Barriers to Parents Supporting Children's Learning in Volksrust Circuit, Gert Sibande District in Mpumalanga Province

FTN Mavuso and T Malahlela
University of Limpopo, South Africa

Abstract: The study's goal was to discover what impediments inhibit parents from supporting their children's academic growth. The objectives for this study were to identify barriers parents face when trying to assist in children's schooling devise solutions to overcome them. The research also evaluated the procedures in three categories of schools, namely township, rural and suburban schools. The study was guided by Lafaele and Hornby's the explanatory model. The study employed a qualitative research approach within an interpretivist paradigm. A phenomenology study design was employed. Three secondary schools (suburban, township and rural) in the Volksrust Circuit were used for the research study. Six parents from each school who were members of the governing body (five from the suburban school), a principal and a Departmental Head (DH) made up the sample of participants. Semi-structured interviews and a review of the parental involvement policies' policy documents were used to gather data. They were analysed using thematic analysis. According to the study, parental involvement in children's learning is inhibited by impediments related to the school, such as reasons and methods of communication, policies on parental involvement, and instructional jargon. Parent and family-based barriers such as job dynamics, subject matter expertise, educational attainments, cultural norms and transferred responsibilities were also highlighted as barriers to parental involvement. Moreover, the research discovered that notwithstanding the willingness of parents to help their children's education, parental support in children's education is constrained by learners' age. The study concludes that parental involvement is a changing phenomenon and so schools should base their judgements on data rather than generalizations. This study suggests using digital as well as other forms of connection, changing school systems, building capacity and developing "Action Teams" so as to foster parental involvement in children's education.

Keywords: Parental involvement, School-based barriers, Parent, Family-based barriers

1. Introduction

Any community's development is dependent on the education of its children. Children are dependent on their parents as their primary teachers for information, expertise and advice. Involvement of parents in the children's schooling is viewed beneficial in their children's conduct and social adjustment (Sapungan & Sapungan, 2014) and also bears a beneficial impact on their success at school (Al Sumaiti, 2012). South Africa continues to have minimal parental involvement in their children's schooling, despite the findings of various studies. To address this concern, the National Education Collaboration Trust (NECT) and the Department of Basic Education (DBE) (2016) developed a handbook that clarifies the role of a parent and gives a directive on how parents can be involved in the children's schooling in school and at home.

Hornby and Blackwell (2018) argue that a ton of information is available on what parents can do to better their children's education, but there exists a vast disconnect in what is stated in publications and what is really taking place in schools. Poor parents' involvement in their children's education is a problem that exists everywhere. The Goals 2000: Educate America Act in the United States of America has elevated the involvement of parents in the children's learning to a national precedence (Baker & Soden, 1998). This suggests that in the United States of America, parental support is still a problem (USA). In their study conducted in the USA, Soutullo, Smith-Bonahue, Sanders-Smith, and Navia (2016) highlighted language and cultural barriers, family wealth, and families' unlawful status as impediments to building family school interactions with immigrant families.

The problem is the degree of parental involvement in the children's schooling. Educators complain that parents give little interest in the children's schooling, that they barely acknowledge progress reports, and that they are unaware of the grade their child

is in or whether they repeat a grade (Naicker, 2013). Due to their carelessness and ignorance, parents are unaware of the greater impact that their non-attendance at meetings, their children's behavioural issues, tardiness, absences, lack of discipline, poor hygiene, and unfinished homework have on the teaching and learning process and the academic achievement of the children in schools. A provision from the South African Schools Act 84 of 1996, afforded parents an opportunity to have control and influence over the children's education. Even while parents are legally allowed to have a say in their children's schooling, research shows that only a small minority of parents really exercise this right (Naicker, 2013).

The DBE acknowledges that, notwithstanding its efforts to provide parents with instructions on how to successfully support the children's schooling, there is minimal parents' participation. High school learners are found to be the most vulnerable of this negligence and ignorance of their parents. This is because certain parents consider that high school children can handle schoolwork on their own (Naicker, 2013).

2. Role of Theory in the Study

The study used Hornby and Lafaele's (2011) explanatory model. They constructed the model through modifying Epstein's (2001) theory of overlapping spheres of influence, which prioritises the categories of family, school, and community to classify different barriers. This model adapts these spheres into becoming larger societal variables that affect how schools and family's function, parent-teacher relationship, individual parent and family factors and a particular emphasis on child aspects. This model was designed to clarify and elaborate on the obstacles that are present within each of these four classifications. Individual parent and family factors focus on parents' beliefs about parental involvement, expectations of parental involvement invite, current life experiences of parents, class, ethnicity, and gender. Child factors are discussed focusing on age, learning disabilities and difficulties, behavioural problems and gifts and talents. Factors of parent teachers focus on different behaviours, goals and interests and the language used. Lastly, societal factors cover problems of culture and geography, political issues and economic issues. The objectives for this study were to identify barriers parents face when trying to assist in children's schooling and

come up with solutions to overcome them. The research also evaluated the procedures in three categories of schools, namely township, rural and suburban schools. The researcher was thus guided by this model to classify the components that were found to be hindering and to recommend customised mitigation measures.

3. Literature Review

Parental involvement is an important variable that has been determined to have a beneficial impact on children's education. There is no agreed-upon description about what parents' involvement entails (Dor, 2012). This study complied with Epstein's definition of parental involvement. According to Epstein (2007), there are three interconnected spheres of influence that have an impact on how children grow and learn: family, school, and community. Considering this, Epstein *et al.* (1997) created a model that contained six essential elements of parents' involvement. These six elements are communication, parenting, learning at home, volunteering, collaborating with the community and decision-making (Finkbiner, 2014).

3.1 Parents' Involvement Internationally

Parents' involvement is recognised as a crucial component of children's education on a global scale. This recognition is not without challenges. In the United Kingdom, schools are the hindrances to parental involvement. Schools do not attempt to educate minority parents about the operations and the culture of the school (Crozier & Davies, 2007, as cited in Manilal, 2014). The findings of this research further demonstrate that these parents seldom tried to contact the school; instead, they awaited the school to get in touch with them, which always transpired whenever their children displayed problematic behaviours (Crozier & Davies, 2007, as cited in Manilal, 2014). Parents who tried to get in touch with the school were confronted by unfriendly educators who offered them virtually no time.

Goals 2000: Educate America Act in the United States has prioritised parental involvement in the children's schooling as a critical element (Baker & Soden, 1998). Various groups of individuals in America participate to varied degrees (Anderson & Minke, 2007, as cited in Manilal, 2014). Certain parents are considerably concerned with the children's home education than other parents are, while some parents are

extremely engaged with the children's school education. Chinese parents, for instance are considerably concerned about education at home, they view a child's accomplishments as an expression of his/her family. European parents, regardless of their financial standing invest more time with their children telling stories, playing games, and reading (Graves & Wright, 2011). On the contrary, the African American parents' involvement is more school based. Studies have shown that parents' involvement among rich American parents is higher as compared to those who are less affluent (Park, Byun & Kim, 2011; Cooper, Crosnoe, Suuizzo & Pituch, 2010). Some studies have determined that although parents' involvement has improved in the United States of America, certain obstacles remain (Hornby & Lafaele, 2011; Epstein, 2018). In several elite schools, parents are heavily involved, which causes a conflict due to divergent views between the parents and the school (Lareau & Muoz, 2012). Lack of schooling, difficulties with the language, and unfamiliarity with American classroom customs may discourage immigrant parents from participating (Huntsinger & Jose, 2009, as cited in Makamani, 2019). The purpose of the research was to examine parental involvement in communities with various backgrounds.

3.2 Parental Involvement in Africa

Involvement of the parents seems to be rising in some African nations while falling dramatically in others. Overall, it is discovered that Ghana has a very low participation rate (Chowa, Ansong & Osei-Akoto, 2012). According to research conducted in Ghana's Ashanti area, parents seem indifferent about the schooling of their children (Mantey, 2020). Another study revealed that mothers are largely responsible for their children's schooling (Nyarko, 2011). This study also alluded that these mothers make financial sacrifices to ensure their children's educational achievement. Parental involvement in Ghana remains low.

Parents in Nigeria, according to Msila (2012), are far more interested in enhancing their own lifestyles. They assume that teachers are better equipped to run the schools without their assistance. This study also found that the neglect of their responsibilities is so much that they are not bothered whether their children are late, absent or have completed their homework. However, another study found that certain parents do get involved, some do not (Olatoye & Agbatogun, 2009, as cited in Manilal, 2014). They

contend that parents of children in private schools seem to be more dedicated to the children's schooling when compared to those of children who go to public schools. These parents are found to get their motivation to participate because of their educational levels, economic status, and the fact that they pay school fees. Contrarily, Erlendsdottir's (2010) investigation of a Namibian school which accepted pupils of various socioeconomic classes discovered that affluent and impoverished parents engage fully in children's schooling in school and at home. They foresee that their children will finish high school and pursue higher education (Erlendsdottir, 2010). This reveals that some parents have positive ambitions and aspirations for their children, irrespective of their socioeconomic position.

3.3 Parents' Involvement in South Africa

There is plethora of research outlining various actions parents may undertake to enhance their children's academic performance, but there exists a great disconnect among what is published in publications and that what is taking place in classrooms (Hornby & Blackwell, 2018). Okeke (2014) asserts that involvement of parents continues to be problem in South Africa. Poverty and unemployment are identified as the attributing factors to parental non-involvement (Munje & Mncube, 2018; Mavungu, 2013; Mbokodi & Singh, 2011). The study area is impoverished, has a high level of unemployment and some parents commute to nearby for employment, The study area is underdeveloped and has a high unemployment rate. Additionally, some parents commute to nearby cities for work, which leaves their children with grandparents or, in certain circumstances, on their own. In South Africa, illiteracy and low educational attainment have been cited as contributory factors to non-participation. In Limpopo and Mpumalanga, a study found that parents are not constantly engaged due to their being unskilled, and incapable of supporting the children's academics (Bush, Jourbert, Kiggundu & van Rooyen, 2010). Other parents cite a shortage of time as the reason they are not present. Some of them return home fatigued, others are extremely late, while some just do so on weekends due to having to locate jobs outside the jurisdiction of their homes (Makgoba & Mokhele, 2013). In South African multi-cultural schools, multiplicity in languages and culture encourages parental non-involvement (Michael *et al*., 2012). These schools might just supply details in English (Lemmer & Van Wyk, 2004).

The scholar was able to observe this circumstance first hand. One of the schools in this study only uses English and Afrikaans languages to communicate with parents. According to the examined literature, there exists a dearth in parents' involvement in school and at home in South Africa. In conclusion, literature reviewed revealed that some of these countries have passed legislations, some issued directives to ensure parental involvement. All these efforts are proven to not be without challenges.

4. Research Methodology

A qualitative approach was employed in the study. Using the method, the scholar was able to discover more from parents, educators and principals about the impediments that prohibits parents from becoming active in the children's teaching and learning. Phenomenology study design was employed in this study. With the use of this approach, the scholar was better able to discern why parents do not really support the children's schooling from the participants' first-hand perspectives. In the Gert Sibande District's Volksrust Circuit, the researcher selected three high schools to provide a representative sample. One township school, one school from a rural community and one former model C school, referenced as schools A, B and C respectively to maintain confidentiality. As a result, the scholar could compare viewpoints of the subjects from these three various environments and guarantee that all types of schools in the Circuit were represented. Three secondary schools within Volksrust Circuit of Mpumalanga's Gert Sibande District were chosen as the sample population for the participants. The parent SGB members of each school as well as three principals, Department heads (that attend parents whenever they visit the grades' educators on different purposes) were selected. It thus indicates a representative sample of twenty-three subjects.

To gather data, a triangulation of partially structured interview as well as analysis of documents was used to ensure credibility and trustworthiness of the results. To discover barriers which prevent parents in assisting the children's schooling, the researcher examined the schools' parents' conferences' invitation methods, attendees' records of those conferences, as well as schools' regulations on parents' involvement. The findings from this paper were examined using thematic analysis. The researcher adhered to the six-step thematic analysis techniques given by Clarke and Braun (2013).

The Turfloop Research Ethics Committee was contacted first to obtain the ethical approval. The Circuit office, the participating schools, as well as the governing bodies of the institutions (SGBs) were all informed first before research was started. Consent papers were presented to every participant. They were told of the aims of the research including the right to revoke their consent at whichever stage. The participants' confidentiality rights were honoured, their identities were protected. For the schools and participants, pseudonyms were used in place of real names. To ensure credibility and confirmability of this paper triangulation was used to obtain the most important information. To assure transferability and to help the reader comprehend the context in which the behaviour happens, the researcher utilized thick descriptions (Ponterotto, 2006).

5. Results and Discussion

The study's findings are presented and analysed with a focus on its goals: to determine the impediments of parents' involvement in the schooling of children at the level of secondary education and to examine mitigation measures that the schools might use to achieve the best possible parents' involvement in schooling. Emerging themes from the interviews and the document analysis are discussed by incorporating literature where possible. Themes are categorised and discussed as follows: parent-family barriers, school-based barriers, and child factors. Lastly, the suggested strategies to improve parental involvement are discussed.

5.1 Parent and Family-Based Barriers

5.1.1 Work Dynamics
Most of the participants cited work obligations as one of the attributing factors of the absence of parents' involvement. It is confirmed by research that revealed that several parents are prevented from attending school functions because of work commitments (Michael, Wolhuter & van Wyk, 2012; Mbokodi & Singh, 2011). Suburban schools require parents to have some sort of income as parents are expected to buy school necessities, such as uniform, school fees, boarding fees, sports equipment, and attire etc. Low-paying jobs make it difficult for parents to acquire the essential school supplies for their children (Anderson & Minke, 2007, as cited in Munje & Mncube, 2018). As opposed to that, this study found that unemployment and poverty has the same detrimental effect to parental involvement

as employment. Parents who are unemployed are dependent on the social grants which hardly meet the basic demands of the household. This then compel parents to prioritise the household necessities and disregard their children's educational requirements.

Time was also mentioned as a barrier to parental involvement. Participants remarked that meetings typically coincide with working time. Meetings in school A for instance, are conducted during the day which is a disadvantage to someone who has a day job. In schools B and C, they are conducted after school hours, which also is a disadvantage to parents whose children use scholar or private transport to school. This is consistent with Naicker's (2013) findings that parents that commute using public transportation are not able to honour school meetings that are conducted after school hours and or evenings.

5.1.2 Lack of Expertise in Subject Content
The curriculum for Basic Education in South Africa has undergone changes over time. It has turned out to be challenging for parents given that they are unable to aid their children with their learning. The study also discovered that it is literally impossible for parents to be knowledgeable of all their children's subjects (especially high school subjects). According to a 2011 survey by Hornby and Lafaele, homework and subject content get more complex as the children age.

5.1.3 Level of Education and Culture
The research revealed that the majority of learners reside with parents and grandparents who are either illiterate or have poor levels of education. However, this study found that in school A uneducated parents are mostly involved as they do not want their children to be like them. This is consistent with the findings by Chowa, Ansong and Osei-Akoto (2012b), which found that parents with less schooling showed greater interest for the children's schooling. The study also found that in as much as educated parents understand their role in the education of their children, they are usually absent due to work. It was also determined that cultural differences have a damaging effect to parental involvement. The study found that Black parents in school C, do not understand "volunteering", as they expect to be paid after they have "worked" during fundraising events at school. Mbokodi (2008) agrees that parents do not donate anything to school, either cash or time

unless they are rewarded for their efforts. The study also found that language used by schools and teachers has resulted to parents avoiding meetings and talking to teachers because it is not the parents' first language.

5.1.4 Delegating Parental Duties
The research discovered that parents transfer the responsibilities to friends or older relatives, even going to the point of asking to be represented at parent-teacher talk sessions. Every one of the participants acknowledged that an excessive number of pupils live with grandparents or other relatives, wherein the research revealed to have a negative impact on learners' behaviour, performance, and discipline. Mtshali (2015) found that grandparents seemed incapable or hesitant to aid learners with schoolwork, notably with homework.

5.2 School-Based Barriers

5.2.1 Lack of Communication
Methods of communication were found to be one of the factors that obscured parental involvement. School A and B use solely letters for communication which pupils then forward to the parents. The research revealed that at most, parents never receive these letters. If the letter is inviting the parent because of learner's bad behaviour or underperformance, that letter will never reach the intended destination. According to Epstein (1995), once learners decline carrying out the role as an intermediary between the school and parents, they pose an obstacle to collaboration between the school and parents. On the contrary, school C is using all relevant social media platforms, however, they are not without challenges. Whenever they invited parents to school, the ones they really require seeing never come. In all the three schools' parents are mostly invited when their children misbehave or are underperforming. This is consistent with a study by Baker, Wise, Kelley and Skiba (2016) which revealed that teachers approached parents quite often if the pupil exhibited inappropriate behaviour rather than offering positive information.

5.2.2 Parental Involvement Policy
The research discovered that none of the schools have a separate parental involvement (PI) policy. Moreover, the schools' code of conduct, sports and academic policies express how the schools engage or seek to engage parents. Parents with expertise in sports are welcomed to volunteer their services

at the school. Makamani (2019) agrees that hiring knowledgeable coaches prompted parents' decisions in sending the children for sports matches. Each school has Quality Learning and Teaching Campaign structures, school C has parent teacher association (PTA) structure which promote the involvement of parents. All schools have learner code of conduct which provides for the assistance of parents in learner discipline, uniform, and other matters. Incorporating PI policy to other policies has limited its details, the focus is on the details of the actual policy.

5.3 Age of Learners

The study found that learners at this stage make it difficult for parents to be engaged in their education and their lives in general. This agrees with Hornby and Lafaele (2011), that pupils at such stage of development were not inclined in desiring the active participation of parents in their schooling. Children of this stage prefer support and advice of their peers to that of their parents. As drugs have infested our communities, the study found that some of these children are lured to drug use by their friends and end up doing crime and have inappropriate conduct. As a result, their parents avoid getting involved in schools in any way.

5.4 Strategies of Improving Parental Involvement

5.4.1 Improved Communication
Lau (2013) argues that if communication from school to home is not as frequent and relevant, as well as when there is no possibility for meaningful participation in school programs, parents get quite unsatisfied. The participants from school A and B suggested the use of diaries to communicate with parents about homework and other important information that needed parents' attention. They suggested that it should be compulsory for a parent to read from it on daily basis and append their signature. To improve communication, school A and B suggested the use of social media platforms. School C, on the other hand is already using these platforms. They noted that most of these methods impose data challenges and the fact that not all parents are inclined in technology. This means that while using various media platforms for communication, it would not completely solve the problems that schools A and B are having. Frequent parents, one-on-one and grade meetings were suggested

to promote parental involvement. Most parent-participants suggested inviting parents for academic and non-academic awards in schools which is in line with Baker *et al*. (2016) findings, that parents prefer being informed of a pupil's triumphs instead of just their shortcomings.

5.4.2 Transformation in the School Structures
Participants from school C who were parents advised that meetings be conducted in the language that most of the parents speak. This supports the claim made by Larios and Zetlin (2011), that if institutions can deliver information in the language that the parents prefer, there would be less resistance and hesitation on the part of the parents to attend meetings. They suggested transformation in school governing body (SGB) compositions, school management teams (SMT) and the parent-teacher association (PTA). All members in these structures are white South Africans with only two black South Africans in the SGB.

5.4.3 Building Relationships
The relationship between parents and educators is crucial in fostering the partnership that is effective to support the education of the learners. The participants suggested a "braai day" to foster the teacher-parent relationships. These results are consistent with those reported by Kabir and Akter (2014), which participants recommended a yearly event for parents as well as social activities in promoting a home-like environment in schools and offer them chances to become better acquainted.

6. Conclusion and Recommendations

South African law mandates parents' assistance in the children's schooling (SASA, 84 of 1996). This study's findings indicated that parents experience obstacles that keep them from fulfilling their responsibilities. The study concludes that the shortcomings in establishing and subsequently addressing the impediments to parental involvement have affected children's learning in schools. The study recommends the following:

- Exploit technological methods of communication such as SMS, WhatsApp, school communicator etc. Adoption and proper usage of diaries to generate a contact between home and school. The knowledge and understanding of the community dynamics will assist in making informed decisions. Flexibility in meeting times.

- Encourage and invite parents from all backgrounds to serve in school structures. Language of the majority be used in meetings.

- Development of stand-alone parental involvement policies with clear roles for home and school. School year programme and the expectations thereof be communicated to parents at the beginning of the year and in time. Capacity workshop for serving educators and those in training be organised and executed.

- Establishing 'Action Teams' to manage, coordinate and evaluate all parent-related activities.

References

Al Sumaiti, R. 2012. Parental involvement in the education of their children in Dubai. *Dubai School of Government Policy Brief,* 30(2012):1-8.

Baker, A.J. & Soden, L.M. 1998. *The challenges of parent involvement research*. New York: ERIC Clearinghouse on Urban Education.

Baker, T.L., Wise, J., Kelley, G. & Skiba, R.J. 2016. Identifying barriers: Creating solutions to improve family engagement. *School Community Journal*, 26(2):161-184.

Bush, T., Joubert, R., Kiggundu, E. & van Rooyen, J. 2010. Managing teaching and learning in South African schools. *International Journal of Educational Development*, 30(2):162-168.

Chowa, G., Ansong, D. & Osei-Akoto, I. 2012. Parental involvement and academic performance, Ghana. CSD Publication No. 12-42.

Clarke, V. & Braun, V. 2013. Teaching thematic analysis: Overcoming challenges and developing strategies for effective learning. *The Psychologist*, 26(2):120-123.

Cooper, C.E., Crosnoe, R., Suizzo, M.A. & Pituch, K.A. 2010. Poverty, race, and parental involvement during the transition to elementary school. *Journal of Family Issues*, 31(7): 859-883.

Dor, A. 2012. Parents' Involvement in School: Attitudes of Teachers and School Counsellors. *Online Submission*. Education (Unpublished thesis). University of Zululand: Kwadlangezwa.

Epstein, J.L. 1995. School/family/community partnerships. *Phi delta kappan*, 76(9):701.

Epstein, J.L. 2001. School, family, and community partnership: Preparing educators and improving schooling. Boulder: CO: Westview. Epstein, J., Jansorn, N.R.

Epstein, J.L. 2007. Improving family and community involvement in secondary schools. *Principal Leadership*, 8(2):16-22.

Epstein, J.L. 2018. *School, family, and community partnerships: Preparing educators and improving schools*. London: Routledge.

Epstein, J.L., Coates, L., Salinas, K.C., Sanders, M.G. & Simon, B.S. 1997. *School, Family, and Community Partnerships: Your Handbook for Action*. Thousand Oaks: Corwin Press.

Erlendsdóttir, G. 2010. Effects of parental involvement in education: A case study in Namibia. Unpublished Doctoral dissertation.

Finkbiner, B.W. 2014. Can a one-size-fits-all parental involvement framework be applied to an entire school district? A comparative case study of a district magnet program. Doctoral Dissertation. University of South Florida. Scholar Common, USF Libraries. Available at: https://scholarcommons.usf.edu/etd/5479/.

Graves, S.L. & Wright, L.B. 2011. Parent involvement at school entry: A national examination of group differences and achievement. *School Psychology International*, 32(1):35-48.

Hornby, G. & Lafaele, R. 2011. Barriers to parental involvement in education: An explanatory model. *Educational Review*, 63(1):37-52. DOI:10.1080/00131911.2010.488049.

Hornby, G. & Blackwell, I. 2018. Barriers to parental involvement in education: An update. *Educational Review*, 70(1):109-119.

Kabir, A.H. & Akter, F. 2014. Parental Involvement in the Secondary Schools in Bangladesh: Challenges and a Way Forward. *International Journal of Whole Schooling*, 10(2):1-18.

Lareau, A. & Muñoz, V.L. 2012. You're not going to call the shots: Structural conflicts between the principal and the PTO at a suburban public elementary school. *Sociology of Education,* 85(3):201-218.

Larios, R. & Zetlin, A. 2011. Parental involvement and participation of monolingual and bilingual Latino families during individual education program meetings. *Public Law*, 94(2011):142.

Lau, E.Y.H. 2013. Chinese parents' perceptions and practices of parental involvement during school transition, *Early Childhood Education and Care*, 184(2014):403-415.

Lemmer, E. & Van Wyk, N. 2004. Home-school communication in South African primary schools. *South African Journal of Education*, 24(3):183-188.

Makamani, R.E. 2019. The involvement of parents in the learning of their children at a private school in Windhoek, Namibia. Unpublished Doctoral dissertation.

Makgopa, M. & Mokhele, M. 2013. Teachers' perceptions on parental involvement: A case study of two South African schools. *Journal of Educational and Social Research*, 3(3): 219-219.

Manilal, R. 2014. Parental involvement in education: A comparison between a privileged and underprivileged school. Unpublished Doctoral dissertation.

Mantey, E.E. 2020. Parental Involvement: A Response to Children with Disability's Education. *African Research Review*, 14(1):27-39.

Mavungu, E.M. 2013. Provider Expectations and Father Involvement: Learning From Experiences of Poor "Absent Fathers" in Gauteng, South Africa. *African Sociological Review,* 17(1). University of Johannesburg. Johannesburg.

Mbokodi, S.M. 2008. Black parental involvement in education. Unpublished Doctoral dissertation. Nelson Mandela Metropolitan University: Port Elizabeth.

Mbokodi, S.M. & Singh, P. 2011. Parental partnerships in the governance of schools in the Black townships of Port Elizabeth. *Perspectives in Education*, 29(4):38-48.

Michael, S., Wolhuter, C.C. & Wyk, N.V. 2012. The management of parental involvement in multicultural schools in South Africa: A case study. *CEPS Journal*, 2(1):57-82.

Msila, V. 2012. Black parental involvement in South African rural schools: Will parents ever help in enhancing effective school management? *Journal of Educational and Social Research*, 2(2):303-303.

Mtshali, M.N.G. 2015. The relationship between grandparents and their grandchildren in the black families in South Africa. *Journal of Comparative Family Studies*, 46(1):75-83.

Munje, P.N. & Mncube, V. 2018. The lack of parent involvement as hindrance in selected public primary schools in South Africa: The voices of educators.

Naicker, K. 2013. The Factors Promoting Parental Involvement at a Secondary School in KwaZulu-Natal. Unpublished Doctoral dissertation. University of KwaZulu-Natal: Durban.

Nyarko, K. 2011. Parental School Involvement: A Case of Ghana. University of Ghana. Psychology Department. Ghana.

Okeke, C.I. 2014. Effective home-school partnership: Some strategies to help strengthen parental involvement. *South African Journal of Education*, 34(3).

Park, H., Byun, S.Y. & Kim, K.K. 2011. Parental involvement and students' cognitive outcomes in Korea: Focusing on private tutoring. *Sociology of Education*, 84(1):3-22.

Ponterotto, J.G. 2006. Brief note on the origins, evolution, and meaning of the qualitative research concept thick description. *The Qualitative Report*, 11(3):538-549.

Republic of South Africa 1996. The South African Schools Act, Act 84 of 1996. Pretoria: Government Printers.

Sapungan, G.M. & Sapungan, R.M. 2014. Parental Involvement in Child's Education: Importance, Barriers and Benefits. *Asian Journal of Management Sciences & Education,* 3(2).

Soutullo, O.R., Smith-Bonahue, T.M., Sanders-Smith, S.C. & Navia, L.E. 2016. Discouraging partnerships? Teachers' perspectives on immigration-related barriers to family-school collaboration. *School Psychology Quarterly*, 31(2):226.