled Schools

3.6.1.1 Letlokwa full-service school¹

Letlokwa is a full-service school which was piloted in August 2007. According to the MEC for Education, Cronje (KZNDOE, 2005), the need to transform this primary school to a full-service school emanated from the fact that it was situated in the poverty stricken Wembezi Township. Lots of things hinder learning and development in this area; there is high unemployment rate amongst parents, and a lack of birth certificates which prevent learners from accessing the social grants. The school is situated at about 15 kilometres from the Estcourt town, which is now under the jurisdiction of Inkosi Langalibalele Municipality. The school is situated in an area that was clouded by political violence prior to 1994 and late 90's. The school is a co-educational school with a learner enrolment of 1 210 (thirty five of them are living with disabilities) and the school has thirty five (35) teachers. This is a section 21 school with function C and has a quintile ranking of three (3). The Principal of the school reported that the number of learners had increased significantly since the school was launched as a Full-Service School. The following table shows learner enrolment from 2012 to 2017.

¹Year	2012	2013	2014	2015	2016	2017
NO of learners	755	830	938	1065	1102	1210

Table 3.1: information extracted from school records

As a result of the increase in learner enrolment, the school was at the time busy with the construction of additional classrooms; multi-purpose centre and an administration block.

The learner population is composed of learners coming from various sections of the township as well as surrounding rural areas. A significant proportion of households who have children at the school come from low to middle income sections of the community. However, the majority of households falls under the low-income bracket. According to the 2011 statistics from Statistics South Africa, 11% of people in this area had no income, 53.2% earn between R1 and R74 600 per annum (Stats SA, 2011) .Most of them work as domestic workers around the area and in some residences in town, whilst others rely entirely on the support that is provided to them by means of child support, foster and old age grant in some families.

3.6.1.2 Tlhapeng Full-service school²

Tlhapeng was piloted as a full-service school in 2012. It is situated at about 50 kilometres from Ladysmith town, which is approximately one hundred and ten (110) kilometres away from Letlokwa FSS. The school is a co-educational primary school, situated in Helpmekaar within the jurisdiction of Alfred Duma Municipality. Although the school is situated in the deep rural area, it is easily accessible as main entrance is about 50 metres from the main road from the town of Ladysmith. The school has an enrolment of 1020, 35 educators, 2 teacher assistants, 1 learner assistant and a caretaker. The school is a section 21 with function C and quintile ranking 3 according to the Norms and Standards. 87% of the residents in this area earn between R1 and R74 600 (Stats SA: 2011). Majority of parents from this area live on government grant whilst a lower percentage is working in various sectors.

The following table shows learner enrolment from 2012 to 2017, which is when the school was piloted as a full-service school.

Year	2012	2013	2014	2015	2016	2017
NO of learners	800	853	978	1007	1019	1098

Table 3.2: information extracted from school records

3.6.1.3 Rationale for choosing the two Schools

De Vos, Strydom, Fouche and Delpont (2002, p. 199) define population “as the totality of persons, events, organisation units, case records or other sampling units with which the research problem is concerned”. Participants for this study were selected from a population of the parents of learners enrolled at the school. There are two primary reasons for why I chose the selected schools. Firstly, the two schools were amongst the first three schools, which were used to pilot the concept of a Full-Service School within the district. Secondly, I selected the two schools because of their accessibility and proximity to school to where I stayed. The third one could have been a good choice but it was eliminated because of accessibility; getting to this area was going to be a problem as transport is a problem.

3.6.2 Selection of Participants

Participants consisted of twelve (12) parents (n=12), six (6) parents from each school. Participants were selected through purposive sampling, i.e. with specific requirements that they had to meet to be selected as participants (Neuman, 2003). Purposeful sampling involves the selection of participants that have significant characteristics that make them potential vessels of the information required to respond to the key research questions of a study (Creswell, 2012; McMillan et al. 2010 cited from Olushola: 2015).

In the case of this study, the researcher selected participants on their potential to provide information on the key research questions. The criteria used to select the participants for the study were as follows: they had to be able to at least read and understand English; they must have children who were experiencing barriers to learning in one way or other.

Effort was made to stratify the participants by gender, age, education background and socio-economic status.

3.7.3 Biographical Information of Participants

The first section of the questionnaire was used to elicit information from the participants in order to make sure that there is full representation of each group in terms of age, gender, and educational background, number of children and employment status of each participant.

Participants	Gender	No of children	Age	Level of education	Job description	School
Parent 1 (P1)	Female	5	39	Matric	Unemployed	LFSS
Guardian 1 (G1)	Female	2	32	Diploma	Office assistant	LFSS
Parent 2 (P2)	Female	4	44	Matric	unemployed	LFSS
Parent 3 (P3)	Male	1	28	Grade 11	General worker	LFSS
Guardian (G2)	Female	7	66	Form 1	Pensioner	LFSS
Parent 4 (P6)	Female	5	50	Grade 10	Unemployed	LFSS
Parent 5 (P5)	Female	2	27	Matric	Cashier	TFSS
Parent 6(P6)	Female	2	25	Grade 7	unemployed	TFSS
Guardian 3 (G3)	Female	1	31	N6	Intern	TFSS
Parent 7 (P7)	Male	4	37	Grade 10	Labourer	TFSS
Parent 8 (P8)	Female	1	42	Degree	Teacher	TFSS
Parents 9 (P9)	Female	4	36	Matric	General worker	TFSS

Table 3.3: Biographical information of participants

P1, 2, 3, 4, G1 and 2 are participants from Letlokwa Full-service schools whilst P5-9 and G3 makes up a sample that was taken from Thlapeng Full-Service School.

3.7 DATA GENERATION METHODS

The strength of qualitative research largely depends on the use of multi-method strategies to either corroborate the data collected to respond to the key research questions of a study (McMillan and Schumacher, 2006: 340, cited from Mkhuma, 2010). For this research, semi-structured interviews and self-administered questionnaires were used to generate the data to respond to the key research questions (Tuckman & Harper, 2012).

The research methods used to generate data for this study and the justifications for choosing them are outlined in the sections below.

3.7.1 In-depth Semi-Structured Interviews

Semi-structured interviews were used to explore the views of participants regarding support services for learners at the selected schools (*see appendix F*). Semi-structured interviews were chosen for their flexibility in allowing the researcher to probe for additional information where it was necessary (Cohen, Manion & Morrison, 2007). The decision to use semi-structured interviews assumed that the views of participants regarding the support services for learners constituted the core of the study. Therefore, semi-structured interviews, as a data generation method, held a promise to provide a space for the participants to provide a meaningful and purposeful expression of their views regarding the support services for learners at the two schools (Gubrium & Holstein, 2002:7).

Questions for the semi-structured interview are normally predetermined open-ended questions organised around a specific theme, allowing other questions to transpire from the discussion as the interview progresses (Dicicco-Bloom & Crabtree, 2006: 314-321). Therefore, the choice of the semi-structured interview assumed that semi-structured interviews would provide space for the researcher to replace, adapt and/or discard questions depending on their efficacy to elicit the necessary information (Dicicco-Bloom & Crabtree, 2006: 316). In addition, the open-ended nature of the questions held the potential to allow participants liberty to provide in-depth responses to the questions.

However, it is vital to note that the fact that the very discourse of interviewing may exacerbate inequitable sharing of space between the researcher and participants, disproportionately allowing the researcher to dominate and control the interview process (Henning, 2004). Therefore, it was important, for this study, for the researcher to take cognisance of the fact that interviews are not conversations between the equals; they are sometimes contrived social interactions (Henning, 2004). Based on this thinking, the researcher was mindful of the necessity to surrender some of their power and to invite participants to participate diligently in

the interview process. This was achieved by, for example, keeping questions as open-ended as possible to allow participants a level of freedom to express their views in their own terms.

A tape recorder was used to record each interview using a high-quality voice-recorder to limit the possibility of mishearing due to inaudibility. Transcribed interview material was confirmed with the participants to increase the credibility and trustworthiness of the data. The interview session took between 20 and 45 minutes per participant. Participants were interviewed one-by-one in the comfort of their own homes and at times that suited both the researcher and participants. Interviews were conducted in English. However, in some cases, questions were clarified in IsiZulu.

3.7.2 Self-administered Questionnaire

Questionnaires are a useful instrument for collecting data regarding the views, perceptions, beliefs, values, attitudes and other traits of participants about a particular subject (Babbie, 2007; McMillan, 2000). The questionnaire encompassed both open-ended and closed-ended questions. The basis for using closed-ended questions lay in the assumption that they had the potential to provide “a greater uniformity of responses”, while open-ended questions were used based on their potential to allow inclusion of issues that may not be easy to capture using closed-ended questions (Babbie, 2007).

The questionnaires were issued to the participants on the day of interviews (*see appendix E*). The researcher returned to collect the completed questionnaires, after two weeks of leaving the questionnaires the researcher got confirmation from the participants that the questionnaires had been completed. Weaknesses were noticed when the completed questionnaires were collected, namely, in some cases, participants appeared not to have properly understood some of the questions and had left them unanswered. This limited the amount of data that the researcher had sought to elicit from the participants. Secondly, it took longer than expected for some of the participants to complete the questionnaire as they complained of the fact that the amount of time required to complete the questionnaire often competed with their other responsibilities, while some just forgot to complete the questionnaire.

3.8 PILOTING OF RESEARCH INSTRUMENTS

Questionnaires were distributed to five parents, who were not part of the selected sample to ensure their reliability, appropriateness and effectiveness in eliciting the required data (Cohen, Manion & Morrison, 2000: 260). The following table shows the details of participants who were used for piloting the questionnaire.

Participants	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
Gender	Male	Male	Female	Female	Female
Age	34	20	29	43	41
Race/Ethnicity	African-Zulu	African-Zulu	African-Tswana	African-Zulu	African-Zulu
School	Letlokwa	Tlhhlapeng	Letlokwa	Letlokwa	Tlhlapeng
Educational background	Grade 12	N6	Bed-Honours	3-year Diploma	Grade 11

Table 3.4: Details of participants for the piloting of research instruments

After discussion with the participants in the piloting of the questionnaire, certain amendments were made to ensure greater clarity.

3.9 TRIANGULATION

Triangulation is the process of substantiating evidence from different participants, types of data (e.g. field notes, observation, etcetera.), methods of data collection (e.g. interviews, questionnaire) within a research study (Creswell 2005:600 cited from Ryan 2008:60). The rationale for triangulation of data was to mitigate the impact of inherent weaknesses or bias that could have emerged from the use of a single research strategy (Tuckett, 2005:9). For this study, methodological triangulation was also used, which refers the use of multiple methods to study a single problem (Terre Blanche, 2007). It was very crucial for a researcher to triangulate the data collection methods in order to close the gaps that might have been evident on one type of data generation, like in the case of the questionnaire, as a method that is widely used in quantitative technique, it does not give much opportunity for probing and the semi-structured interviews minimised the gap that were opened by the use of questionnaire. The use of participants from different backgrounds also helped in strengthening the data collected.

3.10 DATA ANALYSIS

Data analysis refers to the categorising, ordering, manipulating and summarising of research data to obtain and respond to the key research questions (De Vos et al., (2016). Analysis is used as means of shrinking data to a lucid and interpretable form so that the relations of research

problems can be studied; tested and conclusions drawn (Muribwathoho, 2015:226). It is an attempt to bring about direction, structure and meaning to the data collected (De Vos et al, 2016). I decided to use thematic analysis.

Thematic analysis provides a flexible method of data and allows researchers from different methodological backgrounds a space for engagement (Guest, 2012). Thematic analysis allows categories to emerge from the data (Braun and Clarke, 2014). I began with data analysis as I began with the transcription of the questionnaire and interview data. The process of analysing the data involved the researcher reading and re-reading the transcribed data to identify patterns and commonalities. The next step was coding of data from themes that emerged. Thematic analysis was useful in that it aligned itself with phenomenology as it focused on subjective human experiences (Guest, 2012).

3.11 CREDIBILITY AND TRUSTWORTHINESS

Trustworthiness in research is explained using different terms by various others. Lincoln and Guba (1985 cited from Shenton 2004) proposed four criteria which must be used by qualitative researchers in their pursuit of trustworthiness in their studies. These are credibility, transferability, dependability and conformability. Below, a detailed discussion of how trustworthiness was ensured for this study, using the criteria as proposed by Lincoln and Guba (1985).

3.11.1 Credibility

Credibility is a key aspect for establishing trustworthiness of a research study (Lincoln & Guba, 1985). Rossouw (2003:178-180) contends that credibility in qualitative research is similar to internal validity as it pertains to the level to which findings and, by implication, research methods are used to generate the findings that can be trusted. The following issues were taken into consideration to ensure the credibility of the data generated:

- In trying to familiarise myself with the environment and to understand the participants and gaining their trust (Shenton, 2004), I visited the participants a week prior to the actual interview. The intention was to build rapport and understand the participants better.
- To ensure honesty of participants (Shenton, 2004), all the participants were informed of their right to refuse taking part in and/or withdraw their participation from the study anytime they felt this was necessary.

- I triangulated data, which involved the use of two data collection methods, namely, semi-structured interviews and the self-administered questionnaire.
- After the data was transcribed, it was sent to the participants for them to make sure that what had been transcribed was not of my own reconstruction, but rather what they had said during the interviews.

3.11.2 Transferability

Transferability refers to the findings being applicable to other similar situations or contexts that bear similar characteristics and are therefore comfortably comparable (Major & Savin-Baden, 2010). Shenton (2004) contends that providing background data to establish the context and a detailed description of data can enhance transferability of findings. The contexts of both schools were thus described in detail in section 3.7, to allow for a degree of comparison to other similar studies.

3.11.3 Dependability

Dependability refers to the research being trusted over time and requires the researcher to thoroughly document the context in which the research was conducted (Manilal, 2014).

3.11.4 Conformability

Shenton (2004:72 cited from Mkhuma, 2012:55) describes conformability as relating to the stages taken by the researcher in assuring that the findings of a study reflect the views of participants rather than the reconstructed views of the researcher. For conformability to happen, the researcher must be honest in his or her analysis and interpretation of the data (Major & Savin-Baden, 2010). To reduce the researchers' bias, triangulation of data was undertaken, while a detailed methodological description which allowed the study to be scrutinised was done (Shenton, 2004). The epistemological and ontological assumptions of the researcher were to a larger degree laid bare throughout the study to try to be transparent about where particular understandings, interpretations and conclusions emerged from (Shenton, 2004).

3.12 ETHICAL CONSIDERATIONS

The question of ethical considerations is concerned with ensuring that the interest and wellbeing of research participants are not harmed because of their participation in a research study (Lankshear & Knobel, 2004, cited from Joorst, 2010). Research ethics is indicative of the moral dimensions of what is regarded as right and wrong in the process of conducting research regarding how participants are treated. As means of protecting the participants against

the potentially harmful effects of their participation in the research study, approval to conduct this study was sourced from relevant individuals and institutions. Approval and permission to conduct the study was granted by the university's research ethics committee (*see appendix A*), gatekeepers such as school principals and the KwaZulu-Natal Department of Education (*see appendix C&D*).

3.12.1 Access

Gaining access and acceptance is important because qualitative studies require a level of active involvement and collaboration between the researcher and the participants (Hatch, 2002:65). Even though the participants of the study were parents, it was important to request school authorities for access to the participants. Access to the school was granted by school principals. The school principals were also informed of the permission to conduct research as granted by the KwaZulu-Natal Department of Education. The copy of the letter granting permission to conduct research in the selected schools are attached. (*see appendix C*).

3.12.2 Informed consent

The requirement to obtain, not just consent, but informed consent places a duty on the researcher to ensure that all conceivable information on the intention of the research project, from the process which will be followed during the investigation, the possible advantages and threats to which participants may be opened to, as well as remedial avenues for participants in case they feel that their person is threatened (De Vos, Strydom, Fouche & Delpont, 2016). In fact, the requirement conveys a message to the researcher that it is not enough to obtain permission; (potential) participants must be provided with all the information to enable them to make an informed decision about taking part in a given research project (Neuman, 2006:135). Therefore, informed consent is not about coercing people to participate in a research study; it is about enlisting their participation (McMillan and Schumacher, 2006:142).

This thinking informed the conduct of this study. After obtaining permission and gaining access to project or research schools, which were to provide me with a list of parents (who met the criteria specified above) on their system, I used the contact details to call parents to request an appointment with them. The intention was to provide an in-depth and honest presentation of the rationale and focus of the study. Furthermore, the intention was to also enlist their informed consent to participate in the research project. When they felt that they indeed were willing to participate in the project, they signed a consent note, which served as an indication of their informed participation in the project. The sample of the informed consent note is attached. (*see appendix D*)

3.12.3 Privacy

The concept of privacy for participants in a research that is likely to be published may be controversial. Privacy for participants in a research study could be understood as those aspects of the identity, statements and expressions of the participants, which are not intended for others to know (Sibeber, 1982). Thus, the right to privacy for research participants places a duty on the researcher and participants to install measures and conduct themselves in ways that ensure that the privacy of their lives is upheld.

For this study, I was always mindful of the obligation I had to protect the information participants shared with me. To do this, I removed all the information that may identify them and utilised pseudonyms where identities were crucial. Privacy was also enhanced through the following measures:

- **Anonymity and confidentiality:** participants were given assurance that they will remain anonymous, direct quotes from the interviews were used using pseudonyms and the real names of the school were not used. The recorded tapes are kept in secure place and the participants were promised that they recordings will be destroyed as soon as the study is completed.
- **Interpretation and representation of data:** In the research report, I made every effort to ensure that the language used was accessible to the participants. Actually, I made a concerted effort to ensure that the language emulated the language used by the participants during the interviews. This was important in ensuring that the participants could advise me on the aspects of their views and identities they were willing to share publicly in a research report. Therefore, after the data was analysed, it was taken to the participants for them to adapt, replace and/or delete those aspects that had potential to violate our commitment to their privacy.

3.13 LIMITATIONS TO THE STUDY

The researcher came across two obstacles or limitation during the process of data gathering.

Sample size: Out of 110 full-service schools in the province of KwaZulu-Natal, only two were chosen for this study. For this reason, findings of this study may not be representative of the views of parents in other full-service schools. However, having said that, it was not the intention of this research project to generalize findings. Instead, the intention was to explore the views of selected parents from the two project schools.

Language: Even though participants could understand and converse in English, there were instances where they could not understand some words during the interview, and wanted these to be explained in IsiZulu. At times, this was a problem as the language used in research has not yet adequately developed to make research conversable in IsiZulu.

3.14 SUMMARY

This chapter presented a discussion and analysis on the design and methodological considerations adopted by the researcher for this study. From the discussion, it is evident that the choices and decisions made by researchers often have their roots in their ideological convictions. The implication is that these choices and considerations are by their very nature subjective (re)constructions, which are never neutral and objective.

Tied to the above are the choices the researcher made for which methods to use for data generation and how findings would be analysed, interpreted and understood. All these issues are tied to the epistemological and ontological assumptions of the researcher. Therefore, from the discussion in this chapter, it stands to reason that the conduct of a research project required a meticulous weighing of options for the project to find out its place in the scholarly conversation. In this chapter, the question of ethics is elevated to a matter of duty for the researcher. Therefore, whatever decisions, options and considerations were made, they had to pass through the eye of the needle of ethical research conduct.

Therefore, Chapter Four will provide an analytical presentation of the findings that were generated through the methodological and design considerations and try to make sense of the findings in line with the study's key research questions.

CHAPTER 4: DATA PRESENTATION AND ANALYSIS

Educating yourself does not mean that you were stupid in the first place; it means that you are intelligent enough to know that there is plenty left to learn

(Melanie Joy).

4.1 INTRODUCTION

The previous chapter presented the research methodology and design adopted in this study. This chapter presents the findings according to the themes and subthemes as they emerged during the thematic analysis of raw data. For a deeper understanding of the parents' views about the learner support services in full-service school, an in-depth discussion of each theme is provided in relation to existing literature and theoretical frameworks that underpinned the study. As the study aimed at understanding parents' views about learners support services in full-service schools, parents' voices were included in the discussion in a form of direct quotes or verbatim quotation from the interviews and questionnaires.

Three themes and thirteen sub-themes were identified from the data. Aspects of literature reviewed are fused with the findings of this study. The chapter concludes with a summary of findings in this study.

4.2 PRESENTATION OF THEMES AND SUB-THEMES

Major themes and subthemes identified in this study are outlined in table 4.1 below.

THEMES	SUB-THEMES
THEME ONE Parent's understanding of full-service school	<ul style="list-style-type: none">• Interfacing with School leadership• Engagement with school policies(inclusive education), documents• Independent learning
THEME TWO Learner support services in FSS is Kaleidoscopic	<ul style="list-style-type: none">• Social support• Academic support Curriculum adaptation• Socio-economic support• Psycho-social support

<p>THEME THREE</p> <p>Discourses of support</p> <p>(Enablers)</p>	<ul style="list-style-type: none"> • Teacher expertise and knowledge • Positive school climate • Family-school collaboration
<p>(Restrictors)</p>	<ul style="list-style-type: none"> • Teacher attitudes • Lack of communication • Inadequate support services • Stakeholder involvement

Table 4.1: themes and subthemes that emerged in the study.

4.3 ANALYSIS AND DISCUSSION OF THEMES

In order to aid understanding, the findings are organized into three discrete themes. First of all, the first theme discussed how the participants conceptualize full-services school which may point to the views about learner support in such a school. Secondly, an explanation of their views about learner support services in FSS are provided. Thirdly, an explanation on why they conceptualized the learner support services in such a way was explored. The themes are discussed in greater depth in the following sections.

4.3.1 THEME ONE: PARENTS’ UNDERSTANDING OF FULL-SERVICE SCHOOL

In this theme participants’ understanding of full-service school is discussed. Three subthemes were identified relating to their understanding of all full-service school debates for understanding the nature of support services needed for learners in such schools. According to the parents, their understanding is derived from their interactions with the school leadership, engagement with school policies and documents and their independent learning as discussed in the following sub-section.

4.3.1.1 Interfacing with School leadership

Participants’ ideas of what the full-service school means was informed by their interaction with the principal and embedded firmly in a school formal communication between the principal and the parents. One of the participants indicated clearly that the idea of the full-service school was communicated during the meeting with parents.

Gurdian one, parent one, five and guardian three indicated that their understanding of FSS derived from what they were told by either a principal, deputy or School Governing Body member. It became clear that the school management team’s focus is not only based on

financial matters as most people would think but rather all round as means of educating those involved in the education of a child. This is in line with DoE (2010) that puts emphasis on the fact that the principal and the SMT have an invaluable role in making sure that positive and welcoming climate is created in order to make the school more accessible to everyone. Participants had this to say:

Parent one reported: *“We were called in a meeting I think it was 2013 and it was in that meeting that the principal told us that the school is now a full-service school and will be able to take children that are disabled or not fast learners”*.

One of the participants (guardian one) demonstrated her understanding of FSS by highlighting her quest to take her child into a special school: *“I went to my child school because I needed a letter which was required by a special school in Ladysmith in order to admit my child to a special school, when got there I was told to wait for the deputy principal who will be able to assist me, on Mrs. Moore’s (pseudo) arrival I explain the reason for my visit and she asked me why did I think my child need to go to a special school because as a FSS they are equipped to deal with children like mine”*.

Another participant (parent five) also linked her understanding of FSS to the interaction with the principal. Alongside was the greater awareness of the challenge of the child and the principal taking ownership and ensuring the school is in a position to provide effective support and alleviated learners’ challenges. The participant explained: *“it was in 2015 when I got to know about the type of schooling that they have because my child was struggling with communication and the principal told me that as the FSS they are in a better position to help my child than a main stream that he was attending at the time”* (parent 5).

Literature on school leadership acknowledges the importance of principals’ roles in the functioning of many South African schools (Makhasane, 2018; Chikoko, Naicker & Mthiyane, 2015) Makhasane and Khanare (in press) argue that the role of principals and research in diverse setting have created awareness and position principals as critical assets in their school context.

Participants’ understanding of FSS as an entry-point for understanding their views about learner support services is through their interfacing with the school principals. The school principals provided platforms, such as parents meeting, to inform the parents about the nature and status of the school being a FSS. These findings are consistent with those of similar studies, where the presence of principals turn out to be one of the parent’s greatest assets (Bauer & Previts, 2014). Furthermore, participants understanding of FSS increased part of their

interaction with the deputy principal, as indicated by the other participants. In my experience, many principals in South Africa are often accused of not sharing work or delegating work to their subordinates. The opposite was the case in this study. One participant indicated that in the absence of the principal she was addressed by the deputy principal of the school. But not only was the deputy principal available, she was able to convince the parent not to transfer her child to a special school because their FSS is well equipped to support learners experiencing challenges. The presence and ability of the deputy principal make him an important asset in the FSS and to the parents. This is similar to themes that emerged in previous studies, where other teacher, other than the principal adopt a more positive attitude and assist parents (Nyatuka, 2015).

Another interesting observation that came out in one of the parents understanding of FSS was their recognition of their children's learning barriers, such as struggling with communication. The parents' knowledge about their children's challenges is an asset. This is in line with the widely known assertion that "knowledge is power". The agency on the part of the parents to visit and seek assistance about their children's challenges enhance awareness about the role of parents as agents of change in their children's lives (Bouguen, Gumede & Gurgard, 2015), and increasing positive attitudes in contrast themes that emerged from the previous studies, where parents were reported as poor in communication, illiterate and absent from their children's education (Manilal, 2014; Abrahams, 2013; Maluleke, 2014).

Parents' faith in the school management is very visible in this case where they got to know and understand the FSS through interaction with the school management team. This proves that participants regards teachers as experts and cornerstones in their children's learning. This is in agreement with Nyatuka (2015) that some parents still see teachers as experts in their children's education. It is also interesting that literature portray principals as having focus on financial issues whilst it is clear from the participant's responses that shows the other side of principal was very informative during the whole process or transition.

Though participants have school management as their source of information, it is clear that there are those that do not only rely entirely on that but rather engage with the relevant documents, policies and broaden their knowledge by attending workshops.

4.3.1.2 Engagement with school policies (Inclusive education workshops)

Another sub-theme that emerged about the parents' understanding of FSS was around attending the Inclusive Education workshop. The most important aspect about the workshop was the policies and documents that contained information about the FSS. The participants explained

that the workshop taught them about Education White Paper 6 as a mechanism to learn about new schooling system which include schools that take into account the needs of learners with mild disabilities; *“I attended a workshop which educated us about White Paper 6 during the introduction of Inclusive Education. It was then that I learned about the new schooling system which is aimed at taking into account the needs of learners with mild disabilities”* (parent 8). The other participant, on the other hand, described the specific workshop in a more nuanced and holistic way, stressing the importance of reading departmental documents, but also in relation to the need for maintaining networks between parents and the district-based officials. The participant expressed her view and said: *“We were called to a deaf workshop which was organised by the people from the district office and they explained to us the different types of school during introduction in an attempt to help us understand the school in which our children are attending and how it is different from the other school and they gave us documents to read at home with their phone numbers which we were to use when we don’t understand what was on the documents”* (Guardian three).

According to one participant, learning about the department was not only about attending a formal workshop, but refers to school premises where interaction with policy documents, both formal and informal can occur. According to this participant, her job as a volunteer created a chance to come across documents which include those related to the implementation of inclusive education, part of a much broader sense of FSS. Parent five felt her understanding of FSS was facilitated by *“being a volunteer makes it easy to get these terms, I had to read through a document that I came across when I was doing my errands around the school premises, I think it was a guide on how to implement inclusive education”*. *As I was packing books which were lying on the teachers table before sweeping the class, a colour book grabbed my attention and I read it.*

The theme on inclusive education workshops adds knowledge of how the parents got to understand FSS. Participants articulated the importance of being engaged with the policies of documents of inclusive education and establishing meaningful networks with district-based office in order to get more clarity about the documents related to FSS or inclusive education in general. Similar findings on the role of workshops in enhancing the functionality of FSS has been described in detail by Mhlongo(2017), who recommended that parental involvement in FSS workshop is an asset and can build on existing assets such as teachers and school leadership. Literature on inclusive workshops and teachers’ attitudes towards the

implementation of inclusive education is continually criticised as a waste of time and money (McKay, 2017; Lee, 2015; Ntombela, 2016).

Findings in this study suggest that the parents in question adopted a positive attitude towards the said workshops involving their willingness to read documents and maintain networks with their district office to get a deeper understanding of the departmental policies. These findings adds value to our understanding of how assets can be created in FSS by drawing from resources within the school (Kretzmann & McKnight, 1993). One lesson is that even parents of children attending FSS; collaboration with district-based office is possible and beneficial for improving support for learners. This is distinctive to what overlapping sphere is all about (Epstein, 1987, 1996). A fascinating idea that came out from one of the participating parents which I could call “bricolage learning” was the parent who volunteered in the school and used the school premises to learn about FSS documents. The school premises and documents found within are assets. In contrast to the needs-based approach (Kretzmann & McKnight, 1993; Makhasane & Khanare, in press; Roy, 2017), in which most parents are regarded as illiterate, poor in communication and vulnerable; the findings in this study indicate that the parents instead looked inwards first and used available documents within the school premises to improve their understanding of the nature of school, thus FSS.

4.3.1.3 Independent learning

This theme shows that it is not only teachers that are lifelong learners (DoE, 2014) but also parents as some of the participants are involved in individual learning in an attempt to understand the FSS and what it entail or what is in it for them and their children. This was acquired through their responses;

“ On my way to town I came across a new signage in the school premises written Letlokwa FSS and I wondered why they removed they Junior secondary part and put that so I take it upon myself to understand what it means so I googled it” (parent five).

Parent two added that:

“during our time there were only two schools now there are so many, I was helping my grandson with his homework when I got to know about FSS and just read through the case study that he had about FSS, and from then I have been reading a lot since I have nothing more to do during the day in trying to understand the condition of my grandchild and how the school can help her and also FSS are now buzzing in our gatherings as teacher pensioners”

This coincides with Joy’s (1991) quotes that when one is educating him or herself it does not mean that he or she was stupid in the first place rather means that he or she is intelligent enough to know that there is plenty left to learn, Glynn (2006) concurs that more often individuals are

seen as being in control of their own learning in so doing instigating and maintaining their learning opportunities within responsive social context. The responses that emerged shows that parents have something to contribute towards their children's education, which contradicts other literature that regards parents as illiterate and showing no interest on their children's education. They bringing along what they can do in trying to be effective participants in the education of their children is in line with Kritzmann & Knight's (1998) asset-based theory which is of the belief that everyone have a skill, assets and qualities. Parents' ability to work and show interest in their children's work makes the asset to both the school and the children and proves a great collaboration between the school and home. The parents ability to be involved in independent learning shows that they are assets, their eagerness to know clearly indicate that they want to be participants and contributors in the support of learners in FSS and create the needed change.

Epstein's (1996) theory of overlapping sphere is also reflected in the analysis of the themes. The school leadership's collaboration with the parents during meetings and the parent's initiative in educating themselves in order to contribute positively to the children's education means that they are willing participants in the system that wants to combine all the available resource/assets (Kretzmann &McKnight, 1996) to contribute positively to their children's schooling.

Based on the different backgrounds ranging from educational level of participants to historical background and how they obtain the knowledge of FSS gave birth to various forms of support within the FSS and that painted a colourful picture with regards to the support services within the full-service schools.

4.3.2 THEME TWO: LEARNER SUPPORT SERVICES IN FULL- SERVICE SCHOOLS IS KALEIDOSCPIC

This theme illustrates the various support services that are found within the full-service school. Participant's views of support services in a full-service school painted a gaudy picture of what kinds of support should be available in a FSS. This is what one participant said with regards to support.

“ A full-service school should be a one stop shop where we are able to get everything, as a resource centre to neighbouring school it should have a variety of services that are needed by both learners and parents, for instance we should get social workers, psychologists and slightly different curriculum” (parent eight).

This is aligned to Dryfoos (2004) that FSS are resource centres where families, communities and students also benefit.

Various sub themes that define the participants' view of support services in full-service school are discussed below.

4.3.2.1 Social Support

Social support is the physical and emotional comfort given to people by their families, friends, co-workers and others. Interaction with peers is an important developmental aspect of any child's life. Participants felt that social support for children comes in various forms; social support offered by special teachers, peers and family. It was distinct from the participants' responses that peers were more helpful in the provision of social support.

"My child is very fond of his classmates, they at times carry his bags when he can't on those down days" (parent five).

The other participant explained his daughter's experiences with regards to support provided by other siblings who are of school going age: *"my daughter is able to open up about life challenges to her young sister than me, maybe I am not a good listener that is why she prefers her sister"*. This shows that the children on their own are an asset to one another

It was also very clear that some children are struggling to make friends as a result their days at school are rather a nightmare.

" angiboni ukuthi ingane yami iyasithanda isikole, unyaka wesithathu lo kodwa akanabo abangani, uyavilapha nokuvuka ngezinye inkathi athi akaphilile kepha ngempela sonto uba owukuqala ukuvuka" (parent four)...below is the translation.

" I don't not think my child likes going to school, this is her third year but she has not been able to make any friends, she stalls waking up in the morning and always complains about being sick during the week while during weekends she is the first one to wake up" (parent four).

Teachers too can have an impact on learners making friends or forming social relationships.

"My son does not stop talking about his teacher even when you ask him to draw a picture of his friend, Mrs S (pseudo name) is always there and when you ask why his other friend is so big he will tell you that Mrs S is one of their friends as she always play with them when they didn't make noise during class".

There are lot of challenges that learners experience in their daily lives. Proper social support system helps them to cope. Participants are of the view that their children do have a social support system whether it comes from school, families or peers. However children experiencing difficulties get lonely even in inclusive class; some prefer to be in the resource centre or in the

presence of a special teacher that makes them feel they belong (Pierce, Sarason & Sarason, 2008).

4.3.2.2 Academic support

Academic support is very crucial in an inclusive setting or FSS; it forms a basis for the existence of FSS. Learners in FSS require more academic support than those in mainstream schools and for this reason it was very important to hear what the participants said about academic support in these FSS. Based on participants responses it became very clear that the kind of academic support that is being offered is not what they expected or hoping for. It was rather below standard as there were only two participants who had something positive to say about the provision of academic support to learners who experience barriers in the two schools. One of the two parents said:

“My child’s speech is impaired; during the first year at school he was introduced to sign language where whilst other learners were learning in a normal class he was attended to by a teacher that was deaf teaching the basics in sign language but the teacher had to leave to a special school as I was told it was needed there more as there were more learners who needed sign language at that school”. (Parent six).

Another parent also added that: *“during classes, some teachers in the school are monitoring learners’ performance and learning need, my son is very slow at times his teacher will give him extra time in order for him to complete the task at hand”* (Parent three). This is in line with the curriculum differentiation approach as stipulated in the guidelines for the implementation of FSS (DoE, 2005).

Other participants had a different view to what the two had said, for instance guardian one voiced out her concern about the unavailability of strategies for helping their children to progress academically,

“ I feel like the school has failed my niece academically, you know she is doing grade seven this year and will soon go to high school but she cannot even help her cousin who is grade four and I am asking myself what is the use of keeping our children there if they not going to benefit. For me it feels like they are at a crèche, year in year out nothing comes out but they move to the next class” (Parent one).

Parent one’s emphasis was that; *“ umzukulu wami ufana novakashayo esikoleni ngoba ebona abalingana naye beya, akakwazi nokubhala onkamisa”*... translation *“My grandson is just going to school so that he can be with kids of his age otherwise there is nothing that is being done to support him with his studies, he is doing SUB B (grade two) but does not even know*

how to write onkamisa (vowels) and I don't see the school doing anything to help him at least to achieve something out of his day to day attendance”.

Parent five also shared the same sentiments with parent one and parent three; *“The school is not providing anything special academically, not all learners are academically gifted. There should be an alternative to help those who can't achieve academically instead of moving to the next class while they have not passed”.*

The responses above indicate that there is no uniformity in the two FSS; Letlokwa FSS has some sort of academic support in place although it's not full proof whilst the Thlapeng FSS is far behind. Given what they said it shows that there is lack of implementation in terms of academic support which is seen as one of the key elements of a FSS. Full-service schools should be in a position to provide remedial education, linked to academic support and other enhancement activities, providing students with a comprehensive academic program (adapted from www.polar.com on 17 November 2017), in so doing it is important to take note of the emotional being of each child in order to make sure that it does not affect the learners ability to acquire the needed knowledge, for that emotional support is needed as in most cases learners are experiencing lot of emotional baggage that derived from family issues, school environment, peers and so on. The next sub-theme's focus is on emotional support.

4.3.2.2.1 Curriculum adaptation

This is the subtheme within academic support, it came up more often during interviews, when most participants felt that what was being delivered to learners who are experiencing barriers to learning was way above what they can grasp, therefore there was no curriculum differentiation.

“She always forgets what she was doing and leave it unfinished. My question is how can she cope with all that is taught at school if she cannot do coffee and serve you without you having to remind her of what she was doing. I saw her books she is doing the same things as her cousin who is in another school, why is that?”(Guardian one).

Parent two added:

“my child is just visiting school because he knows nothing about what he is taught at school, sometime he comes home and cannot even tell you what was said at school nor read vowels in grade two. I think it would be better if he was taught easy things so that he can at least know something”.

The participants' responses shows that there is very little done in FSS with regards to curriculum differentiation. It is clear that one size fits all is being used not considering the range of learning needs that learners pose.

Prevailing literature position FSS as a one-stop centre at which educational, physical, psychological and social requirements of learners and families are addressed and when these are not forthcoming, learners suffer (School Board Association, 1991 & Dryfoos, 1994). The guidelines for FSS (1995) emphasise the importance of differentiation and the Curriculum Assessment Policy Statement document (CAPS) specify the importance of having a learner centred curriculum. This concurs with the theory of overlapping spheres (Epstein, 2001) where the learner is at the centre of the three spheres. Motitswe (2014, p. 39) is of the view that unyielding and strict nature of curriculum that does not cater for individual differences can lead to failure in learning. This is the indication that all forms of support are crucial and have a greater role to play in making sure that learners in these school reach their potential, and in so doing it became imperative for the researcher to look at the various stakeholders that are responsible for the provision of support in these schools and also what is needed for proper provision of the support. Teachers' expertise, knowledge and attitude were the most common in the responses by the participants; school climate, family-school collaboration and the involvement of those called sister departments (SAPS, DSD, SASSA, DHA) came into light as playing a role in the provision of support. The next theme will focus on significance of support with the focus on enabling and restricting factors to the provision of the support which the previous theme made clear as needed. This next theme will attempt to answer the second question about why parents have a view that support is not forthcoming or not at the level it should be.

4.3.2.3 Emotional support

Learners need all the support they can get in order to learn. Support to learners should be holistically provided, which means emotional support is needed in all aspects of a learner's life. Some participants felt that there is not much that is done to help learners emotionally. It is said that should the emotional side of learners be not taken care of, learning might be compromised (Conway, 2017).

The participants' responses had almost similar sentiments about the level of emotional support that is provided in these schools. Here are some of the things they said:

"It would be nice if the school had a psychologist or social workers that visit every now and then just for our children to have someone to talk to about their feelings and things that bothers them" (parent three).

"Learners go through lot of issues on their own as they are struggling to talk to teachers at times because some teachers have no sense of privacy. There was this one child apparently she disclosed her status to one teacher the next thing it was known by almost half of the school and

for that reason some children rather carry their emotional baggage than to share with the teachers” (Parent nine).

It is clear from the participants’ responses that teachers are struggling to be discreet and that makes it difficult for learners to divulge sensitive information that might be detrimental to their focus at school. Emotional support is about knowing that there is someone out there; that you are not alone and even in your down moment you get to preserve your self-confidence because of the support structure around. Learners’ unresolved issues at times can result in an inability to cope with the relevant curriculum; however curriculum differentiation can help in meeting the diverse needs of learners.

4.3.3 DISCOURSES OF SUPPORT

This theme’s main focus is on the factors that participants felt that they either enable or restrict the support that is needed by learners in these FSS, and again they had different views about why the support is not forthcoming or inadequate. Their views were grouped into six sub themes which they regard as either enablers or constraints. Those were; teacher expertise and knowledge, family-school collaboration, school climate, teacher attitudes, lack of communication and the extent to which stakeholders are involved.

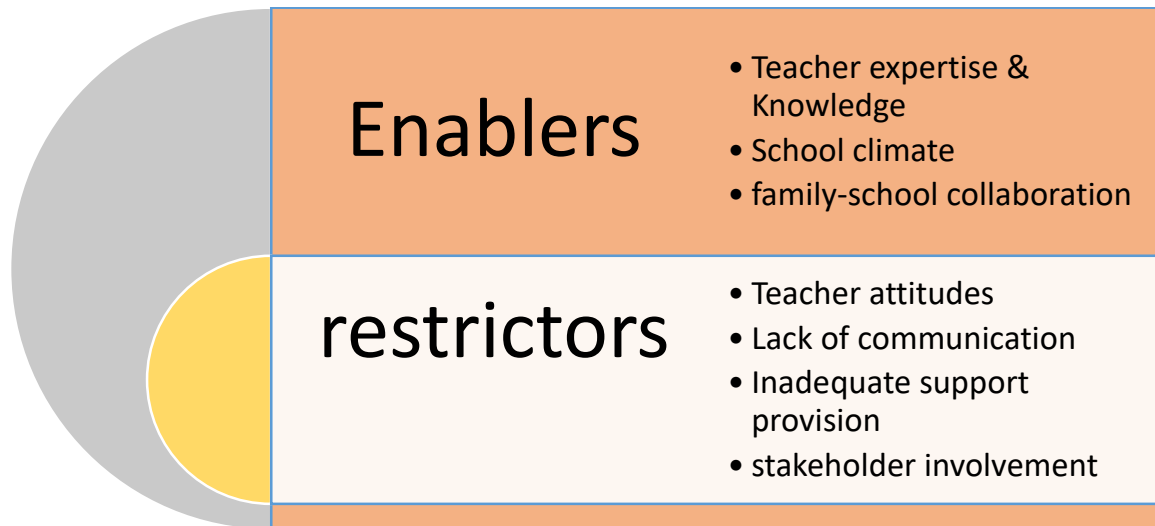


Figure 4.1: Enablers and restricting factors in support provision

4.3.3.1 Teacher expertise and knowledge

The teacher expertise and knowledge dominated during responses whereby some participants felt that should teachers be equipped to deal with learners experiencing mild impairments provision of support to these learners will come naturally and that their confidence in what they do makes it easy for them to involve parents without fear.

Parent five proclaimed that,

“Teachers who are equipped to deal with learners with disabilities are doing a good job in giving those learners the proper support they deserve. My son was in grade one last year and his teacher was very good and supported my child from keeping his asthma inhaler to even reminding me of my child’s hospital visits, and she also knew how to deal with him when he had those attacks”.

Parent added that,

“as teachers we are expected to be competent in all that we do, we are expected to fit in various roles like we sometimes see ourselves as social workers, pastors and at times you deal with issues that are beyond your level as a teacher. Constant upgrading is very important as this helps you to be a better teacher and cut of all the cultural myths. Provision of support to these learners is only possible when you have knowledge of various impairments. For these new teachers it’s difficult as some of them don’t even have basic psychology, but believe with time they will be able to fit into the system”.

“My son’s teacher once told me they(school) don’t know what to do with my child, when you don’t know what is wrong with me how will you know the kind of support to offer me. If this school has to take our children it is only fair that the government send teachers that are competent and able to deal with our children” (Parent five).

It is clear that what teachers know and able to do contributes heavily to what they offer the learners in their care. The Integrated strategic framework for teacher education and development introduced the Integrated Quality Management System (IQMS,2011) with the purpose of determining teacher competency (Education, 2000). The Norms and Standards for Educators (2010) had introduced the roles and set of applied competences and qualification for the development of educators, these roles served as a description of what it means to be a competent educator. When educators have to fill a role of a pastor “educator wearing the shoes of a pastor.

- **Community, citizenship and pastoral role**

The educator will practice and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. The educator needs to be in a position to create an atmosphere that is empowering and supportive for learners and act in response to the educational and other needs of learners and fellow educators. (DoE, 2000).

It is these roles that enable them to be better teachers and providers of support. All participants from Letlokwa full-service school were in agreement that teachers at this school lack most of these competences when it comes to learners with learning barriers. Having their children

should not disadvantage them. To them (parents) the school is not capable of teaching learners with learning impairment or provide any support except nutritional support.

“For me the school is good at providing all learners with healthy meals as they also have a vegetable garden that supply the school with fresh vegetables” (Parent two).

Also teachers sometimes cannot even tell what is the problem with the child, instead they assume or rely on the information that has been given to them by the parents which simply mean that the support provided might not be what it should be. According to Guidelines for Full-service/Inclusive Schools, educators should be in a position to identify learners with barriers to learning, provide support in their respective classroom and to meet up with other support providers in an attempt to determine the level of support needed by these learner and adapt the curriculum as an intervention to learner challenges and or problems (Du Plessis, 2013, p. 88) The question remains, how suitable qualified are the educators and ILST members in performing their functions as stipulated by legislation.

When my son started doing grade one I was called around June by his class teacher. On my arrival to the school she asks me if I had picked up any odd behavior in how my son is progressing. He said he is not sure what is the problem and also don't know what to do with him as the child does answer when asked verbally but when it comes to writing he gives all the wrong answers. Parent one

My niece started doing grade one at the school, by then we already knew that there was a problem and were trying to look for a school that will cater for her educational needs. When she was doing grade 3 we got an admission form from a special school that caters for intellectually impaired learners and other sickness and were told to get a letter from her current school. When we got there the principal refused to give us the letter saying they will teach her themselves. We decided to let them be because they told us that as a FSS they are allowed to accommodate and teach learners that are experiencing barriers to learning, said (Parent two).

Two parents raised their concerns that the needs of their children were not catered for at Letlokwa FSS and guardian one was even more worried because her niece is doing grade seven that year which means she will be going to high school next year. She voiced up that the school is more of a day care than a place of learning as teachers don't know how to help their children except keeping them and moving them to the next class at the end of an academic year.

You know the deputy told me that they are in a process of getting teachers that are going to teach these children so we need not worry about looking for another school, but the way I see it will never happen. My grandson leaves home every morning but have nothing to show.(Guardian two)

The pre-school is probable better than the school that my niece is in. Next year she will be going to high school because they said they cannot keep her because of age and I am asking myself if she is going to cope in high school. I feel the school has wasted her time maybe if she was taken to a school with teachers that understands her, she would have learnt something by now. Oh, maybe if they want to continue taking all children even the disabled one they need to get teachers who know how to deal with these kinds of children instead of keeping them there for nothing. Guardian one

The SASSA (84 of 1996) stipulates that every child irrespective of background, ethnicity or disability has a right to quality education. It is clear from the interviews that the learners at Letlokwa FSS are not adequately taught; support provided to them is inadequate and their right to quality education is being violated. Some parents indicated that welcoming school environment does help in bringing in people that can provide the necessary support, should the teachers be not able to do so.

4.3.3.2 School climate

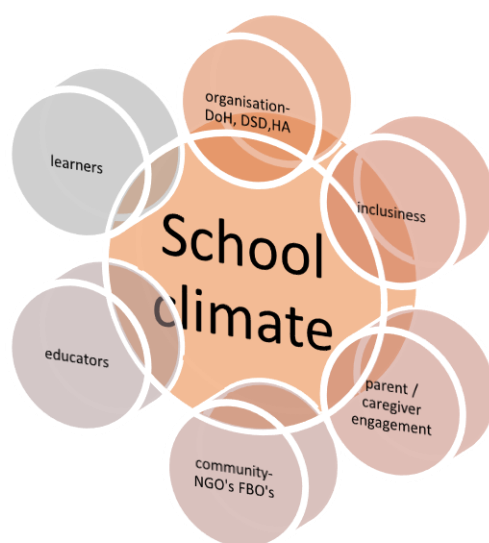


Figure 4.2: Aspects of the school climate

Walls of institutions without uttering a word can pose as a barrier to provision of support by either school, parent or those involved in education. School climate refers to the eminence and charisma of school life. It is grounded on the student's patterns, parents and staff experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures. It is about inter-personal relationships among students, families, teachers, support staff and administrators (De Witt, 2016).

A positive climate extends on open invitation to parents and helps ease any discomfort they may have about their participation in education (Kannapathi, 2012). It became clear that parents are hesitant to go to school when they feel that their presence was not appreciated by the teachers. Participants' responses draw a clear picture that they felt that the school environment at time is not as welcoming as it should be and that makes it a little difficult for them to provide the necessary support in an attempt to assist teachers as they feel that providing support to their children should be a joint effort.

Two of the participants (parent five and nine), felt that even if they are welcoming them but their faces would be telling a different story to what is being voiced out. Most participants felt that the waiting in schools kills the mood or the eagerness to go there. These is what some of the parents said;

Almost all the time when I go there I could see that they are irritated by my presence and cannot wait for me to leave as a result I decided not to bother them anymore. At times I would go there just to check if they need any assistance be it cleaning the classes or the garden not necessarily to complain (Parent five)

Miss Mokouana's class is always clean because she is very nice so parents takes turns to help her in whatever she needs for learners. (Parent nine)

A positive school climate exists when staff members, learners and parents feel safe, included and accepted. It is about teacher, parents and student finding common ground. According to Doll (2010, p. 13). Schools with strong school climate normally have a familiar and comfortable relationship between teachers and student families. Having common expectation and values for students learning and development help in eliminating any misunderstanding between school and family life. Lack of communication and collaboration is always to be blamed for malfunction in schools.

4.3.3.3 School-Family Collaboration



Figure 4.3: Home-school partnerships (adapted from [www. googlepic.com](http://www.googlepic.com))

Learner is like a knee wheel that is responsible for proper coordination between the leg and the thigh. It is for this reason that school and families should find a way to forge a relationship that will enable them to collaborate on all they have for the betterment of student life in and off school. Parents felt that they have a role to play also in the provision of support and that the success of their partnership depends on both the school and families.

Collaboration is about working together towards a common goal or a set goal. Home –school collaboration is a reciprocal dynamic process that occurs amongst the systems who share decision towards common goal and solution related to students(Cowan, Swearer, & Sheridan, 2004). According to Khanare (2009), a child does not operate in a vacuum. A child being at the Centre is a link between school and home which therefore requires these two parties to forge some sort of a relationship to assist each other in reaping optimum results for the learner. Research clearly demonstrate that children thrive academically when the family and the school agree that they are stronger together than apart. (www.knowledgeloom.org.)

Like in any other relationship, the success of school-family collaboration depends entirely on the willingness and readiness of each party to collaborate. The participants in this study are also of the view that home-family collaboration is important, but at times they felt they are not given a chance to be part of that collaboration. The participants agreed that it is challenging to have working collaboration when one person thinks he or she knows better than you; one parent said it clear that:

“You know besides being parents we also have our own professions. Trust is very important in any form of relationship. There is no way that we can push towards a common goal when we go in separate ways. It is essential for both parents and educators need to recognize that they need each other. If they can have that in mind they will succeed in whatever they put their mind in.”(Parent eight)

Epstein (2001) on her typology of parental involvement put emphasis on the collaboration of the school with the community. According to Epstein (1996), home as part of the community can help the teachers in identifying the available resources that will help to enrich curriculum and instruction, making use of available mentors within the community. The same collaboration can help.

4.3.3.4 Teacher Attitudes

According to Kannapathi (2012), educators perception and attitudes towards parents have the potential to promote or impede parental involvement in education. Teachers’ positive attitude promotes involvement of parents whilst negative attitude by teachers hamper parental involvement. According to Abdullah, Seede, Alzeydeen, and Al-Awabdeh (2011) teachers with more positive opinions towards parental involvement place more importance than those with negative opinions.

There is minimal number of teachers who use strategies that enable parental involvement even though literature shows its effectiveness in acceleration of student performance. (Epstein, 1986, Swick & McKnight, 1989). A study that was conducted by McBride (1989) revealed that the teachers feel that were not equipped to deal with parents. Teachers are confronted with the need to involve parents in their children’s education. At times this is very challenging as they lack expertise and were never prepared to deal with such as a result negative attitudes and feeling frustrations limit the teachers abilities and desire to create a successful parental involvement constituent within their classrooms (McBride, 1989, p. 5).

As a teacher, myself at times teachers develop negative attitude towards parents because of various reasons; the teachers past experiences with parents, teachers who think parents know nothing and teachers lack of confidence for what they know with regards to their roles as teachers. Participants in this study were all in agreement that at times teachers do possess some form of attitudes (positive or negative) but they felt that teachers’ attitudes cannot entirely be put on teachers only as parents can be the cause of these attitudes too.

You know this one teacher at the beginning of this year my child was to do grade two then. I went to his teacher to ask her to keep my sons asthma inhaler as I have been doing it since grade R. She told me she does not have a first aid kit and will not take it, must put it in my son's bag, I tried to explain to her that other learners might play with it or it might get lost what happens then if he gets an asthma attack. She still refused and I had another request that my son can be given any other duties but not sweeping as that will make him sick. You know what she said, she told me her class is very clean so it cannot cause any asthma attack for that reason my son will sweep like all other learners. Parent six

"I cannot wait for my son to move to the next class, as someone suffering from asthma he needs all the support he can get from the teacher, but his current teacher is not interested. She even asked my son to keep his inhaler. His previous teacher kept the inhaler the whole year for unforeseen circumstances and returned it at the end of the year. She also knew that he would not sweep but with the current one there is always fighting. At one time she told my child to tell me that her class is very clean and there is no reason for him not to sweep" Parent two

Sometimes as parents we are the reason for teachers' negative attitude. There was this time that a teacher punishes a learner for wrong doing and the parent came to the school and started shouting at the teacher for the whole school to hear instead of the parents going to the teacher to find out what happens you know that was very bad. Parent eight

According to Majozi (2014, p. 26) Epstein's framework holistically views, the issue of teachers attitudes towards the involvement of parents in learning. This framework was developed to assist teachers in creating school and family partnership.

4.3.3.5 Lack of communication

Epstein (2001) recognize communication as one of the important tools to get the relationship going. In her typology for parental involvement she mentions that communication forms the basis for effective partnership and interaction (Padayachee, 2014). Kannapathi (2012) is of the same view with (Epstein, 2001; Padayachee, 2014) that communication between schools and parents is a vital component to develop mutually beneficial partnership. Participants felt that the schools are not doing much to communicate with them. At times they feel school only communicates with them when there is a problem. Three participants also felt that they are the ones that always initiate communication and at times they had to wait longer to get a response

which in contrast to literature that says parents drop their responsibility towards their children as soon as they drop them at school (Kaplan,2000). One parent explained that, “*there is nothing that the school say to me only when they call me for a meeting or to collect report, so I don’t know any other thing that is happening at the school, sometimes you hear from the children*” (Parent three).

Another parent felt that the communication channels between her and the school are not so reliable. She had this to say;

*When you have a little child or a child that has some form of impairments you miss out because the most communication tool that they use often is verbal and at times children forget what was said to them during class to convey at home and you end up looking as if you don’t care. We have been regulars at school trying to sort my niece’s problem and all the time they will tell us that they will contact us or send a note with a child but you wait and until you give up because you don’t want to be a problem to the teacher.*Guardian two

I would want to hear more often from the school about my child’s activities and the things that needs to be done in helping her with the problems at school, but there is nothing...(Parent four)

“The school does send us letters once in a while but I think they could do more to involve us in our children’ s education”.(Parent seven)

I think teachers want to call us when there is a problem. They never call you when your child does well which is not fair because children are not all bad, sometimes they do good things which we must be told.(Parent nine)

It is clear that there is a lot that still needs to be done in order to improve the communication channels between the full-service schools and the parents.

4.3.3.6 Inadequate Support Services

SASA (1996) positions that ‘where reasonably practicable’, the government must make educational provision and support services for children with special needs at mainstream schools. It is the role of the school management to take into account the rights and wishes of the parents and prioritise everything that is in the best interests of learners.(Education, 1996).

FSS as defined in chapter two are main stream (ordinary) schools which will be equipped to support learners with moderate to severe learning impairments.

The support in these school comes from within the institution as well as from the external stakeholders. The ILST are there to provide immediate support to learners and to ask the assistance from the DBST should they feel they have exhausted their resources and still are not able to provide the necessary support to a learner. There has been an alteration in the provision of support from individual learner disability to that of the range, nature and level of support programmes, services, personnel and resources that will be made available for special and mainstream schools to increase learner involvement in the learning process (SIAS, 2014, p12).

The process of providing support starts with the screening of the learner, when screened the next step would be the identification to determine the level of support required by a learner and that a parent, teacher and learner should work together in the identification process. The research conducted by Mkhuma et al. (2014)) revealed that teachers are experiencing difficulties in the identification of learners, and this result in mis-identification, under-identification or over- identification which might result in learners being placed wrongly or offered support that does not help them.

The next step in a process of providing support according to the SIAS policy is conducting scholastic assessment on the learner. According to SIAS (2014), should the learner be identified as being at risk, the teacher should take on the responsibility of a case manager and in the process, involve the parent and the learner in the decision making process, which simply means that no decision should be taken without the knowledge or involvement of parent. The teacher is then required to complete the necessary forms SNA1 in collaboration with the parent.

There are various support services which are provided by the Department of Education In schools more especially FSS and special schools. Out of the ten key support areas outlined in the SIAS document, parents at Letlokwa FSS believed that this FSS has only mastered the “nutritional support”, infrastructure for water and sanitation and safety and protection to a certain extent. According to them there is no provision of psychosocial support, curriculum and co-curricular support. Even though there is still a long way to go, participants from Tlhaping FSS felt that even though they are in the rural areas the school is trying its best to help them though sometimes their work is not so fruitful as other government departments are not as helpful. And they also voiced out that the checking of progress is also slacking.

My child was assessed and according to the document it was said that she will be assessed again in six months to see the progress, but it more than two years and nothing has been done. (Parent nine)

This statement makes one to see the levels of inconsistency within the school system or the person who supports to monitor all the future projects. The non-availability of proper follow-up can be detrimental to these children as one might be needing urgent support. What happens then if it takes two years to revisit a child. Previous studies have also confirmed that most DBST are not functional which makes it very difficult at times to offer the necessary support to the wider community. Therefore, who is to be blame for unavailability of support? Is it the IBST, DBST or the other government departments?

4.3.3.7 Stakeholder Involvement

The SASA (1996), guidelines for FSS, SIAS's invitation was not only extended to parents as stakeholder but to another stakeholder as well. The SASA (1996) and the policies on Inclusive Education realized the important role that these stakeholders play in education and development of a child. The Department of Health (DOH) has a bigger role in the identification of medical related impairments whilst Social Development's role is on the social relief and Home Affairs comes in place by providing the community with identification which will enable them to get access to social grants.

Three participants (parent three, five and nine) that had encounters with the stakeholders have made it very clear that they found no joy from working with these departments; they felt people in these departments don't care about their issues. To them all cases are the same; they don't treat cases according to their level of urgency. Participants mentioned below had the following responses with regards to the involvement of SASSA, DOH, DHA and DSD.

“When I sent my child to a doctor in Johannesburg I was given a letter after two visits to the doctor to take it to the SASSA offices in order for him to receive disability grant. When I got there I was told to go to KwaZulu-Natal (KZN) as one of my children registered for the social grant in KZN. I took my child to the local SASSA officer because the principal of Thlapeng FSS also advised me to get it in order to enroll my child to school that provides special education because of severity of his condition. When I got there, I was told to that they will not accept a letter from another province they will do their tests using their doctor. I was told to come back for doctor's appointment. I went back and was told that the social workers will come and visit my home. I waited for their arrival for more than a month and went back four times after each time I was told to wait for thee social worker visit. It's been two years not and they haven't

visited and my child continues receiving a child support grant instead of the disability grant and cannot even send him to a special school because I cannot afford the monthly school fees”
(Parent five)

My grandson needed a birth certificate and the deputy principal told me to go to the Home Affairs to apply for it in order to apply for a grant. When we got there I was told to bring his mother, I told them that his mother is also intellectually disabled so she will not be of any help and they told me it’s for them to decide, I am not a doctor. The mother should be the one applying not me. After months of persistency I got the certificate and went to SASSA to apply for disability grant and was told to bring the mother and that it has to be the mother who applies for the grant. I had brought all the mothers documents to show that she is not well but they refused to help to say they can only help the mother”.(Parent three)

My brother had a son with this lady in Durban and we don’t know what happened to the lady. The child was staying with us and didn’t know where the lady was from. My brother died and had to take over and be responsible for the child. I went to apply for the birth certificate and was told that I must bring the mother because my brother was not married to the lady so I cannot get the certificate. When I told them I don’t know where to find the mother they sent me to Social Development and the social workers told me that they will come to my house to investigate the living conditions of a child and also advertise on papers in order to get the mother or maternal parents. The child is now ten years and does not have a certificate what is worse we really don’t know where to get the child’s mother or mother’s relatives.”(Parent nine)

The support groups within the FSS schools should include the various departments according to the DoE (2005) and it is these departments that should work hand in hand with schools to make sure that the rights of individuals including learners are not violated. The provision of social grant in South Africa is very important as about 33% of the population rely on them to reduce the poverty levels in various households (Radebe & Rossouw 2017). According to the Bill of Rights section 28 “every child has the right to the following basic needs; nutrition, shelter, health care and social services (RSA, 1996). To qualify for social services, you need to be registered citizen of South Africa with the department of Home Affairs. DHA posits that a parent, guardian or any other person legally responsible for the child must complete form M1-24 and submit it to the nearest office for application of birth certificate. The very same office

contradicts itself by saying it needs biological parents to come and apply what then; is that not an infringement of a child rights to social services?

The SIAS policy documents state that the Department of Education should collaborate with Department of Health to provide health related services to the children that attend school in order to increase their participation in learning. It is this department that is tasked to provide guidelines on the provision of Assistive Devices and outline how the assessment, procurement and management of assistive devices are administered. It is in this policy also where it says district-based Support Services will collaborate closely with Social Services to ensure a seamless system of support to learners who experience psycho-social barriers and where the support required goes beyond school level (SIAS, 2014, p 21).

What then should a parent do? When the very same stakeholders that are tasked to perform their duties in assisting schools to provide support are not able to do so, do the personnel in these departments understand the contents in the Memorandum of Understanding (MOU) between them and the department of education?

4.4 SUMMARY

This chapter was based on analysis of data and discussion of findings from the data generated during interviews and questionnaires administered. During the analysis of data three broad themes emerged; inadequate use of assets that parents can offer, parents as partners and lack of engagement. Verbatim quotations were used to make sure that the voices of parents are not suppressed. Previous literature and frameworks for this study were integrated in some sections during the discussion of findings.

Theme one: Parents understanding of full-service schools.

Theme two: Learner support services in full-service schools is Kaleidoscopic.

Theme three: Discourses of support.

It was evident from theme one that participants feel that are not being utilized as they should be. Here it is evident that there is lack of engagement by the schools in the decisions that needs their input and they are more of spectators than partakers in the education of their children. In theme two they painted a colourful picture of the support forms that are provided or should be provided in the FSS and the important role these support forms play in building independence of learners. Participants also acknowledged the fact that provision of support is not only the job of school or the teacher but rather a joint venture between school, families as well as other stakeholders. They (parents) made it clear that there is a lot that needs to be taken into consideration in order to forge the relationship forward.

Theme three, the teacher' expertise and knowledge, positive school climate and good school-family collaboration were amongst the enablers of support whilst the lack of communication, the unavailability of support services as per participation from Letlokwa FSS and the fact that they felt stakeholders like DoH and South African Social Security Agency (SASSA), Social Development were seen as hampering the progress that should have been made by these schools in taking forward that mandate that they are assigned.

The next chapter will focus on the summary of findings, recommendation and conclusion.

CHAPTER FIVE: FINDINGS, LIMITATIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study was about learner support services in full-service schools: voices of parents in UThukela district, KwaZulu-Natal. The literature and theoretical framework that guides this study was discussed in chapter two. The previous chapter focused on the analysis of data where themes that transpired from the interview transcripts and questionnaires were analyzed and discussed in detail. The analyses was based on individual perspectives in chapter four and will be a collective one in this chapter.

This chapter's focus is on the findings that emerged during discussion of the various themes, then recommendations will be made on how parents perceive learner support services in full-service school and the researcher will also make recommendations of her own, in trying to have uniformity amongst the full-service schools.

The aim of this study was to answer the following questions:

- What are parents views on learner supports services in full-services schools?
- Why parents do holds such views about learner support services?

5.2 THE SUMMARY OF THE FINDINGS

The findings of the research can be broken down into several themes. The following inferences were made regarding the themes discussed in the previous chapter.

The findings of this study will be beneficial to all stakeholders in the education system because of the following reasons:

- Schools will be in a position to understand the views of parents with regards to support services that they offer to the children at their disposal.
- Schools will be able to do thorough introspection on the current practices with regards to learner support and parental involvement.
- Teacher will understand the importance of enhancing the voices of parents in the education of their children.
- The department of education and various stakeholders will be aware of the various factors that enable or restrict parental involvement.
- Policy makers will be in a position to see if there is smooth transition in the execution of inclusive policies in full-service schools.

The participants of this study had multifarious views about learner support services in full-service school. Those views were characterized into three themes and fifteen sub-themes which are summarized below:

5.2.1.1 THEME ONE: PARENTS UNDERSTANDING OF FULL-SERVICE SCHOOLS

The findings were that the parents understanding of FSS was obtained from various sources and that made it differ from person to person as some relied on what they were told by the school management, others through workshops and engaging with documents on full-service schools and policy documents based on this type of schooling. Parents' educational background also played a big role here as some parents went the extra mile by getting involved in independent learning in order to broaden their knowledge of FSS and what it entails.

5.2.1.2 THEME TWO: LEARNER SUPPORT SERVICES IN FSS IS KALEIDOSCOPIIC

Rating the support services provided at the FSS

It became very clear that the parents from Thlapeng thought very highly of their school in terms of support services compared to Letlokwa parents who felt the services were very poor, if they did exist at all.

This study revealed that the participants had various forms of support ranging from social, emotional, academic that they expected from these schools. Social support was obtained from school, family, peers and community. There was clear evidence that curriculum differentiation was non-existent and was inadequate, particularly the use of psychologists, resulting in traces of under and over identification existed.

5.2.1.3 THEME THREE: DISCOURSES OF SUPPORT

The responses from the enablers and factors that restrict the provision of support stretched to seven sub-themes; teacher expertise and knowledge, positive school climate, family-school collaboration, teacher attitudes, lack of communication, inadequate provision of support and stakeholder involvement.

The majority of participants felt that expertise and knowledge of teachers play a big role in the provision of support to learners and that their expertise made it easy to forge a partnership with families of learners in their care.

Again the attitudes of teachers towards parents and learners living with disabilities were seen as detrimental to the provision of support and it was this attitude that was seen as the reason

for the dearth of communication between the school and home. However, some participants felt that the unwillingness of the stakeholders (DOH, SASSA etc.) to provide the needed support to school and parents is harmful to the wellbeing of learners and the schools in general.

5.2.1.4 Practical skills

It was discovered that all the parents felt it would be proper if the FSS in the study can provide practical skills that will help these learners to be independent as one of the parents indicated that not all learners can learn under academic setting; skills are always an option when chances of the learner progressing academically are limited.

5.3 RECOMMENDATIONS FOR THE DEPARTMENT, TEACHERS & PARENTS

Based on the findings of the study, the following recommendation are suggested in order to ensure proper provisions of support services to learners in full-service schools.

DEPARTMENT

- The Memorandum of Understanding between the Department of Education and other departments like DSD, HA, SASSA, DoH should be very clear to parties so that there can be accountability when services are not delivered as per the service delivery charter.
- Each district should have a number of full-service high schools that is equivalent to the number of primary schools so that learners from primary school are able to attend a FSS at high school level.
- Teachers should be provided with continual training pertaining to SIAS; not just a week or two-day workshops.
- There should be a standardized system for monitoring the effectiveness of IQMS in schools and follow-up should be done regularly in making sure that teachers are being developed in the areas of concern that they indicated during IQMS.

FULL-SERVICE SCHOOLS

- There should be uniformity in what is being provided in FSS; both rural and township or urban FSS should be in a position to provide support services to learners.
- There should be networking services between Full-service schools, in order to up-skill both teachers and the management of the school.

- FSS should be allocated psychologists that are based at schools or working certain days in a school and then district office in order to ensure continuous monitoring of learner progress as per the SIAS policy on learner assessment.
- Support educators should make sure that follow-up is done continuously as per details on each learner's file.
- There should be proper communication between the school and home.
- Schools should utilize the internal assets, capabilities and skills (parents) before going out to access external skills and capabilities (Kritzmman. 1993).
- Parents should be equipped on the steps they should take should they find no joy in either school or stakeholders.
- Parents should be capacitated in order to understand their role in and out of school.
- Parents should be treated as part of the system at all times and not only as part of decision making in school governance.
- There should be provision of practical skills.

TEACHERS

- Teachers in a full-service school should be able to adapt curriculum in order to suit the needs of diverse learners.
- Differentiated teaching and assessment should be provide in order to accommodate learners who experience barriers to learning.
- Teachers should be involved in Continuous Professional Teacher Development in order to up-skill themselves and be on par with current issues with regards to inclusive education.

PARENTS

- Parents should be seen as partners and take part in decision making with regards to their children's education and should not only focus on school governance.
- Parents should take full responsibility for the provision of support of their learners as required by the SIAS document.

5.4 LIMITATION

The research was conducted in the uThukela district; out of the three full-service schools only two were considered for this research which means therefore that the results of this study cannot be generalized as the views in this study are of the parents in the particular two schools.

The number of parents sampled also are a problem as only twelve parents were used out of the population of plus/minus one thousand five hundred parents; so the views cannot be taken as the views of all parents.

The fact that only one leg of the three legs(parents, teacher, learners) within the school poses as a limitation , as the result does not portray the full representation of all those involved.

5.5 Areas for further research

I recommend that;

- A study be conducted that in addition to parents perspectives, the views of teachers and learners are explored in this district and from the other FSS which was excluded in this research.
- A qualitative study with different data generation methods focus grouped and/or collage should be used in getting the participants understanding of learner support services.

5.6 CONCLUSION

This research was conducted as an attempt to understand the views of parents in uThukela district with regards to learner support services in full-service schools. The qualitative research approach was used for this study. It was located within the interpretive paradigm which helped interpret the learner support services in FSS through the voices of parents.

Based on the findings in comparison of the two full-service school, it shows that although the schools were regarded by department of education KZN as the ones with good inclusive practices, there is still a lot to be done in order to live by the ethos of full-service/inclusive schools. The importance of good working relations between parents and school should be emphasized.

In closing, the Department of Education (2002b:43) has emphasised the importance of providing support to all learners in full-service school so that the difficulties that they come across in their day-to-day school life be eliminated and that these institutions can be in a better

position of delivering and fully implementing inclusive learning with the assistance of all those involved in the education of the children.

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APPENDIX A: ETHICAL CLEARANCE



11 November 2016

Mrs Nolonwaba Skosana 215079393
School of Education
Edgewood Campus

Dear Mrs Skosana

Protocol reference number: **HSS/1737/016M**
Project title: **Learners' support services in Full-Service Schools: Voices of parents in uThukela district, KwaZulu-Natal.**

Expedited Approval

In response to your application dated 17 October 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have 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. Sheenuka Singh (Chair)

/px

cc Supervisor: Mr Samuel Abogunloko
cc Academic Leader Research: Dr SB Khoza
cc School Administrator: Mrs B Bhanga Mnguni, Mbalenhle Ngcobo, Philisiwe Ncayiyana, Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee

Dr Sheenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag 354001 Durban 4000

Telephone: +27 (0) 31 261 300 / 031 261 3007 Facsimile: +27 (0) 31 259 4906 Email: smh303@ukzn.ac.za / ethics@ukzn.ac.za / ethics@ukzn.ac.za

Website: www.ukzn.ac.za

APPENDIX B: DOE REQUEST LETTER TO CONDUCT A STUDY

P O BOX 2028

Estcourt

15 September 2016

The Head of Department
Dept of Basic Education
228 Pietermaritz Street
Pietermaritzburg, 3200

Dear Sir/Madam

RE: PERMISSION TO CONDUCT ACADEMIC RESEARCH

I am Nolonwabo Skosana, a Master of Educational Psychology student at the University of KwaZulu- Natal (Edgewood Campus) conducting research with the title "Learner support services in Full-Service school: Voices of parents". I request to be granted permission to conduct the research at Muntuza Full-Service School (Wembezi-Estcourt) and Madlala Full-Service School (Mnambithi East-Wasbank).

My conducting this research will help the education ministry as well as teachers as this is an academic research which will include interviews with parents as well as class observation. I therefore request permission to enter the school premises and make use of the information from SA-SAMS for sampling purposes.

Should you need more information, please feel free to contact me at 063 274 0812 / 082 481 1021 or email: 215079393@stu.ukzn.ac.za or nolonwabo.skosana@gmail.com. My supervisor is also contactable at the following; Mr Samuel Abogunloko. Tel no 031 260 3861 or abogunloko@ukzn.ac.za or sabogunloko@gmail.com

You may also contact the Research Office through Ms Phumelele Ximba: ximbap@ukzn.ac.za

Thank you in advance for your response.

Yours sincerely

Nolonwabo Skosana

APPENDIX C: PERMISSION LETTER FROM DOE



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1041

Ref.:24/8/1306

Mrs N Skosana
PO Box 2028
Estcourt
3310

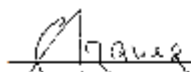
Dear Mrs Skosana

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "LEARNERS SUPPORT SERVICES IN FULL-SERVICES: VOICES OF PARENTS IN UTHUKELA DISTRICT, KWAZULU-NATAL", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 21 August 2017 to 09 July 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Muntuza Full-Service School
Madlala Full-Service School


Dr. EV Nzama
Head of Department: Education
Date: 21 August 2017

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa
Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201
Tel.: +27 33 392 1004/41 • Fax.: +27 033 392 1203 • Email: Kehologile.Connie@kzndoe.gov.za/Phindile.Duma@kzndoe.gov.za • Web: www.kzndoe.gov.za
Facebook: KZNDOE... Twitter: @OBE_KZN... Instagram: kzn_education... Youtube:kzndoe

..Championing Quality Education - Creating and Securing a Brighter Future

APPENDIX D (a) : CONSENT FORM FOR PARTICIPANTS

INFORMED CONSENT TO BE INTERVIEWED AND AUDIO RECORDED

I..... consent to be interviewed by Nolonwabo Skosana as part of her M.Ed. research project at the University of KwaZulu-Natal.

I understand the following conditions:

- My participation in this interview is completely voluntary.
- I will not be in any way advantaged or disadvantaged by agreeing to be interviewed.
- The interview is strictly confidential
- I have the right to withdraw from the study at any stage without notice.
- I may refuse to answer questions that I am not comfortable with.

AUDIO-RECORDING CONSENT

I.....give consent to be audio recorded during my individual interview with Nolonwabo Skosana

I understand the following conditions:

- Information obtained will be used for the use of researcher and supervisor for transcription purposes.
- All tapes will be destroyed as soon as the researcher receives her degree or as per the University procedures.
- My identity will not be divulge in the transcripts or on the report, however my direct quotes may be used.

.....

Signature (Participant)

.....

Date

APPENDIX E : QUESTIONNAIRE

QUESTIONNAIRE

Learners' support services in Full-Service Schools: Voices of parents in uThukela district, KwaZulu-Natal

Dear Participant,

Following your acceptance to be a voluntary participant in this research process, you are hereby required to fill this questionnaire. As you have been informed this questionnaire is a research instrument for Masters research project titled "Learners' support services in Full-Service Schools: Voices of parents in uThukela district".

My name is Nolonwabo Skosana and I am currently studying towards my M. Ed in Educational Psychology at the University of KwaZulu-Natal, Edgewood Campus. Your responses to the questions below will therefore assist me in writing my research report based on empirical findings from parents please take some minutes to answer questions from both sections A and B. I thank you for your time.

.....

Nolonwabo Skosana

Section A: Biographical information

Name (optional): age

Please mark an (v) next to the appropriate box

a) African	<input type="checkbox"/>	b) Indian	<input type="checkbox"/>	c) Coloured	<input type="checkbox"/>	d) White	<input type="checkbox"/>	e) Other	<input type="checkbox"/>
------------	--------------------------	-----------	--------------------------	-------------	--------------------------	----------	--------------------------	----------	--------------------------

What is your gender: Male Female

What is your relationship to the learner who attends Full-service school? Father

Mother Guardian

Child's grade:..... Child's gender.....

Section B:

What do you understand by the term "Full-Service School"?
.....
.....

How do you rate your involvement in your child's schooling? Poor Average Good

What are the key issues that you normally go to school for?
.....
.....

Do you monitor your child's school work? Yes No if yes how often.....

How do you rate the services that are provided in your child's (learner) full service school?

Good Poor Average

Why do you give the above rating to the school?
.....
.....

When monitoring your child's school work, do you believe that the content taught is at his/her level?
Yes No . Justify?

.....

.....

.....

Is there any form of support that you feel your child needs in order to perform better?

.....

.....

.....

Is there anything that you would like to see happening in your child's schooling career that is not done as yet? Yes No if yes elaborate?

.....

.....

APPENDIX F: INTERVIEW SCHEDULE

(recorded oral session)

Thank you for agreeing to do this interview, your responses will be treated with outmost confidentiality.

1. What do you understand by the term Full Service School (the one that your child is currently attending)?

.....
.....

2. How is it different from the previous one? In terms of what the child does at school is there any difference?

.....
.....

3. How often do you attend meetings at the school?

.....
.....

4. Have you ever volunteered in any of the school programs? Elaborate.....

.....

5. Do you understand your functions as a parent/guardian when it comes to your child's education?

.....
.....

6. Would you consider yourself as an expert in your child and why?

.....
.....

7. How often does the school communicate with you, with regards to your child? What are the most frequent issues that are in these communication channels?

.....
.....

8. What kinds or support does your child gets from the school?

.....
.....

9. Is it something that has been happening or has it just started now?

.....
.....

10. Is there something different to the way curriculum is delivered in the current school when you compare it with the previous school setting?

.....
.....

11. So which school setting would you say best caters or your child's needs according to your observation of your child's academic progress?

.....
.....

12. How often do you meet with the teachers to discuss your child's progress?

.....
.....

13. Does your meetings have any positive impact on your child academically?

.....
.....

14. . If you were to be given a choice to take your child to any other school, which one would you choose, the main stream or a Full-Service School?

.....
.....

15. Why would you go for that particular school, anything specific?

.....
.....

APPENDIX G: REQUEST LETTER FOR THE PRINCIPALS

1112 Section A

Estcourt

19 October, 2016

The Principal

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT ACADEMIC RESEARCH

I am a Master student (M.Ed.) in Educational Psychology at the University of KwaZulu- Natal (Edgewood Campus) conducting research with the title "Learner support services in Full-Service schools: Voices of parents in Uthukela District, KwaZulu-Natal". I hereby wish to be granted permission to conduct the research at your school.

The research will involve interviews with parents. Consent forms will be given to parents that have made it to the sampling list. I would need five parents of learners from different grades; to cater for attrition I will sample eight parents.

Interviews will be done at the parents homes at their convenient time. Class observation will be done during school time at various classes. I would also like to further assure you that:

- Your school will not be identified by name on the research findings.
- The confidentiality and anonymity of all participants will be respected and ensured.
- Participation will be voluntary and participants can withdraw any time during the research.
- The research will not put parents or your school at any risk.

Should you need more information, please feel free to contact me at 063 274 0812 / 082 481 1021 or email: 215079393@stu.ukzn.ac.za or nolonwabo.skosana@gmail.com . My supervisor is also contactable at the following; Mr Samuel Abogunloko. Tel no 031 260 3861 or sabogunloko@gmail.com or abogunloko@ukzn.ac.za

You may also contact the Research Office through Ms Phumelele Ximba: ximbap@ukzn.ac.za

Thank you in advance for your response.

Yours sincerely

Nolonwabo Skosana

Consent form

I, the undersigned..... hereby acknowledge that I have read and understood the above application for research to be conducted at Full-Service School. I hereby provide consent N Skosana (215079393) to continue with this inquiry according to the stipulated conditions.

.....

.....

Principal

Date

APPENDIX H: SAMPLE INTERVIEW AND QUESTIONNAIRE TRANSCRIPTS

Researcher	Participant/s	Comment/coding
<p>1. What is your understanding of FSS?</p> <p>Probing : When you saying they told you what do you me, who told you exactly</p>	<p>They told us that is the school that takes all learners</p> <p>The deputy of the school told us</p> <p>I read a booklet that was talking about full-service at the school premises</p>	<p><i>School management/ leadership</i></p> <p><i>Policies</i></p> <p><i>Individual learning</i></p>
<p>2. How is it different from the previous one? In terms of what the child does at school is there any difference?</p> <p>Probing: Does your child experience any difficulties in learning?</p> <p>When did you notice the problem with a child?</p> <p>Have you ever asked the school to help you?</p> <p>Did your child ever meet with a specialist or a doctor in trying to see the problem?</p>	<p>There is nothing different according to the way I look at it.</p> <p>Yes she is struggling she always forgets and takes time to understand. When she was doing grade 3.</p> <p>Yes we did, we wanted her to go to another school but the school refused and told us they will be able to help her and besides the school that we took her to also asked us if the child has a problem as they don't see that.</p> <p>NO, she goes to normal doctors when she is sick.</p> <p>There was a teacher that taught him sign language but now he is gone as we were told that there is a school that needs the teacher more than us and with that teacher my child was able to cope</p> <p>Yes , the principal took us to SASSA for grant and</p>	<p><i>Teacher expertise</i></p> <p><i>Academic support</i></p> <p><i>School management</i></p> <p><i>Socio-economic support</i></p> <p><i>Stakeholder involvement</i></p>

	department of health for a counsellor	Positive school climate Psycho-social support
3. How often do you attend meetings at the school?	When we going to collect the report and even when you are called all they talk about is what is on the report nothing about the child in general digging deep into the impairment and sometimes they seem not to care.	Teacher attitudes
4. Have you ever volunteered in any of the school programs? Elaborate Probe: if you were to be asked to help, how you do that; for the benefit of your child and the learners with similar impairment	No, I have never and don't know of any parent that has ever volunteered. Yes, we do volunteer for cleaning the school and at times when the learners are going for a camp we sometimes go with them I don't know if I will ever be able due to work commitments	Family school collaboration
5. Do you understand your functions as a parent/guardian when it comes to your child's education	YES, I do help her with her homework and teach her to do house chores. At times we talk about life in general and tell her how a girl should behave or conduct herself	Academic and social support
6. Would you consider yourself as an expert in your child and why?	I cannot say I am an expert but I try and do what is good for my child.	Parents as assets
7. How often does the school communicate with you, with regards to your child? What are the most frequent issues that are in these communication channels?	We only go to the school for report collection Sometimes they give a letter to my other child	Lack of communication channels
8. What kinds or support does your child get from the school	There is nothing that she gets which is different from other school. She gets free books, food and sometimes	Unavailability of support

	other children help her, like her cousin they do the same class	Social support
9. Is it something that has been happening or has it just started now?	Not that I know	
10. Is there something different to the way curriculum is delivered in the current school when you compare it with the previous school setting?	No they learn the same thing	Lack of curriculum differentiation
11. So which school setting would you say best caters for your child's needs according to your observation of your child's academic progress?		
12. How often do you meet with the teachers to discuss your child's progress?	Only when we collect reports. Whenever I need clarity there is a grade two learner that is always willing to help	School climate
13. Does your meetings have any positive impact on your child academically?	We don't really get anything from the meetings because it's not real formal meeting you just check the report and they will tell you that "she did better here" and at that time there is another parent behind you waiting for his/her report.	
14. If you were to be given a choice to take your child to any other school, which one would you choose, the main stream or a current full-Service School?	I would choose any school with teachers that know what to do with my child	
15. Why would you go for that particular school, anything specific?	I need a school with teachers that know how to deal with these kids. My child get tired quickly and at times you need to take brakes when teaching her something.	

QUESTIONNAIRE

Learners' support services in Full-Service Schools: Voices of parents in uThukela district, KwaZulu-Natal

Dear Participant,

Following your acceptance to be a voluntary participant in this research process, you are hereby required to fill this questionnaire. As you have been informed this questionnaire is a research instrument for Masters research project titled "Learners' support services in Full-Service Schools: Voices of parents in uThukela district".

My name is Nolonwabo Skosana and I am currently studying towards my M. Ed in Educational Psychology at the University of KwaZulu-Natal, Edgewood Campus. Your responses to the questions below will therefore assist me in writing my research report based on empirical findings from would-be parents like you. Please take some minutes to answer questions from both sections A and B. I thank you for your time.

Nolonwabo

 Nolonwabo Skosana

Section A: Biographical information

Name (optional): _____ age _____

Please mark an (✓) next to the appropriate box

a) African	<input checked="" type="checkbox"/>	b) Indian	<input type="checkbox"/>	c) Coloured	<input type="checkbox"/>	d) White	<input type="checkbox"/>	e) Other	<input type="checkbox"/>
------------	-------------------------------------	-----------	--------------------------	-------------	--------------------------	----------	--------------------------	----------	--------------------------

What is your gender: Male Female

What is your relationship to the learner who attends Full-service school? Father

Mother Guardian

Child's grade: SEVEN Child's gender: FEMALE

Section B:

What do you understand by the term "Full-Service School"?

A school that is suppose to cater for all learning skills. Those who learn fast and those who are slow in learning.

How do you rate your involvement in your child's schooling? Poor Average Good

What are the key issues that you normally go to school for?

To enquire about the child's progress and to seek help with getting my child to a school that will be of help to her.

Do you monitor your child's school work? Yes No if yes how often. always

How do you rate the services that are provided in your child's (learner) full service school?

Good Poor Average

Why do you give the above rating to the school? I feel like my child is

treated as a normal child, her learning needs are not met, she is in a normal class ^{with} like an average kid.

When monitoring your child's school work, do you believe that the content taught is at his/her level? Yes No why?

She struggles through everything taught, she is very forgetful, she gets a brain freeze while doing homework, she doesn't do well academically.

Is there any form of support that you feel your child needs in order to perform better?

I would love that she gets assessed to see what her brain manages or not, that she will be able to be placed into a school that will cater for her needs and prepare her to be independent in the future.

Is there anything that you would like to see happening in your child's schooling career that is not done as yet? yes No if yes what?

I would like to see special learners taught skills for their future rather than academics only. That they'll function better in their communities using those skills.

APPENDIX J : SNA FORMS

SUPPORT NEEDS ASSESSMENT (SNA 1 & 2) (School-Level Intervention)

Both SNA 1 and 2 must be completed at school level

A Learner Profile, SNA 1 and SNA 2 will be required when support is requested from the District-based Support Team (DBST).

SNA 1: ASSESSMENT AND INTERVENTION BY TEACHER

To be completed by the class teacher and/or subject teachers if the learner is taught by more than one teacher.

- To be completed if the Learner Profile or Screening Report or teacher observation or parent interview shows that a learner has additional support needs.
- Captures information that will be needed when support is requested from the School-based Support Team (SBST) by the teacher concerned.

1. AREAS OF CONCERN

Describe your concern about the learner.

When did you become aware of this? _____

How did you become aware of this – own observation or was it reported?

How is this observation currently affecting the learner's learning and development? Describe.

Complete the following table with regard to the learner's scholastic profile (information extracted from Learner Profile)

YEAR							
GRADE							
RESULT (Pass/more time/ progressed)							
NUMBER OF SCHOOLS ATTENDED							

Has any disability been diagnosed by a healthcare professional?

(as captured in the Medical and Health Assessment Form [Annexure D])



If Yes, complete the following and attach reports.

Health-care Professional	Date of assessment	Summary of results

2. STRENGTHS AND NEEDS OF THE LEARNER

Indicate the strengths and needs of the learner by completing the sections below.

2.1 Communication:

- The learner's ability to understand what other people are saying as well as to express him/herself in a way that other people understand – receptive and expressive language

Strengths	Needs/At risk factors	Support needed

2.2 Learning:

- The learner's ability to participate satisfactorily on grade level regarding subject content and assessment

Strengths	Needs/At risk factors	Support needed

2.3 Behaviour and social competence:

- The learner's ability to interact and work with other learners, as well as follow classroom routines

Strengths	Needs/At risk factors	Support needed



2.4 Health, wellness and personal care:

- The learner's physical appearance (looking healthy, clean, well-fed), emotional well-being and health status (consult School Health Screening Report/Road to Health Card)

Strengths	Needs/At risk factors	Support needed

2.5 Classroom and school:

- Factors within the classroom and school environment (policies, ethos, attitudes, skills, resources, safety, etc.) that are impacting on the learner's effective participation in the learning process and programmes offered at the school

Strengths	Needs/At risk factors	Support needed

2.6 Family, home and community situation:

- Factors that may be impacting on the learner's ability to achieve satisfactorily at school (e.g. family structure, family stability, biological parents, siblings, other significant adults, orphan, child-headed household, number of schools attended, homeless, in foster care, refugee, immigrant, substance abuse, domestic violence, divorce, neglect, disabled/ill parents, poverty-stricken home background)

Strengths	Needs/At risk factors	Support needed

3. TEACHER INTERVENTIONS/SUPPORT

3.1 Curriculum Intervention:

What curriculum interventions have you as teacher implemented to address your concerns?

*3.1.1 Comment on/explain how the **curriculum content has been differentiated**, e.g. taking into account that every learner should have access to the grade level teaching and assessment best suited to his/her needs. Have the learner's needs been met by a differentiated curriculum? Have the learner's abilities determined what is expected of him/her without discrimination? Etc.*

Successes	Challenges

APPENDIX K LANGUAGE EDITOR CERTIFICATE

25 Maple Crescent
Circle Park
KLOOF
3610

Phone 031 – 7075912
0823757722
Fax 031 - 7110458
E-mail:
dr1govender@telkomsa.net
sathsgovender4@gmail.com

Dr Saths Govender

21 MARCH 2019

TO WHOM IT MAY CONCERN

LANGUAGE CLEARANCE CERTIFICATE

This serves to inform that I have read the final amended version of the dissertation titled:

LEARNER SUPPORT SERVICES IN FULL-SERVICE SCHOOLS: VOICES OF PARENTS IN UTHUKELA DISTRICT KWAZULU-NATAL by Nolonwabo Skosana, student number 215079393.

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used meets generally accepted academic standards.

Yours faithfully

S. Govender (duly signed)

DR S. GOVENDER

B Paed. (Arts), B.A. (Hons), B Ed.

Cambridge Certificate for English Medium Teachers

MPA, D Admin

APPENDIX L- TURNITIN REPORT

