

**PARENT INVOLVEMENT IN RURAL HIGH SCHOOLS OF LERIBE, LESOTHO:  
BARRIERS AND SOLUTIONS**

By

Lehlohonolo Philip Nkokana

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Supervisor: Dr. 'Malephoto Niko Ruth Lephoto

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## DECLARATION

I, Lehlohonolo Philip Nkokana, declare that this dissertation titled PARENT INVOLVEMENT IN RURAL HIGH SCHOOLS OF LERIBE, LESOTHO: BARRIERS AND SOLUTIONS is my own work and that all sources have been accordingly referenced. I further declare that it has not been submitted to any other university for any other degree or examination.

Signature:  \_\_\_\_\_ Date: 31/08/2022

## **CERTIFICATION**

This is to certify that this thesis has been read and approved of as having met the requirements of the Faculty of Education, the National University of Lesotho for the conferment of the degree of Master of Education.

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Head of Department: \_\_\_\_\_ Date: \_\_\_\_\_

Dean of Faculty of Education: \_\_\_\_\_ Date: \_\_\_\_\_

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## **DEDICATION**

I dedicate this work to my late parents: Peter “Shashi” Nkokana and ‘Malefa “Kondi” Nkokana.

## **ABSTRACT**

The importance and impact of parent involvement (PI) on learners' academic achievements has been acknowledged and emphasised by literature globally. However, there are some parents who still fail to fulfil their obligations fully regarding PI. In addition, some schools seem not to have enough skills, knowledge and strategies to enhance PI. This study explored how parents show involvement in the children's learning process in rural high schools of Leribe. It also investigated the barriers to PI and possible PI strategies that could be employed to address them and enhance PI. It employed a qualitative approach and a case study of two schools to generate data from a total of 35 participants comprising two principals, eight teachers, 16 learners and nine parents who were purposively. Focus group discussions with learners and semi-structured interviews with principals, teachers and parents were used to generate data. A thematic approach was used to analyse data. The findings revealed that PI has not yet received the attention it deserves from all stakeholders. The study, therefore, recommends that the government and schools should develop clear policies and laws guiding and regulating PI practices in schools. Schools should also devise their own strategies, depending on their individual settings. It is recommended that the education of a learner be based on the triple spheres of influence: the community, the family and the school.

**Keywords:** education, parent, teacher, learner, school, parent involvement

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## **LIST OF ABBREVIATIONS**

BERA	-	British Educational Research Association
CEO	-	Chief Education Officer
DEM	-	District Education Manager
MOET	-	Ministry of Education and Training
PI	-	Parent Involvement
UN	-	United Nations

## **CHAPTER 1: INTRODUCTION AND BACKGROUND**

### **1.1. INTRODUCTION**

A child's education begins at home where parents are chief educators who play a significant role in shaping up children's personality. It then spreads to schools where parents still offer a helping hand in their children's educational journey. Ramadikela (2012) acknowledges that a parent is one of the most important pillars upon which the education of a child is placed. Without parental support in education, the child may experience extreme difficulty in their academic journey, and later on in life. Lethoko (2019) echoes similar sentiments that parents are vibrant stakeholders in learners' education, and they form one of the three legs that support learning. Without them, learning cannot take place effectively. This notion is also supported by Nojaja (2009) that learners' achievement and success in schools depend on the interaction of three stakeholders, namely the teacher, the parent and the learner.

The intention of this study was to explore the practice of parent involvement (PI) in the education of their children as it happens in rural high schools of the Leribe district. Specifically, the study investigated how parents in the rural areas of Leribe are involved in education of their children. It also investigated whether and how parents, principals and teachers from rural areas of Leribe perceive and practice PI for the betterment of learners' academic performance, cognizant of the context and conditions in which rural high schools operate. Additionally, the study sought to explore the barriers which hinder active PI in the rural high schools and how best those barriers could be alleviated.

The United Nations (UN, 2018) claims that there is no standard international definition of rural areas because many comparisons between countries and regions have to be made to conclude that an area is rural. On the contrary, the World Bank (2008, p. 48) asserts that the mountain areas "where travel is difficult, infrastructure is very poor, and the climate inhospitable" are considered rural areas. Within these hard-to-reach regions of Leribe, there are post-primary schools that make education available and accessible to all, and such schools are conveniently called rural high schools for the purpose of this study.

## 1.2. DEFINITION OF KEY CONCEPTS

### 1.2.1 Parent

Strathern (2011) views a question of “what is a parent?” as a question about reproduction. Ceka and Murati (2016) are of the same view that parents are the ones who reproduce the human kind in a given society. However, in Lesotho, a parent is not just a biological father or mother of a child, but every adult. Ralejoe (2021) substantiates this by stating that this is because of the history of extended family structures and the African collective responsibility, where every adult is responsible for a child’s well-being and nurturing within a community. Boulton (2006, p. xvi) defines a parent not only as a biological parent, but also as a “primary caregiver of the child.”

For the purpose of this study, a parent is considered as any person

*“who in law or by virtue of an order of a competent court has the custody or control of a learner, or a legal guardian, or in the absence of such parent or legal guardian, the person with whom the learner resides and to whom the parent or guardian has entrusted, in writing, the custody or control of such learner, or if the learner has no parent or legal guardian, the person with whom the learner resides and who has the actual custody or control of such learner.”* (Ministry of Education and Training [MOET], 2010, p. 161).

### 1.2.2. Learner

Learners are basically recipients of taught knowledge who can learn from both inside and outside of the classroom. MOET (2010, p. 61) defines a learner as “a person enrolled in a school to receive fulltime tuition.” This is the definition that will be used across this study. Although the terms; learner and student, may have different meanings in reality, they will be used interchangeably for the purpose of this study. The very same learners/students will also be referred to as children from the perspective of the parents.

### **1.2.3. Parent involvement**

Poole (2017, p. 17) states that there are several definitions of PI and that “there has been much debate on this concept.” Sorbo (2020) and Ishak et al. (2020) are of the same opinion that PI is a term with a wide range of meanings and perceptions when referring to involvement in the education realm of a child, and that its definitions vary among researchers. Ralejoe (2021, p. 3) defines PI as “parents’ fulfillment of their obligations and responsibilities in the education of their children.” Lara and Saracostti (2019) further states that these definitions may be general and others specific. They further state that at least there is a consensus among these definitions, which is that PI improves learners’ academic achievement.

PI is a broad array of behaviours, but generally, and for the purpose of this study; it is defined as the active participation of parents in all aspects of their children’s social, emotional and academic development (Castro et al., 2015). For learners to succeed in education, parents and teachers have to share the responsibility to teach students and work together to achieve educational goals. Liu et al. (2020) concur that PI significantly increases children’s achievement in education. For this reason, Smith and Sheridan (2019) suggest that it is necessary to find strategies to support PI because of its influence on children’s achievement and performance.

## **1.3. OUTLINE OF THE STUDY**

This dissertation is structured as follows: Chapter 1 has notably provided an introduction to the study, the problem statement, main aim and objectives of the study together with the research questions and a brief description of the theoretical framework underpinning this study. This chapter further highlighted the research methodology and design and clarified key terms to be used in it. Chapter 2 presented a detailed description of the theoretical framework underpinning this study and the two other models that were used to back up the theoretical framework. In chapter 2, literature on barriers to, and solutions, PI, focusing on the dimensions and benefits of active PI, was also reviewed extensively. Chapter 3 gave a comprehensive narrative of the research paradigm, methodology and design, data generation



techniques and analysis method. This chapter ended with the ethical considerations and the processes that were followed to ensure trustworthiness of the study. Chapter 4 constituted presentation of findings, analysis and interpretation of findings regarding barriers to, and solutions of, PI in rural high schools of Leribe. Chapter 5 provided mainly a summary, conclusions and recommendations emanating from this study.

#### **1.4. JUSTIFICATION OF PARENT INVOLVEMENT IN CHILDREN'S EDUCATION**

As mentioned earlier, PI refers to a situation where parents support and actively participate in their children's formal education (Vandegrift & Greene, 1992). Parents do this by overseeing their children's activities as their general practices that are diligently concomitant to how they perform in their studies. They do not only provide a pleasant atmosphere but also give positive criticism, assist with home assignments and help them prepare for tests and examinations. Olsen and Fuller (2012) and Omoteso (2010) are of a collective view that PI at home can come up in different ways and forms that include the ways in which parents get involved with their children's homework and the extent to which they sharpen and encourage reading and writing at home.

In addition, PI is perceived as an incorporation of home and school (Smith, 2006), and when parents work collaboratively with teachers at school, their children tend to flourish academically. Van Zyl (2017) articulates that parents are active when they are involved in observable actions like supervising their children's homework or attending school's activities. Parents' perceptions of personal skills and knowledge shape their ideas about the kinds of involvement activities they might undertake (Hoover-Dempsey et al., 1995; Hoover-Dempsey & Sandler, 2005).

Scholars have established beyond reasonable doubt that active PI is positively associated with high academic achievement (Hamunyela, 2008; Kavanagh, 2013; Magwa & Mugari, 2017; Newchurch, 2017; O'Heir & Savelsberg, 2014). Seginer (2006) concurs the same attitudes that active PI does not only support children's educational endeavours but also provides the motivation to learn. Bunijevac and Đurišić (2017) are of the same view that

when PI is increased and parents' effort to support schools is encouraged, a direct and positive impact on the education system would be made. "One way that parents can influence children's academic outcomes is through active participation in management of learning at home" (Adams et al., 2009, p. 35). Further, Ramadikela (2012) contends that PI in the education of children is related to benefits such as improved scholastic achievement and lower dropout rates for children, reduced disciplinary problems for teachers, and the opportunity for parents to know and understand what the teachers are doing with their children at school.

Principals and teachers should formulate clear plans on how to involve parents in their children's learning and create a welcoming school climate. They should also make parents aware of the imperative roles they play in their children's formal education and come up with new avenues that may be more successful in drawing the attention of parents. Parents have to recognize their children's strengths and weaknesses as this can enable them to contribute towards the improvement of their children's learning and academic performance (Anderson & Minke, 2007). When parents are involved actively in the education of their children, they can reduce their overall dropout rate and increase their likelihood to engage in further studies (Hiatt-Michael, 2008).

According to Van Zyl (2017), around the world, countries that are concerned with the democratic principle of social justice and equity place emphasis on PI in the education of their citizens. They do this because they understand that when schools work with families to support learning, children tend to succeed, not just in school but throughout life (Henderson & Bella 1994 as cited in Van Wyk, 2008). Lesotho is not an exception in this regard in the sense that Education Act, 3 of 2010 (MOET, 2010) gives parents the legal right to become actively involved in school matters and their children's education. The Act mandates the formation of school boards which parents, through their three representatives, become members of, and form part of bodies that make crucial decisions as far as the education system in Lesotho is concerned. PI is also made evident by the fact that in post-primary or high schools in Lesotho, in most cases if not all, it is the responsibility of parents to pay for

their children's school fees, though the decision of how much should be paid (in public schools) rests with the Minister responsible for Education and Training (MOET, 2010).

Epstein (2001) identified six types of PI: parenting, communication, volunteering, home tutoring, involvement in decision-making and collaboration with the community. Epstein (2001) further characterizes the family, school and community as overlapping spheres of influence that play a pivotal role in the ideal development of a child.

Hornby and Lafaele (2011, p. 38) contend that “despite widespread acknowledgement of these potential benefits however, there are clear gaps between the rhetoric on parent involvement (PI) found in the literature and typical PI practices found in schools.” This affirms that effective PI improves learners' academic achievement even though there are still barriers that hinder proper, adequate and effective PI, more especially in the rural areas. Hornby and Lafaele (2011) further categorise different barriers to PI by adapting Epstein's (2001) framework of overlapping spheres of influence which focuses on the three areas: family, school and community. These categories are broader societal factors; parent–teacher factors; individual parent and family factors; as well as an additional focus on child factors.

It is important to take note of various factors that can contribute to parents' failures to participate in their children's academic journeys in ways that can enhance their academic achievement. Damane and Sekantsi (2018) note that Lesotho is one of the African countries with a high unemployment rate, more especially in the rural areas. As a result, many parents cross to South Africa in search of jobs so that they can provide for their families and finance their children's education. This is agreed to by Cobbe (2004) as cited in Tlale (2006) that Lesotho has the distinction of having a higher proportion of its labour force employed outside her borders than any other country. In such a scenario, it is evident that PI in rural high schools of the country including the Leribe district is compromised.

Lethoko (2019) indicates that PI is a general problem in Lesotho. For that reason, several research studies concerning PI in Lesotho high schools have been conducted by scholars such as Lethoko (2009), Tlale (2006) and Maseko (2005). While all these studies prove a positive correlation between PI and students' academic performance, none of them addresses the

challenges posed by the barriers to PI in rural high schools in Lesotho. Lethoko (2019) further states that school management teams can benefit from the suggested strategies to improve PI at their schools for better performance, but still, PI in Lesotho, distinctively in the rural areas, has not received the attention it deserves (Tlale, 2006). As one of the limitations and shortcomings of his study, Maseko (2005, pp. 11 & 59) highlights that he “failed to reach the rural schools”. With this in mind, it is significant that barriers to PI in rural high schools of Leribe should be identified and addressed.

## **1.5. STATEMENT OF THE PROBLEM**

There are various reasons for poor PI such as low parents’ educational level, a lack of knowledge about PI, fear of academic victimisation, language differences, and difficulties in attending meetings (Mncube. 2009). In this sense, there is a need to investigate barriers to PI in rural high schools of Leribe and how best these barriers can be addressed.

Lesotho rural schools are faced with challenges of high repetition rates and poor student outcomes (World Bank, 2008). Poor PI could be one of the contributing factors to this state of affairs. According to Harder and Sullivan (2008) as cited in Litheko (2012), most parents in the rural areas are illiterate or semi-literate. Indisputably, rural high schools of Leribe are not exceptions in this regard, they face the same challenge. Hamunyela (2008) concurs that research show that PI is difficult to implement in rural schools because of parents’ low literacy level.

Much as most people in Lesotho work outside the country, there are parents who still work within the country. However, in many instances, both parents work far from home, as they migrate to urban areas for work, and leave their children unattended. Hamunyela (2008) adds that parents who work are not actively involved in their children’s education because of time constraints. They wake up very early in the morning for work and come back home very tired late in the evening. This then gives them inadequate time to talk to their children about their schoolwork. Berry (2019) agrees that parents who work do not have enough time to talk with their children about issues surrounding their education.

According to Tlale (2006), there is no clear policy on PI in Lesotho schools that is directly associated with classroom instruction and other policies that bind parents to actively be involved their children's education. There is no clear government policy on how to ensure and encourage parents to be involved in their children's learning in as far as classroom instruction is concerned. Tlale (2006) adds that the need for effective PI in Lesotho has not received the responsiveness it warrants.

Seeking ways to identify and remove barriers to PI, this study investigated PI in rural high schools of Leribe and probed different stakeholders' understanding of the notion of PI, barriers to PI and strategies that can be used to enhance PI.

## **1.6. MAIN RESEARCH QUESTION**

The main research question that guided this study was "what are the barriers to, and solutions of, PI in rural high schools of Leribe?"

### **1.6.1. Sub-questions**

- How do parents show involvement in children's learning process in rural high schools of Leribe?
- What are the barriers to PI in rural high schools of Leribe?
- Which PI strategies can be employed in rural high schools of Leribe to solve the perceived barriers?

## **1.7. AIM AND OBJECTIVES**

The aim of this study was to investigate the barriers to, and solutions of, PI in rural high schools of Leribe and the following were the research objectives:

- To explore how PI is understood and how parents show involvement in their children's learning process in the rural high schools of Leribe.
- To determine the barriers to PI in the rural high schools of Leribe.
- To identify possible PI strategies that rural high schools of Leribe could employ to address barriers to PI.

## **1.8. SIGNIFICANCE OF THE STUDY**

As stated earlier, the need for effective PI in Lesotho has not yet received the attention it deserves. Studies that have been conducted on PI in Lesotho focused on the relationship between academic performance of learners and PI, and most of them concentrated on inclusive education.

In light of a high failure rate in rural high schools of the Leribe district, Lesotho, this study explored the practice of PI in the education of learners. The study investigated how parents in the selected high schools in rural areas of Leribe were involved in education of their children. It also helped to explore the barriers to active PI in rural high schools. The findings of the study could be used by teachers and parents in high schools in Lesotho to determine how best the barriers to PI could be alleviated. The government and the school management bodies could also use the findings of this study and the recommendations to develop policies at the national and school levels, which could ensure that parents became actively involved in the education of their children.

## **1.9. THEORETICAL FRAMEWORK OF THE STUDY**

A theoretical framework is a blueprint that is often borrowed by the researcher to build their research enquiry (Adom et al., 2018). This means it acts as the base on which a research is built. This is agreed to by Lethoko (2019) and Teba-Teba (2014) that it serves as a guide to the researcher in finding a central set of connectors within a topic, showing how they fit together, or relates to the subject, and it underpins a research project based on a theory or a specific conceptual model. This means that it is a structure upon which the study is built and it describes the theory that explains why the research problem under study exists and it even guides the data collection plan (Lethoko, 2019). Grant and Osanloo (2014, p. 13) add that a theoretical framework is a “blueprint” for the whole dissertation inquiry which defines how the researcher will “philosophically, epistemologically, methodologically and analytically approach the dissertation.”

The theory that was used to underpin this study is Epstein's *Theory of Overlapping Spheres*. Van Zyl (2017) asserts that this is the most widely used and generally acceptable model for PI. It recognizes that there are some practices that parents and schools should conduct separately and some jointly towards their goal of improving children's academic performance. This model states that the parents' roles and the school's roles should overlap with the educational aspirations and efforts of the community (Van Zyl, 2017). These three spheres (parent or family, community or society and school) overlap with the sole intention of bringing the positive students' academic outcomes.

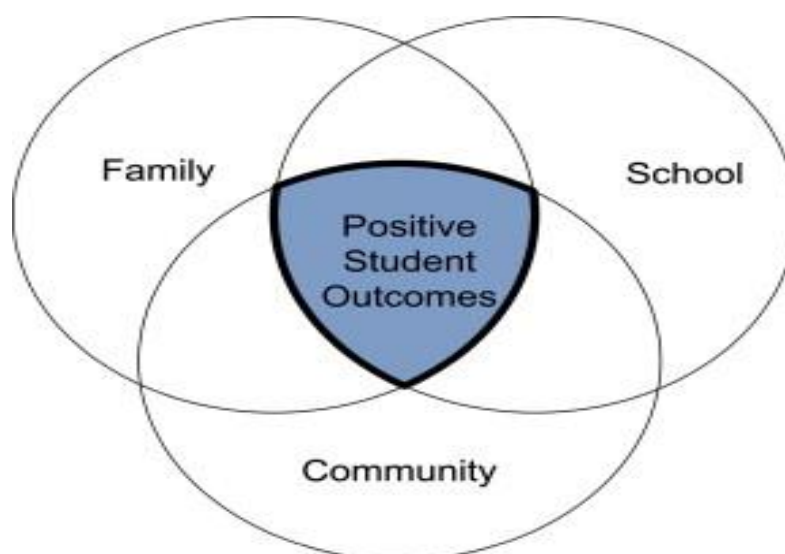


Figure 1.1: Representation of Epstein's Theory of Overlapping Spheres

From the Epstein's model of PI also emerges the *typology of PI practices* which provides the six types of PI which are: parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community (Epstein, 1994; 1995; 2008; Epstein & Sanders, 2006).

According to Kavanagh (2013), the importance of PI began to be acknowledged by researchers and educators in 1960s. This then initiated interest in numerous researchers on how PI can be investigated and improved. Kavanagh (2013) articulates that ultimately, numerous ways on how to categorise and express the way in which parents can, or should be

involved in the education of their children were built. What this means is that there are several other models of PI which include, among others, Hoover-Dempsey and Sandler's Model of Parent Involvement (1995) and Bronfenbrenner's ecological systems theory (1979). These models show a positive correlation between PI and students' academic achievement. Since development of a theoretical framework is an emergent activity and process (Lethoko, 2019), these other two models of PI were used alongside the Epstein's model for further clarity and understanding.

## **1.10. RESEARCH METHODOLOGY AND DESIGN**

A research design is a tool used to describe the procedures for conducting the study (McMillan & Schumacher, 2010). It shows the general plan on how the research is set up and the methods of collecting and analyzing data, and how all these will answer the research questions. Ramadikela (2012) concurs that it shows which individuals will be studied and when, where and under which circumstances they will be studied. Therefore, the objectives of this study were achieved through the use of qualitative research approach.

### **1.10.1. Qualitative research**

According to McMillan and Schumacher (2001) as cited in Maseko (2005), qualitative research describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions. Rahman (2016) adds that it is research about people's lives, lived experiences, behaviour, emotions and feelings, as well as about organisational functioning. It helps the researcher to blend with the participants in real-life setting, where they can communicate their view and insight (Maluleke, 2014). Unlike quantitative research, it is not concerned with numerical representativity, but with the deepening of understanding of a given problem (Queiros et al., 2017). This means that it is more concerned with aspects of reality that cannot be quantified and it produces findings not arrived at by statistical procedures or other means of quantification (Rahman, 2016).



In this study, the use of qualitative research gave the full description of the research with respect to participants involved and created a wider understanding of behaviour (Eyisi, 2016). Qualitative research helped the researcher to deeply understand the social world of the students, parents and teachers; that is understand the experiences that they lived in and how they perceived PI, given the rurality of areas in which their schools operated. Qualitative research helped the researcher to generate authentic and truthful first-hand data as it is concerned with collecting data from participants in their natural setting and it contains necessary instruments or tools that aroused recall which helped the researcher in problem solving (Eyisi, 2016; Lethoko, 2019). With all these, then it was easy for the researcher to identify and understand the barriers to PI in the rural schools of Leribe, mindful of the setting they operated in.

#### **1.10.1.1. Selection of participants**

The participants in this study were parents, principals, teachers and students from two high schools in the rural areas of Leribe. To select the participants, purposive selection was used. With this sampling technique, sample units were selected on the basis of personal verdict of the researcher. Purposive selection allowed the researcher to get information which he believed would best assist to accomplish the research objectives. This is because it is designed on the judgment of the researcher as to who could provide the best information to succeed for the objectives of the study (Etikan & Bala, 2017).

Table 1.1: Participants' groups and study sample

<b>Participant Group</b>	<b>Number</b>	<b>Instrument</b>
Principals	2	Semi-structured interviews
Teachers	8	Semi-structured interviews
Parents	9	Semi-structured interviews
Learners	16	Focus group discussions
<b>Total</b>	<b>35</b>	

Taherdoost (2016) also concurs that a purposive selection technique provides important information which cannot be obtained from other sources. Maluleke (2014) adds that purposive selection is suitable for the researcher since it saves time and allows the researcher to include participants according to the relevant criteria based on emerging research questions. All these then tell us that this sampling technique helped produce a sample that was logically assumed to be representing the entire population. This will be explained further in Chapter 3.

#### **1.10.1.2. Data generation methods**

Stake (2010) states that qualitative data generation strategies include interviews among others. For this study, semi-structured interviews and focus group interviews were used. These strategies gave full description of the research with regard to the wider behaviour of the participants. Leedy and Ormrod (2014) agree that qualitative data strategies help the researcher to understand the expressions and experiences of participants even when there is little information about them.

Interviews are common formats for collecting data in qualitative research (Jamshed, 2014). They do not only record practices and standards but also reinforce them. In this regard, the current PI practices in rural schools of Leribe were recorded and strengthened for better performance of learners. These interviews became excellent ways to learn in depth, the information from the participants for this research study (Driscoll, 2011).

#### Focus Group Interviews

Focus group interviews were used to explore the participants' perspectives on PI and to bring together these participants in a cordial environment. They collected data more quickly than if participants were interviewed separately (Queiros et al., 2017). Students were interviewed in groups to obtain their views on PI, the perceived barriers and their views on how those barriers

could be solved. Focus groups enabled the researcher to get detailed information about the personal experiences, insights, and opinions of the participants and a broader range of information was obtained as compared to individual interviews which are time-consuming (Minix-Fuller, 2020).

#### Semi-structured Interviews

Wishkoski (2020, p. 92) defines semi-structured interview as “a qualitative data collection strategy in which the researcher asks informants a series of pre-determined but open-ended questions.” With semi-structured interviews, the researcher has more control over the topics of the interview than in unstructured interviews and unlike in structured interviews, there is no fixed range of responses to each question (Wishkoski, 2020).

Semi-structured interviews helped the researcher to better understand the unique perspective of participants towards PI, rather than a generalized understanding of this phenomenon (Adeoye-Olatunde & Olenik, 2021). With semi-structured interviews, participants’ perceptions and views about the current PI practices, and how best they can be improved, were deeply understood since follow-up questions were made. Lebopa (2010) and Wishkoski (2020) add that semi-structured interviews help yield as much information about the research topic as possible since they are flexible and allow new questions to be brought up during the interview as a result of what the interviewee says. In this regard, the researcher was able to even follow up all verbal and non-verbal responses, such as hunches, laughter and silence (Kakilla, 2021). This was in an attempt to reveal hidden information that may be helpful.

Unlike structured interviews which do not allow probing as an interview progresses, semi-structured interviews allowed questions to be reorganized and rephrased, as need arose (Manilal, 2014) and they permitted the interview to be focused while still giving the researcher the autonomy to

explore pertinent ideas that came up in the course of the interview (Adeoye-Olatunde & Olenik, 2021).

### **1.10.2. Ethical considerations**

Poole (2017, p. 6) states that “to complete ethically correct research it is necessary to receive institutional approval.” Ramadikela (2012) also agrees that of precise importance in this regard, is that the physical and psychological welfare of participants should take precedence over anything else and the researcher should make a concerted effort to guard against causing them any physical or psychological harm. On the basis of this, permission to collect data was asked from the Chief Education Officer (CEO) – Secondary, District Education Manger (DEM) – Leribe, principals in these two schools and from the parents to allow their children to participate in this research (See addendums I, J, M and N).

Parents, teachers, administrators and students who participated in this study were fully informed about what would be asked of them, how the data would be used, and what the consequences could be. Barrow et al. (2021) emphasize that to ensure that participants have the autonomous right to self-determination, researchers must ensure that potential participants understand that they have the right to decide whether to participate in research studies voluntarily and that declining to participate in any research will not in any manner affect their access to current or the subsequent care and information. For this reason, participants’ voluntary participation and their consent to participate was sought. They were given a consent form to sign, which allowed them to choose whether they wanted to take part.

Anonymity and participant confidentiality were also maintained throughout the study to protect the participants from any possible harm (British Educational Research Association [BERA], 2018). The researcher made all the participants aware that if they wanted to withdraw from the study at any point in time, they were free to do so. BERA (2018) emphasises that researchers should be aware of the

participants' right to withdraw from the research for any or no reason, and at any time.

No information was availed to any person without the consent of the schools in question, parents and the CEO – Secondary and DEM – Leribe. Permission to generate data was also requested form the supervisor.

### **1.11. SUMMARY**

This chapter presented the introduction and background of this study. The key terms that were used in the study were also defined based on opinions of different scholars. The problem that this study aimed to address was explicitly stated in this chapter together with the aim and objectives of the study, and the key research question that guided the study. A highlight of the theoretical framework underpinning this study was aslo given. Additionally, this chapter presented a clue of the research methodology and design, selection of participants and the data generation process which were adopted by the study.

The next chapter will give a detailed description of the theoretical framework and the two other models that backed up the theoretical framework. Literature relating to barriers to, and solutions of, PI will also be reviewed in the next chapter.

## **CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

### **2.1. INTRODUCTION**

According to Poole (2017), when doing research, it is significant to be aware of and review previous work in the field, thus doing a literature review. Teba-Teba (2016) adds that the researcher writes literature review with the purpose of outlining existing knowledge and thoughts on a given topic to her readers. In the same vein, Lethoko (2019) states that review of literature is important as it helps the researcher to be familiar with the research topic and it allows the researcher to think deeply and determine crucial concepts that need to be explained to make sure that there is a mutual understanding. A literature review also familiarizes the researcher with the applicable texts and the theoretical aspects of the intended study (Segwapa, 2008).

With reference to all those views, this section intends to scrutinize the literature relating to PI and effort towards involving parents in the educational activities of their children. Consideration is given to the importance and benefits of PI, areas of PI, models of PI, barriers to PI and their possible strategies to solve the perceived barriers to PI and the theoretical framework which supports this study.

The benefits of PI include improved academic performance which is the main objective. Other benefits of PI are low drop-out rate, discipline and obedience, positive attitudes, motivation and inspiration. Learning Liftoff (2017) noted that when parents are actively involved, children complete their homework with ease and consistency, obtain improved grades in tests, their attendance improves, self-esteem, confidence and behaviour improves, and they enjoy deeper interactions with their parents.

Special attention is also given to barriers that hinder active PI in schools, and how those could be alleviated especially because that is what lies at the heart of this study. Again, Epstein's

Theory of Overlapping Spheres and the Typology of PI are discussed in this chapter as it is the Theoretical Framework that underpins this study.

## **2.2. THEORETICAL FRAMEWORK: EPSTEIN’S FRAMEWORK OF PARENT INVOLVEMENT**

Although numerous models and theories for involving parents in education have been proposed, Epstein’s (1995) model of overlapping spheres of influence remains crucial in this study. It links together the activities of parents (family), teachers (school) and the communities in schools while also providing sovereignty for those three parties in terms of what is expected of them. This means that parents, teachers and the communities have their own individual roles, as well as shared roles in education. The researcher believes that each of these spheres needs to be fully developed and equipped with the necessary skills and resources to participate meaningfully in education as individuals.

Epstein’s (1995) framework describes the home, school and community as overlapping spheres of influence where members collaborate to support children’s learning and development. At the intersection of these three spheres lies a learner. Their roles overlap such that students’ academic outcomes improve. This framework further indicates six types of involvement where parents get opportunities for interaction with learners and teachers.

Table. 2.1: Epstein’s Typology of Parent Involvement.

<b>Type</b>	<b>Activity</b>	<b>Description</b>
1	Parenting	This involves the primary obligation of parents towards their children by providing appropriate and supportive learning environment at home, supervision and materials necessary for learning. Parents should provide home environment that is favorable to support learning at each development stage and grade level of the child. They should create opportunities to support and show interest in the child’s educational activities as well as homework. The home environment must be

		supportive and not impede the child's attempt to work on school activities.
2	Communicating	This involves two-way communication between the school and parent and sharing of knowledge and information between the school and home. Various forms of communication must be available to ensure that all stakeholders are informed of any school activities. Communication channels must be in pce so that continuous discussions regarding the child's academic progress and behaviour can take place.
3	Volunteering	It involves parents volunteering to help teachers, administrators and learners with activities such as attending school activities like cultural events, sports matches, elaborating on traditions and certain customs etc. It is important to employ parents' expertise and knowledge in certain activities and duties at school. There are many parents who are available who can help teachers improve tasks that need to be done at school.
4	Learning at Home	It includes activities such as helping learners with learning activities that take place at home like helping with homework, motivating learners, etc.
5	Decision Making	It involves parents being part of the decision-making process. This is done by including parents' representatives in the school governing bodies to assist in the governance of the school. Parents can be involved in decision-making by collaborating with teachers to plan school activities, workshops, fundraising events and educational trips.
6	Collaborating with the Community	Specialists in different fields of knowledge work with parents and schools. This means that the school must have good relationships and work hand-in-glove with different



		<p>stakeholders in the community like businesses around the area where the school is situated so that it can benefit from such places in case a need arises. There should be positive community involvement, and the school ought to utilize all possible resources to strengthen educational opportunities, family involvement and learning progress.</p>
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### **2.3. Models of parent involvement**

This section presents the two models of PI, namely Bronfenbrenner’s ecological systems theory and Hoover-Dempsey and Sandler’s Model of PI. These two models were used to back-up the gaps of the theoretical framework that underpinned this study.

#### **2.3.1. Bronfenbrenner’s ecological systems theory**

Urie Bronfenbrenner was an American psychologist who was one of the leading figures in theories of a child’s development. Bronfenbrenner (1979) argued that earlier studies were “unidirectional”, meaning that they observed the influence of a parent on a child, rather than looking at all possible influences of a child on the parent and the influences of any other third party. For this reason, Bronfenbrenner developed an ecological model which looks at a child’s development within the context of a system of relationships that form their environment. This model is diagrammatically represented by Figure 2.1 on the next page. It states that when studying the child’s development, not only her immediate environment must be looked at, but also the interaction of the systems of the larger environment.

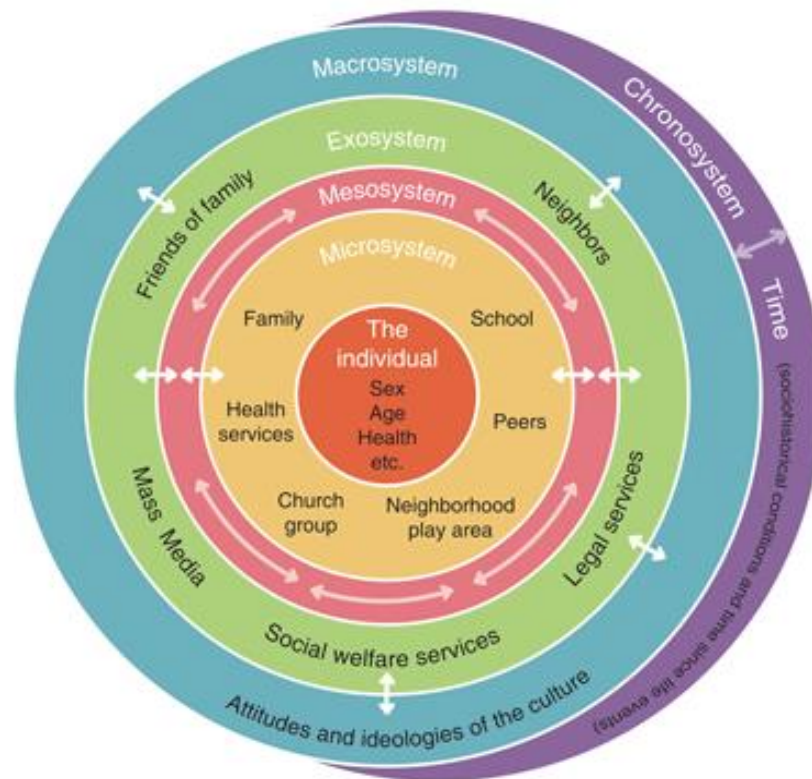


Figure 2.1 Representation of Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1977; 1979; 1992).

Bronfenbrenner (1979) arranged these structures in the order of how much of an impact they have on a child. These structures are named the microsystem, the mesosystem, the exosystem, the macrosystem and the chronosystem (Bronfenbrenner, 1977; 1979; 1992). All these five structures are interrelated and the influence of one structure on a child's development is dependent on its relationship with the others and they are continuously interacting and influencing one another and do not operate in isolation (Epping, 2018).

### **The microsystem**

This is the first layer which is closest to a child and has structures which have a direct contact with a child (Bronfenbrenner, 1979). Guy-Evans (2020) states that these structures include families, schools, churches, neighbours and peers. Relationships in the microsystem are bi-directional (Bronfenbrenner, 1979). This means that they have an impact in two directions – both away from the child and towards the child. Ashiabi and O’Neal (2015) further explain that the child’s development can be influenced by other people in the environment and can also influence beliefs and actions of other people.

These bi-directional influences are strong and have a great impact on a child and interactions at outer levels can still impact the inner structures. At this level, strong nurturing relationship between a child and their parents and teachers would have a positive effect on a child’s development and vice versa (Bronfenbrenner, 1979).

### **The mesosystem**

Analisah and Indartono (2018) argue that the mesosystem consists of relationships and processes that occur between two or more settings that contain people who are developing. This layer provides connection between the structures of a child’s microsystem (Bronfenbrenner, 1979; 1992). This interaction could be between a child’s parents and their teachers, or between school peers and siblings. Generally, this is a system of microsystems and all these interactions ultimately impact on a child’s development (Eriksson et al., 2018; Guy-Evans, 2020; Vélez-Agosto et al., 2017). That is, if there is no communication between a child’s parents and teachers, the child’s development will negatively be affected.

### **The exosystem**

This layer involves other formal and informal social structures which do not contain a child but have an indirect influence on one of the microsystems (Bronfenbrenner, 1979;

Eriksson et al., 2018). This highlights that in this layer, a child does not function directly within the system. They are not directly involved at this level but they can feel positive or negative forces between the system of their own and other systems (Koblin, 2021). Examples include social services, health care, parents' economic situations, mass media, government agencies and other extended family members.

An example of an exosystem affecting the child's development is when a child's parent has had a clash with their boss at the workplace, and then the parent comes home bitter and starts shouting at the child resulting in a negative effect on a child's development. Attention should be paid on the fact that a clash between a parent and the boss happened in a system which does not contain a child, but at the end of it all, the child is affected.

### **The macrosystem**

This level focuses on how cultural elements, values and beliefs affect a child's development. These elements include wealth, poverty, geographical location and ethnicity (Bronfenbrenner, 1977; 1979). In a practical situation, a child living in the rural areas may not experience the same development as a child living in the urban areas. One might find that in the rural areas most people are unemployed and cannot afford to pay for secondary education of their children, which might not be the case in the urban areas. This is because both conditions have an impact on a child's development. However, their impact differs.

### **The chronosystem**

Analisah and Indartono (2018) and Bronfenbrenner (1979) consider this as the last and socio-historical layer which involves environmental changes that occur over the life course which influences a child's development. Zhang (2018) notes that the importance of understanding students' life transitions and individual development over time is crucial at this stage. It highlights the impact of time on this system of nested relationships; all the sub-systems are situated in time and can change over time

(Bronfenbrenner, 1992). Examples include non-normative life evolutions such as parents getting a divorce or relocating, parents' deaths and psychological changes that occur with an aging child. All these affect a child's development.

### **2.3.2. Hoover-Dempsey and Sandler's model of parent involvement**

Kathleen Hoover-Dempsey is a psychologist whose studies focus on PI in children's education and the influence of families on students' learning outcomes. She and Howard Sandler have examined specific questions relating to PI which include why parents become involved in their children's education and how PI affect students' behaviour and education (Hoover-Dempsey & Sandler, 1995). They came up with the model which addresses these issues. This model is diagrammatically represented by Figure 2.2 on the next page.

This model is structured in five levels that address three crucial questions that relate to PI:

- Why do parents become involved and do not become involved?
- What do parents do when they are involved?
- How does PI make a positive difference in student outcome?

**Level 5**

Student Achievement
---------------------

**Level 4**

Student Attributes Conducive to Achievement			
Academic Self Efficacy	Intrinsic Motivation To Learn	Self-Regulatory Strategy to Use	Social Self Efficacy Teachers

**Level 3**

Mediated by Student Perception of Parent Mechanisms			
Encouragement	Modelling	Reinforcement	Instruction

**Level 2**

Parent Mechanisms of Involvement			
Encouragement	Modelling	Reinforcement	Instruction

Parent Involvement Forms			
Values Goals etc.	Home Involvement	School Curriculum	School Involvement

**Level 1**

Personal Motivation		Invitations			Life Context		
Parental Role Construction	Parental Efficacy	General School Invitation	Specific School Invitation	Specific Student Invitation	Knowledge and Skills	Time and Energy	Family Culture

Figure 2.2: Representation of Hoover-Dempsey and Sandler’s Model of Parent Involvement (Hoover-Dempsey & Sandler, 1995; 1997).

**Level 1**

According to Dixon-Elliott (2019) this model suggests four reasons for parents to be involved in their children’s education: parental role for involvement, parental self-efficacy, parental perceptions of the school’s willingness to allow them to participate, and parental perceptions of their child’s wants and needs in regard to PI. This level further suggests three major factors that influence the variety and frequency of PI:

personal motivators, perceptions of invitations to be involved and life context variables (Hoover-Dempsey & Sandler, 1995; 2005).

#### Personal motivators

Parents' motivation and their take on PI are influenced by their own family and academic experiences, their current family settings and the recent experiences in schools that their children attend. Horvatin (2011) agreed that parents' time, energy, knowledge and skills have an influence on PI. This implies that parents who work do not have enough time to be actively involved in their children's education (Berry, 2019). PI is influenced by the parents' beliefs about what they are expected to do in relation to their children's schooling, and their beliefs about whether their involvement is likely to influence their children's education positively. Poole (2017) further asserts that parents who are literate and have tertiary education tend to be more involved in their children's education than those who do not.

#### Parents' perceptions of invitations to be involved

Hoover-Dempsey and Sandler (1995; 2005) state that parents perceptions of invitations from their child's school and teachers to be active participants in their child's schooling is a major factor that influences their motivation to be involved. This means that the PI invitations to parent from schools are key (Epping, 2018). Consideration is given to questions or perceptions of parents about schools such as: are schools welcoming? When schools are not implementing appropriate strategies that are genuinely inclusive, welcoming and encouraging, that deters parents from volunteering and being involved in their children's education (Barrera-Osorio et al., 2021; Munje & Mcube, 2018).

A question of whether members of staff address parents with warmth and humility is also important. When parents are not addressed warmly, they would feel inferior, unappreciated, intimidated and not welcome to actively take part in school activities (Maluleke, 2014). These perceptions are also influenced by special teacher invitations like teachers requesting support from homes or attending parent-teacher conferences.

### Life context variables

Parents' own understanding of their skills and knowledge impacts on their thinking about the kind of involvement they take on. Hoover-Dempsey et al. (1995) and (2005) concur that parents' understanding of their personal skills and knowledge shape their ideas about the kinds of involvement activities they might undertake. When teachers or students request involvement that parents see fit for their (parents) own skills and abilities, they are likely to cooperate. Epping (2018) agrees that once a parent has made the intrinsic decision to become involved, their participation can be completed through various forms. On the other hand, if they believe that their skills and knowledge are inadequate, they are likely to be reluctant to take action. Of direct influence on PI is also parents' perceptions of time and energy that they have available for involvement. Long working hours and other family commitments may hinder active PI (Berry, 2019; Hamunyela, 2008).

### **Level 1.5**

This level underscores the forms through which parents may be involved and their impact on PI. Hoover-Dempsey and Sandler (1995; 1997) categorized them into: values, goals, expectations and aspirations; involvement activities at home; family-school communication; and participation in school-based activities. Gorman (2016) asserts that these forms of involvement include parents communicating with their children about their own personal and family values, goals, expectations, and aspirations along with promoting open dialogue about the student's day and expressing interest in their schooling and school activities.

When goals and expectations are clearly communicated by learners to parents, they tend to shape students' beliefs and behaviour that will lead towards their attainment (Horvatin, 2011). To motivate learners to work hard, families should support their children's learning through learning activities at home (Learning Liftoff, 2017). These activities include monitoring school and homework, expressing interest in students' learning and talking about the school day. Effective communication between schools and families also affects students' academic achievement. The effectiveness of this



communication is characterized by careful listening by both parties, mutual respect and schools' responsiveness to parents' questions, ideas, suggestions and concerns.

## **Level 2**

At times, parents are driven by their skills and knowledge (Alharthi, 2022). Hoover-Dempsey and Sandler (1995; 2005) agree that parents influence students' attributes necessary for school success. This is made through four kinds of activities which are encouragement, modeling, reinforcement and instruction. Alharthi (2022) further states that parents become actively involved according to their time and energy, which is influenced by their employment status and other family responsibilities. Epping (2018) illustrates that at this level, parents can even encourage children to persist through difficulty when attempting challenging questions, model how to manage time wisely through day-to-day activities, and teach them how to break larger problems into smaller, more manageable pieces.

## **Level 3**

According to Hoover-Dempsey and Sandler (2005), the four activities in Level 2 remain unreceptive, depending on how students perceive their parents' actions. Once they find that they have the required skills and knowledge to support their children in a particular area, parents become motivated to be involved in their children's schooling and this helps learners to achieve better grades (Alharthi, 2022). This foregoing assertion means that how students perceive their parents' beliefs and behaviour can be translated into attributes that lead to their success. For instance, if a parent encourages their child to work hard, and the child perceives that as mockery, the child will be demotivated, which will ultimately affect the child's school performance negatively. Epping (2018) further articulates that when parents volunteer in the classroom or other school events, and the child is engaged in these activities, parents are modeling the importance of education.

#### **Level 4**

Hoover-Dempsey et al. (2005) perceive students as major determinants of their own academic success. Epping (2018) concurs that at this level, student attributes are stressed as contributors to learning and subsequent achievement. Four students' beliefs and behaviour associated with academic success are outlined as follows: academic self-efficacy, intrinsic motivation to learn, self-regulatory skills and social dimensions of school success.

When students believe that they can succeed academically, they are more likely to be persistent and confident to face and overcome new and challenging academic activities (Hoover-Dempsey & Sandler, 1997). If they do not hold this belief, they are less likely to be persistent. When students have a genuine interest in mastering the subject matter, their curiosity sustains their engagement in learning, both in and out of school. According to Dixon-Elliot (2019), students should set goals, monitor progress towards their attainment and manage learning time very well to succeed, and they should be able to ask for help when they are confused and be able to work very well with others (Epping, 2018).

#### **Level 5**

This is the last level of this model which represents the student's achievement as the culmination of the parent's active participation and involvement in their child's education (Epping, 2018). This involves the ultimate goal of PI which is academic success (Hoover-Dempsey & Sandler, 1997). Alharthi (2022) further states that at this level, the impact of parents' participation on students' academic achievement becomes evident.

### **2.4. IMPORTANCE AND BENEFITS OF PARENT INVOLVEMENT**

Barrera-Osorio et al. (2020) are of the view that an increase in PI does not necessarily translate into improvement in educational outcomes. Nonetheless, Smith et al. (2011) disagree that when parents are actively involved, students tend to get better grades. Moreover, their attendance improves which ultimately lowers the drop-out rate. "In addition to academic outcomes, PI

also appears to have positive effect on students' behaviour and impact positively on the learners' motivation," (Smith et al., 2011, p. 72). This is because PI contributes to an increase in students' ability to regulate their own behaviour.

#### **2.4.1. Better learners' academic success**

As stated earlier, research has proved that where parents are involved in their children's academic education, their academic performance improves (Christenson, 2004; Gaitan, 2004; Drummond & Stipek, 2004; Epstein, 1994; Fan & Chen, 2001; Zellman & Waterman, 1998). Rahman (2001, p. 7) agrees that "the stronger the relationships, especially as they relate to educational issues, the higher the academic achievement." Hill and Taylor (2004) as quoted in Van Zyl (2017) echo similar thoughts that parents' involvement in their children's formal education is associated with better academic performance.

Minix-Fuller (2020) also believes that PI is an important element that influences children's learning and their academic achievement, and that a well-connected home-school environment is crucial for good learning outcomes. On the same issue, Van Wyk (2008) states that it is beyond dispute that when schools and families work together, children succeed academically. This is so because PI gives students a "more positive attitude towards school" (Rogers et al., 2009: 35). What this means is that when children have a positive attitude towards school and learning, they tend to work harder towards attaining their educational goal, and Anthony (2020) agrees that PI activities improve student achievement in schools.

Furthermore, where there is a lack of PI, and where parents do not cooperate, children's interest in learning, their competencies and understanding of the subject matter are poor, and consequently, their academic performance is adversely affected (Martinez, 2015). This is so because parents can influence their children's learning and academic outcomes through the management of learning activities at home. Parents do this by engaging in cognitively stimulating tasks like reading together, which eventually stimulates their children's willingness to learn (Evans et al., 2000).

When parents are involved, they can closely monitor their children's academic duties for better performance. This could make them more aware of their children as learners, and help them to respond effectively to their problems (Robles, 2011). However, Ntekane (2018) states that when parents keep on telling their children to focus on their schoolwork, their relationship with parents may deteriorate and adversely affect their performance.

#### **2.4.2. Discipline and obedience**

Through Education Act, 2010, Lesotho has abolished corporal punishment in schools. Much as one could argue that this was a great move, it impacts negatively on learners' discipline and behaviour (Lethoko, 2019). Teachers were then left with no other option besides having to engage and seek assistance from parents to help with learners' discipline.

When parents are actively engaged in their children's education, their behaviour tends to improve for the better. Similarly, Poole (2017) has found PI to be a contributing factor to fewer behavioural problems of learners at school. Naite (2021) also emphasizes that students whose parents are actively involved tend to display better behaviour in school and assume greater responsibility of their actions.

#### **2.4.3. Better school attendance and low drop-out rates**

PI increases learners' engagement and motivation towards their schoolwork and classroom (Sorbo, 2020). As a result, students become motivated leading to lower drop-out rate. Similarly, Poole (2017, p. 19) articulates that PI leads to students' "better attendance and class preparation, better course completion and lower drop-out rates." Lethoko (2019, p. 18) also agrees that when parents are involved, children become more committed to their schoolwork and "absenteeism seems to drop." PI helps parents to ensure that their children attend school regularly (Ralejoe, 2021). This study further states that when parents monitor and regulate their children's learning activities, their chances of dropping out of school are reduced significantly. In other words, when

parents are actively involved, learners' school attendance improves and the drop-out rate falls.

#### **2.4.4. Attitude, motivation and inspiration**

“Parental Involvement (PI) is vital to young children’s motivation...” (Garacia & Guzman, 2020, p. 3). Lethoko (2019) agrees that parents play a very important role in their children’s education, and when they are involved, children become motivated and feel a sense of pride when they see their parents involved in school activities, and generally develop a positive attitude towards school. Achieng and Njui (2020) add that on top of inspiring learners, PI builds their confidence. Minix-Fuller (2020) and Islam (2017) also agree that increased PI is associated with improved learners’ motivation and inspiration.

PI improves academic achievement and increases the engagement and motivation of learners towards schoolwork (Sorbo, 2020; Ishak et al., 2020). Ralejoe (2021) considers active PI to be a contributing factor to children’s positive attitudes towards learning. Thus, it can be argued that PI boosts learners’ desire to learn, inspires them and instills in them a positive attitude to attend school. On the contrary, Llamas and Tuazon (2016) contend that PI may make learners feel untrusted. This means that when parents check their children’s academic performance often and take part in their school activities, and teachers frequently talk to parents about their children’s academic issues, that may make learners feel intimidated and impact negatively on motivation.

#### **2.4.5. Benefits to parents and teachers**

PI involves two-way communication between schools and homes. This two-way communication helps teachers to better understand learners and respond to their academic needs correctly (Poole, 2017). Minix-Fuller (2020) also maintains that engaging parents gives them the opportunity to build their (parents) own confidence as they participate in the education of their children, and feel motivated to do more to inspire and nurture their children’s learning. When schools involve parents in their

children's education, parents develop a greater appreciation of their role in the education of their children.

When parents are actively involved, they become more aware of their children's learning outcomes, and can pinpoint key areas or subjects that the children may need additional help with (Learning Liftoff, 2017). PI is not only beneficial to students and their parents, but to the schools as well. It creates good relations among parents, learners and educators, and consequently, the results of the school improve (Lethoko, 2019).

## **2.5. DIMENSIONS OF PARENT INVOLVEMENT**

According to Feiler (2010, p. 19), PI is “multi-faceted and complex” and it can take place in a wide variety of activities at home or school. For that reason, several studies have grouped PI into home-based involvement and school-based involvement.

### **2.5.1. Involvement at home**

Much as parents should be involved in their children's education, they do not need to be at school to be involved (Lethoko, 2019). Kurtulmus (2016) points out that they can still be involved in activities taking place outside school, usually within their homes. Therefore, involvement at home comprises the practices which relate to children's education as they unfold outside formal school settings. Smokoska (2020, p. 7) adds that “home-based parental involvement refers to the occurrence of parents engaging their children in educational activities outside of school events.” This involves issues like providing a positive learning environment, helping with homework and motivating learners. Ribeiro et al. (2021) also define home-based involvement as parents' behaviour towards school life, and practising activities related to school learning with their children at home, such as parents helping their children with homework, parents discussing schooling with their children, parental monitoring of school tasks and rule-setting.

Garcia and Guzman (2020) agree that involvement at home encompasses parents monitoring their children's schoolwork at home and providing other enriching activities. Poole (2017) adds that home-based involvement is not only limited to helping with homework, but also involves providing children with adequate and appropriate study space, discussing the day's events and engaging in teaching at home. Lethoko (2019, pp. 17-18) also concurs that "home-based involvement focuses on interaction between the parent and child outside the school" and may include activities such as helping with homework, preparing for a test, monitoring progress and motivating for improved and sustained academic results.

### **2.5.2. Involvement at school**

Poole (2017) emphasises that school-based involvement refers to parents' physical existence at school, which involves helping in classrooms and being involved in school governance. For Smokoska (2020), this type of involvement only demonstrates to children that their parents are devoted to take part in events run by the school and that they want to be actively involved in school-related events, not necessarily to be physically present at school. This involves parents taking part in school-based activities like attending meetings, communicating with teachers and attending school sports and cultural events (Garcia & Guzman, 2020). In this sense, school-based involvement can conveniently be seen as involvement related to parents' various forms of participation in the schools' activities (Ribeiro et al., 2021).

## **2.6. BARRIERS TO PARENT INVOLVEMENT**

Much as the importance and benefits of PI have been emphasised, and much as adequate research has proven positive correlation between PI and students' academic performance, there are still barriers that hinder active PI. Munje and Mcube (2018) reiterate that despite attempts to encourage PI, progress is being hampered by factors such as poverty, single-parent households, unemployment and a lack of supportive familial structures.

### **2.6.1. Literacy level of parents**

How parents choose to be involved in their children's educational journey varies depending on their educational level (Sorbo, 2020). Parents find it not easy to be actively involved in their children's education because of their low literacy level (Poole, 2017). They tend to feel inferior to teachers because of their inadequate knowledge and skills and fear that teachers will look down on them. According to Maluleke (2014), parents feel that they are too unprepared or intimidated to help children with homework or other schoolwork if they have limited educational skills.

Ralejoe (2021) observes that less-educated parents are more involved in their children's education, possibly because they want them to be better educated than them. On the contrary, Naite (2021) and Minix-Fuler (2020) contend that parents who have college education tend to be more involved than those who do not, and are more likely to participate in school conferences or activities and discuss on educational issues more often. They further state that when parents do not have college education, they feel that they are of less help in as far as education of their children is concerned. Gurung et al. (2021) concur that parents who are illiterate lack required skills and knowledge to guide and support their children's educational programmes beyond the classroom situation.

### **2.6.2. Language barrier**

According to Piller et al. (2021), how linguistic proficiency shapes parental knowledge about schools has received little attention. Many efforts to create home-school partnerships are impeded by the linguistic barriers which, up to date, have remained inexplicitly addressed. On this issue, Ozturk (2013) notes that even in the US, many parents who are unable to speak English find it difficult to help their children with schoolwork. In Lesotho, English is a second language, and as such, Ralejoe (2021) states that some parents are not conversant with it. In most cases, communication is passed to them, in the form of students' progress report cards and letters written in English, which makes parents deter from active PI.



### **2.6.3. School climate and teachers' attitude towards parents**

The way teachers recognise their learners' parents has a substantial impact on the level of involvement by the parent in the long run (Poole, 2017). Teachers in schools serving disadvantaged communities are more likely to have a negative perception of PI (Munje & Mcube, 2018). This means that schools probably do not initiate or/and implement appropriate strategies that are genuinely inclusive, welcoming or encouraging, thereby preventing parents from volunteering on a regular basis. The power imbalance between schools and parents makes it difficult for parents to take an active role in their children's education (Barrera-Osorio et al., 2021).

Poole (2017) identified another factor that hinders PI in schools as the negative treatment they get when they attempt to interact with schools. This is agreement with Minix-Fuller's (2020) submission that negative reactions from schools impede some parents. This makes parents feel alienated from teachers and school processes. Minix-Fuller (2020) further states that when parents feel unwelcome at school, they do not feel important enough to be involved in school activities.

### **2.6.4. Lack of common understanding between teachers and parents**

According to Garcia and Guzman (2020) it is not clear if parents and teachers hold the same opinion and conceptualisation of, and practices related to PI. However, Poole (2017) categorically states that definitions of PI vary greatly, and schools and families do not share the identical perceptions of what is wanted or needed, yet it is clear what active PI constitutes. Hinkel (2017) argues that schools and parents fail to come up with common understanding of active PI and participation in schools. This means that teachers and parents may not perceive PI the same way.

The fact that parents and teachers lack common understanding of what PI really is hinders active PI. According to Smith et al. (2011), parents describe involvement as keeping their children safe and getting them to school punctually while teachers expect parents to be present at school. Much as they both understand the importance of PI, that lack of consensus about what constitutes PI cause parents to feel unappreciated. This

becomes more evident when parents do not know what is expected of them. As a result, parents refrain from being involved in their children's education, more so because they feel sidelined by the school system (Sorbo, 2020).

#### **2.6.5. Parents' attitude and perceptions of school, sex of the child and culture**

In some African countries, some parents do not believe in educating a female child. Ralejoe (2016) explains that in Nigeria, parents become more involved in their sons' education than in the education of their daughters. This could be because of the perception that education is not important to female children because when they grow up, they are not expected to work or become family breadwinners. This manifests itself as a symptom of cultural necessities and backgrounds, that boys must be educated as opposed to girls, and unfortunately this becomes a barrier.

With escalating rate of unemployment in less developed and developing countries, including Lesotho, some parents may have a negative attitude towards school, that it's a waste of time, energy and financial resources. Even in cases where children are lucky enough to be attending school, parents are less likely to be involved, because of their negative attitudes towards school.

#### **2.6.6. Socio-economic factors of families**

Lethoko (2019) stresses that unemployment rate in Lesotho is very high and most families are very poor. He further highlights that in previous years, many families in Lesotho depended on the South African mines for their income, but due to large retrenchments of Basotho mineworkers, their means of survival has shifted to agriculture. In cases where parents work, many engage in informal or casual employment as cleaners, domestic servants and farm labourers (Munje & Mncube, 2018). These kinds of jobs are time and energy consuming and leave parents with little time to spend with their children and supervise their homework (Lethoko, 2019). In most cases, these jobs are low-paying and leave parents with limited ability to provide necessary educational resources for their children (Munje & Mncube, 2018). Parents

are compelled to cater only for household essentials and ignore educational needs of their children like buying books and other learning materials (Lethoko, 2019).

## **2.7. POSSIBLE STRATEGIES TO SOLVE BARRIERS TO PARENT INVOLVEMENT**

### **2.7.1. Fostering effective communication**

In every parent-teacher relationship, communication plays a vital role. Olsen and Fuller (2012) are of the view that in education, communication creates and maintains a constructive partnership between parents and teachers. Consequently, teachers and parents should use different communication techniques to share information about children and their learning. Likewise, Teba-Teba (2016) states that schools should organise, structure and implement plans on how to disseminate information to parents. She further adds that communication is important because all efforts to actively engage parents are almost impossible without effective communication between parents and schools. According to Thompson et al. (2014), different forms of communication that schools can use include sending learners' progress report cards to parents, phone calls, letters and holding workshops on how to help both parties better understand PI.

The two-way communication enables teachers and parents to share information about the learners' emotional, social and educational development (Teba-Teba, 2016). Christenson and Reschly (2010) add that it enables both teachers and parents to talk about the learners' behaviour both at home and at school. It further helps parents to encourage their children to learn even outside the formal school setting. Not only does it help parents to know what educators are doing at school so that they can help their children with homework, but also allows parents to give feedback to teachers about their children's concerns and desires (Teba-Teba, 2016).

Much as importance of effective communication between the school and parents has been emphasised, Thompson et al. (2014) found only limited empirical evidence in their study that leads to higher academic performance. Ntekane (2018) goes further to assert that parents' calls to schools to check on learners' progress and whether they

attend classes as expected may in fact be nerve-wracking to learners. This then means that the idea of effective communication should be treated with utmost care that it deserves. As such, Boit, (2020) suggests that parents should be made fully aware of what exactly is expected of them. When parents know what is expected of them, and when they know that their voices are heard in decision-making, they feel encouraged to work closely with teachers and schools.

### **2.7.2. Cultivating inviting school climate and culture**

In organisations, climate can be defined as the characteristics that distinguish the organisation from other organisations (Zengele, 2017). Therefore, in this case a school climate can conveniently be defined as characteristics that distinguish one school from other schools. In the same vein, Ronato (as cited in Owens, 2000) defines school climate as the total characteristics of the school environment. This means that it is basically the perception of the school by teachers, parents and students.

Zengele (2017) submits that school climate determines and influences the behaviour of people in a school. This means that how teachers, parents and students behave in a school depends on the climate that prevails in that particular school. When the school climate is favourable, the relationship between teachers and parents enables and encourages effective PI. In this context, principals and teachers should cultivate a positive school climate since they are key players in bringing about a climate that is conducive to quality education (Zengele, 2017).

Van Deventer and Kruger (2010) maintain that a school climate is reflected in its culture. In support of this, Zengele (2017) articulates that cultural beliefs and values that prevail in schools have a direct influence on the school climate. Therefore, schools should create a positive climate that encourages parents and teachers to interact habitually, frequently and effectively for the betterment of students' achievement. To create an inviting school climate, Van Zyl (2017) encourages schools to employ the following techniques, among others:

- A well-organized and well-arranged principal's office.

- A clear and welcoming waiting area for parents.
- A professional conduct displaying a positive attitude to parents.

### **2.7.3. Raising parent involvement awareness to parents and educators**

On this issue, Hornby and Lefaele (2011) contend that some parents are of an opinion that their role in their children's education is limited to only their obligation to pay school fees. This means that some parents do not know the roles expected of them in formal education of their children. In Lesotho, much as the Education Act, 2010 mandates parents to be part of school boards, Ralejoe (2021) found that some parents are not aware of this provision. This means that some parents are still not aware of the roles (natural roles and those enforced by law) they are expected to play in the provision of education to their children.

Van Zyl (2017) is of the view that to ensure parents are involved, awareness campaigns should be conducted to sensetise parents to their significance in their children's formal education to motivate them to get involved. Additionally, when parents know exactly what is expected of them, they can develop a greater appreciation of being involved in their children's education (Minix-Fuller, 2020).

### **2.7.4. Development of policy on parent involvement**

In Lesotho, PI is mainly at the decision-making level (Ralejoe, 2021) where parents are part of school boards through their representative. They take part in decision-making since it is mandated by the Education Act, 2010 that parents should form part of the school management bodies called school boards. The school boards consist of nine members, three of which are representatives of parents. One of these three parents' representatives should be the deputy chairperson of the school board. These representatives should hold at least two meetings with parents every year and give reports to the school board. However, Ralejoe (2021) asserts that these meetings are almost non-existent in some schools.

Education Act, 2010 seems to be the only lawful document that ensures PI in schools in Lesotho. As far back as 2006, Tlale (2006) noted that in Lesotho, there is no clear policy that directly associates parents with classroom instruction of their children. The problem continues to exist to date. Ralejoe (2021, p. 1) agrees that “there is no document to guide parents (individually or as groups) on how they should interact with teachers every day for the betterment of education.” Even the MOET (2010) did not address that challenge that is directly related to classroom instruction.

A clear policy needs to be formulated that specifies the roles that parents should play as far as classroom instruction is concerned. This could ensure that parents know what is expected of them and help teachers to know clearly the extent to which parents should be involved in classroom instruction.

#### **2.7.5. Strengthening school-community linkages**

De Vries and Pieters found in their study (2007) that it was difficult to gain an overview of when and how communities should exist in education. They identified a gap that researchers failed to investigate, namely the impact of communities in education, and therefore, their significance was unknown. However, Lethoko (2019) states that the significance of communities in education cannot be ignored. He states that the communities should play certain roles to improve the school and the quality of education. Aryeh-Adjei (2021) echoed same sentiments that for every project to succeed in a community, there is a need for full participation of that community. However, Ralejoe (2021) notes that community participation in education is minimal in Lesotho, yet community participation in education is vital and cannot be ignored.

To engage communities, Aryeh-Adjei (2021) proposes that members of the community should be given roles to play in schools. This would improve school management, standard of teaching and ultimately improve the learners’ performance as community members could provide resources such as volunteer support, free labouring, and acting as resource persons and many other roles that they can play. On the same issue, Ralejoe (2021, p. 13) proposes that PI “support groups” be formed. She contends that these

support groups which can be made up of representatives from local businesses church leaders, social workers and other non-governmental organizations can play a key role in empowering and encouraging everyone within the community to feel ownership of PI and work towards its success. In this sense, when communities are actively involved in educational matters of their schools, learners would succeed academically.

## **2.8. SUMMARY**

The attention of this chapter was to show the theoretical framework that underpins this study and review literature relating to PI. The theoretical framework that covered the study was specified. The other two models that were used alongside the theoretical framework were also deliberated. In order to gain further understanding of the barriers to, and solutions of, PI, views of different scholars were discussed. This gave a comprehensive understanding of possible barriers to PI and solution thereto. Dimensions and benefits of PI were also discussed to ensure effective and sustained PI.

The next chapter will discuss the research paradigm, methodology and design that were adopted by this study. Reasons behind choosing that methodology and design will also be presented. The next chapter will also present the data analysis approach that was adopted by this study and the data generation process that enabled the researcher to obtain dependable data that answered the research questions.

## **CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY**

### **3.1. INTRODUCTION**

Chapter 2 focused on a review of literature relevant to barriers and solutions of PI. The theoretical framework and the two other models applicable in PI were also examined and their practical application. This chapter then discusses the research paradigm, methodology and design which were adopted by this study. Methods that were used to generate data for this study are also presented and discussions on how the researcher analyzed the generated data are made. This chapter is concluded by the ethical considerations that guided this study to ensure its trustworthiness.

The aim of this study was to investigate the barriers to, and solutions of, PI in rural high schools of Leribe and the following research questions guided the data generation process:

- How do parents show involvement in children's learning process in the rural high schools of Leribe?
- What are the barriers to PI in the rural high schools of Leribe?
- Which PI strategies can be employed in the rural high schools of Leribe to solve the perceived barriers?

### **3.2. RESEARCH PARADIGM**

A research paradigm is a principle used by researchers to interpret reality. This means that it is what represents the researchers' beliefs and values about the world, the way they define the world and the way they work within the world (Kamal, 2019). Shah and Al-Bargi (2013) and Scotland (2012) classified research paradigms into positivism, interpretivism/constructivism and critical theory. The research paradigm that guided this study is constructivism which, according to Ugwu et al. (2021), ensures that emphasis is placed on understanding the individuals and their interpretation of the world around them.



Matta (2021) also echoes that constructivism is concerned with locally and specifically constructed realities. This paradigm helped the researcher to construct meanings from the participants' views on barriers and solutions to PI in rural high schools of Leribe because the researcher believed that the experiences of the participants of this study could be constructed into knowledge through their interpretations and reflections (Kamal, 2019). Constructivism assumes that reality and human behaviour are characterized by continuous fluctuations, adjustments and transformations operating simultaneously at multiple sites (Walt, 2020). Constructivism assisted the researcher to generate data that answers the question about views regarding PI. It helped the researcher to understand how participants construct their individual and shared meaning and assumptions about the phenomenon under study (Lauckner et al., 2012).

### **3.3. RESEARCH METHODOLOGY**

To address the research problem, this study adopted a qualitative approach. Rahman (2016) defines a qualitative approach as a methodology about people's lives, lived experiences, behaviour, emotions and feelings, as well as about organisational functioning. Moea (2021) further states that qualitative research uses face-to-face interactions with participants to elicit and negotiate meanings. It is fundamentally people-oriented (Neuman, 2014) and inductive in nature, and the researcher generally explores meanings and insights in a given situation.

Qualitative research is not anyhow concerned with numerical representativity and Punch (2013) and Mohajan (2018) agree that it is a type of social science research that collects and works with non-numerical data that seeks to interpret meaning from data that helps the researcher to understand social life through the study of targeted populations or places. In this study, qualitative approach allowed the interaction of participants: parents, teachers and learners, to share their interpretations and understanding of PI. It further allowed the participants to share their lived experiences of PI as they occur in their own schools. It also allowed the researcher to explore participants' thoughts and experiences about the barriers to PI and their perceptions of possible solutions. Rahman (2016) agrees that qualitative research provides thick and detailed descriptions of participants' feelings, opinions and experiences.

In order to carry out qualitative research, a certain research design needs to be followed. The following section discusses the research design followed in this study.

### **3.4. RESEARCH DESIGN**

Akhtar (2016) regards a research design as the framework of the research. It holds the entire research together and serves as a blueprint within which the research is conducted. Ramadikela (2012) adds that it shows individuals that will be studied, *where*, *when* and *how* they will be studied. Mpholle (2020) shares the same thoughts that a research design helps the researcher with planning and procedures to design data collection methods, analysis and interpretation based on the theoretical assumptions. In the same vein, Moea (2021) describes a research design as an overall plan for connecting the conceptual research problems to the pertinent and achievable empirical research. Qualitative research employs various strategies of inquiry such as ethnography, case study research, phenomenological research and the grounded theory (Marjan, 2017). In this study, the researcher used case study as a strategy of inquiry. The design of this study was, therefore, a case study of two high schools in the rural areas of Leribe which were purposively selected.

Heale and Twycross (2018) define a case study as an intensive systematic investigation of a single individual, group, community or some other units in which the researcher examines in-depth data relating to several variables. Njie and Asimiran (2014) enunciates that its focus is to dig out the characteristics of a particular entity. They further state that the key distinguishable attributes of focus groups include a focus on a single unit, in-depth description of a phenomenon, anchored on real-life scenarios and uses multiple data collection methods. Again, in a case study, a question of *how* or *why* is being asked regarding a contemporary set of events which the investigator has little or no control over at all (Njie & Asimiran, 2014). A case study made it easier for the researcher to understand PI practices in the rural high schools of Leribe and how teachers perceived PI. It also helped the researcher to explore why parents in rural high schools of Leribe are not satisfactorily involved in their children's education and the possible PI strategies that could be employed to solve barriers of PI. This is so because Schoch (2020) emphasises that a case study involves a detailed and intensive analysis of a particular event, situation, organisation or social unit.

Moreover, a case study provided a comprehensive understanding of PI as it unfolded in the rural high schools of Leribe and how parents, principals, teachers and learners perceived it and what they actually thought hindered active PI in their own settings (Chowdhury & Shil, 2021; Schoch, 2020). Generally, through the use of a case study, the researcher was able to understand very well, the practices of PI in the rural schools of Leribe since it is a very effective method to investigate and understand complex issues in real-world settings (Harrison et al., 2017).

#### **3.4.1. Description of research site**

This was a case study of two schools named School A and School B for the purpose of this study. School A was established in 1979 and it is owned by the Lesotho Evangelical Church in Southern Africa. At the time of the study (July 2022), it had 34 teachers (including the principal, deputy principal and five heads of departments) and 666 students, the majority of whom were girls who stayed at the boarding facility provided by the school. It is located in the rural areas of Leribe and serves the local community and has attracted a lot of interest from many people across the country as it is one of the best-performing schools in the country. Since its establishment, this school had been performing very badly and started changing for the better in 1997 when its administration was changed. At the time of the study, it appeared among the top ten schools in the country and among the top five in the Leribe district.

School B was also established in 1979 and it is owned by the Roman Catholic Church. At the time of the study, it had a population of nine teachers (inclusive of the principal) and 231 students. This school is sited in the rural areas of Leribe where travel is very difficult and offers a boarding facility to both boys and girls. It serves mostly the local community. In the 1980s, this school was performing very well but its performance has been declining since the late 1990s up to now.

#### **3.4.2. Selection of participants**

Participants in this study were students, parents, teachers and principals from the two purposively selected high schools in the rural areas of Leribe. These two high schools

were selected based on their proximity to the researcher. Etikan and Bala, (2017) emphasize that with purposive selection, the researcher gets information which he believes will assist best to accomplish research objectives because it is designed on the judgment of the researcher as to who will provide the best information to succeed for the objectives of the study.

From each school, the principal was interviewed. Five teachers from School A and three from School B volunteered to participate in this study while eight learners from each school from various grades also volunteered to participate in the study. A total of nine parents voluntarily accepted to be interviewed without any coercion. Having selected these participants purposefully, the researcher was able to generate data that addressed the objectives of the study (Etikan & Bala, 2017).

### **3.4.3. Recruitment of participants**

The researcher asked for permission to conduct a research from the CEO – Secondary and DEM – Leribe. When permission was granted, the researcher visited the selected schools to seek permission from the principals. The purpose of the research and its nature were explained. After permission was granted, the researcher informed the potential participants about the study (Archibald & Munce, 2015) by writing letters to them, and thereby inviting them to participate in this study. Ethical recruitment of participants was ensured. This process involved providing potential research participants with the information to establish their interest to participate in the proposed study (Manohar et al., 2018).

The researcher delivered invitation letters to schools, and for parents that the researcher could not meet in person, the researcher used phone calls. The letters described the objectives of this study and informed the potential participants of their right to voluntarily agree to participate in the research study, their right to withdraw at any time and other ethical issues relating to conducting the research study. The nature

of participation was also explained. After agreeing to participate in the study, and just before the interviews, participants were requested to sign the consent and anonymity declaration forms endorsing that they have agreed to participate in the study and to hold in confidence and anonymous all matters relating to this study and other participants.

### **3.5. DATA GENERATION**

The researcher used focus group discussions and semi-structured interviews to generate data. Mack et al. (2011) define focus group discussions as a qualitative data collection method in which one or more researchers and several participants meet as a group to discuss a given research topic. This is where the researcher speaks to participants about issues relating to the research questions. Barrett and Twycross (2018) state that these groups could be of six to 12 people while Busetto et al. (2020) submit that the maximum of members in a focus group is eight. In this study, focus group discussions of eight learners were held. One session per group lasted about 45 to 55 minutes in the learners' respective schools.

During focus group discussion sessions, learners were asked a single question by the researcher and allowed to each raise a view on that and then discuss while the researcher audio-recorded their discussions and later on transcribed them at his own comfort (Moea, 2021). These focus groups allowed the learners to interact among themselves with spontaneity (Gundumogula, 2020). Additionally, focus groups enabled the researcher to gather the views of many participants at one time and it is an easy and inexpensive method to access information (Barrett & Twycross, 2018; Busetto et al., 2020; Gundumogula, 2020; Mack et al., 2011). These interviews became proper ways to learn in depth, the information from the research participants (Driscoll, 2011), and enabled the researcher to get comprehensive information about the personal experiences, insights, and opinions of the participants (Minix-Fuller, 2020).

The initial plan was to hold one focus group of eight learners and one of eight parents from each school. However, it was not easy for the researcher to have all parents whose children participated readily available at the same time. This was due to their individual personal commitments and their distance to the school, especially because travel is not easy in the rural areas. For these reasons, the researcher was not able to conduct focus group discussions with parents and had to conduct semi-structured interviews with them.

For teachers and principals, the researcher conducted semi-structured interviews at their respective schools. As for parents, face-to-face interviews were conducted with some of them at their respective homes while for others interviews were carried over the phone. According to Busetto et al. (2020) and Wishkoski (2020), semi-structured interviews are a qualitative data collection strategy which involves the researcher asking participants a series of pre-determined and open-ended questions and are characterized by the use of an interview guide in which the broad areas of interest are clearly defined. The interviewer unambiguously asked the central elements of the phenomenon that was being studied.

Semi-structured interviews ensured that data were captured in key areas and allowed flexibility since the participants were allowed to bring their own personalities and perceptions to the discussions (Barrett & Twycross, 2018). In semi-structured interviews, the researcher was able to follow up on the verbal and non-verbal responses of parents, teachers and principals (Kakilla, 2021). The researcher was also able to prompt and encourage them where there was a need for more information or if the researcher found what they were sharing interesting (Moea, 2021).

To explore the extent to which parents show involvement in the children's learning process in the rural high schools of Leribe, and explore barriers to PI, semi-structured interviews and focus group discussions remained significant because they are effective when the researcher wants to explore particular thoughts, feelings and beliefs about a particular phenomenon (Barrett & Twycross, 2018; Gundumogula, 2020; Kakilla, 2021). During the interviews and discussions, the researcher audio-recorded the proceedings. These audio-records were kept safe by researcher for later transcriptions.

The researcher had planned to have all semi-structured interviews recorded for later transcription, but other participants could not allow the researcher to have them recorded; for reasons best known to them. As a result, the researcher had to take notes on responses from the interviewees by himself, which was so time consuming to perform and impacted negatively on the next participants' willingness to participate, given the time one interview session took. For that reason, the researcher had to allow other participants to write responses down by themselves, read them after and asked further questions where he thought the participants' responses were not giving the expected responses or were not clear. All these responses from the participants and notes taken by the researcher were later on typed by the researcher for easy identification of codes and themes.

Some students in these rural schools were not day scholars, they stay at the boarding facilities. For this reason, it was not possible for the researcher to meet some parents whose children stayed at the boarding facilities and have face-to-face semi-structured interviews with them. As a result, the researcher had to use phone calls to interview them, as he believed that they would provide rich data for this study. Those phone calls were also recorded, and the researcher transcribed them together with other recordings.

The researcher sought to gain an unfathomable insight into the experiences that each participant had. For that reason, all interviews were conducted in both English, the second language and a language of instruction in Lesotho, and Sesotho, the mother tongue of all participants. This was to make sure that language was not a barrier that impeded the participants to share their experiences comfortably. Some responses from the participants are quoted verbatim and others interpreted and rephrased, and those in Sesotho are translated into English.

### **3.6. DATA ANALYSIS**

Creswell and Poth (2016) and Ramadikela (2012) define data analysis as a process whereby generated data is broken down into components to create meanings that can easily be

explained and understood. Lethoko (2019) further states that this process helps the researcher to make sense of data during and after the data generation process to develop meanings from data that constitutes the findings of the study. For this study, the researcher adopted Braun and Clarke's (2006) six-step model of thematically analysing data. This framework involves familiarising oneself with data, generating initial codes, searching for themes, reviewing potential themes, defining and naming themes and producing a report. The succeeding steps prompted the researcher to circle back to the earlier steps in light of a new data or new emerging themes that were worth further investigation (Braun & Clarke, 2012). According to Maguire and Delahunt (2017), this model is the most effective approach, in the social sciences at least, probably because of its ability to offer a clear and usable framework for doing thematic analysis.

According to Braun and Clarke (2012), thematic analysis is a method for systematically identifying, organising and offering insights into, patterns of meanings or themes across a dataset. It was found to be a suitable method of analysing data as the researcher sought to comprehend the experiences, thoughts, or beliefs of the respondents with regard to the problem under inquiry. This approach allowed the researcher to identify and make sense of collective and shared meanings and experiences (Braun & Clarke, 2012) about the barriers and solutions of PI. According to Braun and Clarke (2012), thematic analysis can connect three main scales along which qualitative approach can be located: inductive versus deductive, experimental versus critical orientation, and essentialist versus constructionist theoretical perspectives.

After generating data, the researcher transcribed and then familiarized himself with it. In the process, the researcher immersed himself in data by reading and re-reading transcriptions and listening to audio-recordings (Braun & Clarke, 2012), and consequently identified key, essential, striking and interesting parts of the collected data (Poole, 2017). An inductive approach to thematically analysing data was used. This is a bottom-up approach which is driven by what is in the data (Braun & Clarke, 2012). Therefore, the researcher developed themes and codes from the data.



Secondly, the researcher developed the initial codes to reduce data into small portions of connotations. Kiger and Varpio (2020) define a code as an element of raw data or information that can be assessed in a meaningful way. The researcher then identified and provided labels for features of the data that were potentially relevant to the research questions and organised data in meaningful and systematic ways (Belotto, 2018; Braun & Clarke, 2012; Maguire & Delahunt, 2017). At this stage, the researcher took notes on potential data items of interest, questions and corrections between data items (Kiger & Varpio, 2020) and coding enabled the researcher to quickly retrieve all generated data (Nieuwenhuis, 2016).

Thirdly, the researcher searched for themes. At this stage, he shifted from the codes to themes (Braun & Clarke, 2012). Braun and Clarke (2006) define a theme as a patterned response or meaning which is derived from data that inform the research questions. This stage involves reviewing the coded data to identify areas of similarities and overlaps between codes (Braun & Clarke, 2012). The researcher constructed themes by analysing and combining the codes. This means the relationships between the themes were considered, as well as how they worked together to tell a complete story about data (Kiger & Varpio, 2020).

Again, the researcher reviewed the potential themes, checked and matched them against organised extracts of data and discovered whether the themes worked in relation to the data (Braun & Clarke, 2012). The researcher further examined the data to extract the core themes that were distinguished both between and within transcripts (Bryman, 2012; King & Horrocks, 2010). After that, the researcher defined and named the emerging themes. The researcher created a clear description of how and why the coded data within each theme provided distinctive insights and looked for areas which overlapped between themes (Kiger & Varpio, 2020). Lastly, a report was produced. This is where the researcher finally wrote up an analysis and a description of findings (Braun & Clarke, 2006).

### **3.7. ETHICAL CONSIDERATIONS**

Akaranga and Makau (2016) define ethics as a branch of philosophy that deals with conduct of people and guide the norms or standards of behaviour and relationships with each other. Moea (2021) emphasises that the security of human subjects via the submission of proper

ethical principles is imperative in a research study. In this study, permission to collect data was requested from the supervisor. Afterwards, the researcher sought further permission from the CEO – Secondary and the DEM – Leribe to conduct research at the two high schools. The researcher also sought permission from the principals of the schools in question to collect data from the schools they head.

Anonymity and confidentiality were applied during data generation. The participants were assured that their names and those of their schools would not be revealed to anyone without their consent. The non-maleficence principle was also applied. The researcher made an obligation not to physically, emotionally and socially harm anyone when conducting this study. The researcher further undertook to ensure that no deception whatsoever took place. He did not mislead the participants and was honest and open about the intentions of this study.

To protect the identity of participants and ensure anonymity, codes were allocated to participants as indicated in Table 3.1 below.

Table 3.1 Summary of schools, participants and their anonymity codes.

<b>Schools</b>	<b>Principals</b>	<b>Teachers</b>	<b>Learners</b>	<b>Parents</b>
A	AP	AT1	AL1	AP1
		AT2	AL2	AP2
		AT3	AL3	AP3
		AT4	AL4	AP4
		AT5	AL5	AP5
			AL6	
			AL7	
			AL8	
B	BP	BT1	BL1	BP1

		BT2	BL2	BP2
		BT3	BL3	BP3
			BL4	BP4
			BL5	
			BL6	
			BL7	
			BL8	

### 3.8. TRUSTWORTHINESS

In research, when data cannot be trusted, an informed decision cannot be made. This means that trustworthiness is the foundation of good research and informed decision-making. Connelly (2016) defines trustworthiness as the degree of confidence in data, interpretation and methods used to ensure the quality of a study. Trustworthiness is one way through which researchers persuade themselves and readers that their findings are worth the attention (Lorelli et al., 2017). For this reason, Lethoko (2012) reiterates that dependability contributes immensely to the study’s trustworthiness.

Ralejoe (2016) states that dependability is the credibility, honesty and accuracy of the generated data. Lethoko (2019) further articulates that a research instrument should be dependable, consistent and stable, and that the interpretations of the generated data should be correct, meaningful and useful. The participants that were chosen are assumed to be dependable sources of data since they were engaged with the issues of concern frequently, and therefore, the researcher believed that they would provide rich data. He further believed that the two data collection instruments (focus group discussions and semi-structured interviews) were appropriate and dependable instruments that would give accurate data.

To ensure dependability, the researcher

- was the only interviewer to ensure uniformity and consistency.

- spent time with participants and explained to them in depth the objectives of this study. The researcher reminded the participants about the objectives of the study just before the interview. This was to ensure that they understood deeply the intentions of this study and built good relationship with them.
- conducted the research in the participants' natural setting which encouraged the veracity and precision of participants' experiences.
- made sure that the participants remained anonymous so that they could not be afraid to air their own views for fear of victimisation.
- remained as professional as possible at all the times and, where he realised that the participants were not confident to voice out their opinions, respectfully probed them.
- captured precise and literal descriptions of participants and situations to ensure accuracy.
- directly quoted the words of participants in some cases to ensure that little room was left for assumptions.
- conducted the interview in both Sesotho and English to ensure that participants understood exactly what was expected of them since the researcher believed that some might not communicate eloquently in English.
- audio-recorded the focus group discussions and semi-structured interviews to ensure that accurate data were captured.

### **3.9. SUMMARY**

In this, the researcher recapped the main aim of the study and the research questions to highlight the direction of the study. Research paradigm, methodology and design of the study were also acknowledged and their suitability was indicated. The data generation process and analysis approach were also indicated. The ethical considerations that ensured the trustworthiness of the study were also outlined. Chapter 4 will give the detailed data analysis, discussion and findings from the focus group interviews with learners, and semi-structured interviews with principals, teachers and parents from the two selected school in rural areas of Leribe.

## CHAPTER 4: PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION

### 4.1. INTRODUCTION

The aim of this study was to investigate the barriers to PI in rural high schools of Leribe and offer some solutions. Specifically, the study explored the perceptions of principals, teachers, learners and parents about the barriers which hinder active PI in rural high schools and how best those barriers could be alleviated. The study adopted qualitative research methodology and a case study design using two high schools in rural areas of Leribe which were purposively selected. An analysis of data generated yielded the findings presented in the following sections.

### 4.2. PRESENTATION OF FINDINGS AND INTERPRETATIONS

Thematic analysis yielded four themes which are presented and interpreted as findings of the study in the following sub-sections:

Table 4.1: Themes and sub-themes that emerged from findings.

Themes	Sub-themes
Participants' descriptions of PI	Involvement in decision-making Attendance of parents' meetings Payment of school fees Helping with homework
PI practices	Involvement in decision-making Attendance of parents' meetings Having open-day sessions Payment of school fees Helping with homework Monitoring learning at home

PI barriers	Employment constraints Parents' low education level Parents' lack of interest in education Lack of knowledge of roles to play Unfavourable school climate
Solutions to PI barriers	Developing PI policies and programmes Sensetising parents about PI

#### 4.2.1. The meaning of parent involvement

##### Principals' descriptions of PI

The thematic analysis of data generated from the principals of the two selected schools in response to what they understood by PI showed that they had a common understanding of what PI involves. They held that PI occurs when parents take part in decision-making, through election onto the school boards and attending parents' meetings where important decisions are made. School A principal (AP) pointed out that parents can show involvement by attending meetings summoned by school authorities and making propositions on how the school should be run. The same sentiments were identified from School B principal (BP)'s responses which revealed that parents should be inquisitive about the day-to-day development of their children at school and consult the school to clarify matters of concern when they arise. These views of principals are reflected in the following assertions:

*Parents take part in the education of their children by being involved in the formulation of school guidelines and policy; through representation, they must participate in decision making... (AP).*

School B principal expressed a similar view as follows:

*A parent should be curious to know the day-to-day development of her child in educational matters and where there is a need, consult the school to clarify matters of concern (BP).*

These statements show that principals had a mutual understanding of PI. They were aware that PI involves parent fulfilling their obligations and responsibilities necessary to support their children's learning. These statements are in line with the assertions by Ralejoe (2021) and Castro et al. (2015) that PI involves parents' fulfillment of their obligations and responsibilities in the education of their children and their full participation in all aspects of their children's academic development.

It was also evident that principals had expectations from parents. The findings show that the principals expected parents to pay school fees for their children, provide all materials necessary for learning and attend meetings convened by the school authorities. BP mentioned that he expected parents to pay the school fees for their children, buy proper uniform and all other necessities and attend meetings organized by the school management.

*the parent should pay the child's school fees, buy them proper uniform and pay for other educational needs such as stationery, books and educational fairs and a parent should also pay attention to child's work and check it accordingly. The parent should also attend meetings as required by the school management (BP).*

Similar sentiments were echoed by AP who expected parents to show active PI by attending parents' meetings, visiting schools to evaluate their children's academic progress and addressing matters of discipline. This is clear in the following comments:

*Parents must attend meetings convened by school authorities. In the meetings, they must make suggestions on how the school should be run and also visit schools periodically to review their children's work and behaviour (individually*

*or in groups) when called by the authorities. Parents should elect their representative in running the school (in the school board) (AP).*

These statements are in line with the views of Ribeiro et al., (2021) and Garcia and Guzman (2020) that PI involves parents taking part in activities like attending meetings, communicating with teachers and attending school sports and all other various forms of participation in the schools' activities.

None of these principals showed awareness of involvement that took place at home, which Kurtulmus (2016) defines as parents being involved in activities that take place outside school, usually within their homes. Ribeiro et al. (2021) assert that the activities that take place within their homes include parents helping their children with homework, parents discussing schooling with their children, parental monitoring of school tasks and rule-setting. None of them mentioned the idea of parents helping their children with homework, monitoring learning at home and providing an environment suitable for learning at home. This means they do not recognise learning at home which (Epstein, 1994; 1995; 2004) says involves parents helping learners with learning activities that take place at home like helping with homework and motivating learners.

#### Teachers' descriptions of PI

Semi-structured interviews with teachers yielded the same findings. Teachers said PI is when parents are fulfilling their moral obligations of being involved in their children's academic journey. Parents do all these by paying school fees for their children, buying them proper uniform, books and other requirements for effective learning. They also mentioned that PI involves parents being engaged not in only the academic activities but non-academic activities as well. The following assertions reveal what teachers thought parents should do to show their involvement.

*My understanding is that it is where a parent has a role to play in their child's education (BT2).*



*When parents are present in their children's education... (BT1).*

*A parent can make a follow up on his/her child's daily schoolwork (BT3).*

*School fees and book fees must also be paid in time... (BT3).*

*A parent must even know his/her child's discipline (AT4).*

*Parent involvement in education is the role parents should play in the education of their children, like paying school fees, taking part in the conduct of children at school, buying of textbooks and follow-up on children's academic performance (AT2).*

*This is whereby the parents should be wholeheartedly engaged in their children's academic work and extra-curricular activities at school (AT3).*

These responses show that teachers also had a shared meaning of what constitutes PI. They asserted that it involves parents playing the required roles, being engaged in their children's learning by making follow-ups on academic work and availing all the basic materials for learning. These responses are in line with literature that says PI involves parents overseeing their children's academic and non-academic activities and offering all the support required for their children's education (Olsen & Fuller, 2012; Poole, 2017; Smokoska, 2020).

Findings on how teachers expected parents to show active PI are not different from findings from principals. Additionally, teachers explained that they expected parents to help their children with homework, provide a conducive environment for learning at home, monitor children's behaviour at school and buy books and other learning materials. These views are evident from the following opinions:

*Parents should help their children with their schoolwork including assignments and check their daily work every day from school... and ...allow their children enough time for study at home and not force them to do some home chores (AT4).*

*A parent should supply children with the school needs... discuss and help children with their homework... and ...pay for the fees well in advance so that they cannot struggle with their academic work (AT3).*

*A parent should see to it that the child's school needs are well met, buy those that need to be bought by the parent (BT2).*

*A parent should make a daily follow-up on a child's schoolwork in order to compare and see if there is progress in one's child academic work. One can also see whether their child is clever, average or needs special attention. Even in the disciplinary matters, not only academic matters, a parent must be aware of their child's discipline (BT3).*

*I would expect parents to be available whenever needed by the school regarding the performance of their children, not delay payments and help the school in extra-mural activities (AT2).*

The above opinions and views of teachers and principals support the assertions of Ralejoe (2021) and Blair (2014) that PI involves parents generally fulfilling their responsibilities in the education of their children and offering assistance in order to benefit the child's academic triumph. However, unlike principals, teachers are aware that PI unfolds both at school and at home. Teachers' statements agree with Ribeiro et al. (2021) that among other things, parents can show involvement by helping their children with homework, discussing schooling with their children and monitoring the school tasks at home. All these submissions from principals, teachers and literature are in line with the first category of the theoretical framework that underpins this study, which is parenting. Epstein's (1995) framework describes this category as where parents provide their children with appropriate and supportive environment that does not impede learning at home and provide all necessary learning materials.

### Learners' descriptions of PI

On the same issue, focus group sessions with learners indicated that learners had a common understanding of PI with principals and teachers, although the focus group discussions with learners were not free flowing like the researcher had expected. This may be due to the fact that participants were participating in research of this nature for the first time and the researcher's lack of sound skills to conduct focus group discussions. Learners' assertions revealed that they understood PI as parents being there for their children and walking that journey alongside them. They also mentioned that it involves parents showing interest in their children's schoolwork and assisting them with their homework. One learner from Focus Group A (AL3) mentioned that:

*I think PI talks about parent's support in their child's education, how a child performs at school, as a parent one makes sure that their child learns (AL3).*

The other two learners from the same focus group agreed while others nodded in agreement with the responses raised:

*I agree with her that it can be when a parent is involved in everything a child does at school (AL7).*

*A parent should have an interest in my schoolwork... ask me about my assignments (homework)...ask about my academic progress... (AL8).*

This means that learners in this focus group equally understood what PI comprises. In support, Epping (2018) claims that PI involves a parent's decision to participate fully and in different ways in their child's educational journey. Parents can do this by communicating with their children about their school activities and promoting a dialogue that inspire children and help them walk this journey with less difficulty (Gorman, 2016). These assertions agree with the theoretical framework that parents can show involvement by communicating, not only with teachers, but also with their children about general school activities (Epstein, 1994; 1995; 2004).

Learners in Focus Group B seemed hesitant to answer the questions that checked their understanding of PI. The researcher had to repeat and rephrase questions several times to trigger their responses. Both English and Sesotho languages were used to ensure that every learner understood the questions. The researcher had the impression that they were not relaxed, possibly because it was their first time being interviewed. The researcher then decided to use a series of prompts, probes and repetitions to questions, and consequently BL4 responded:

*I think we are going to talk about how parents take part in their children's education (BL4).*

Another learner affirmed the above assertion thus:

*...it is when I expect a parent to take part in education (BL8).*

Learner 5 from the same focus group added that PI is when a parent has interest in how their child progresses at school. A parent can do this by buying the necessities like calculators.

*A parent should have interest in how I progress at school. When there are things that are needed at school like calculators, a parent should make an initiative and make sure that a child gets that (BL5).*

It is evident from the above assertions that learners in this focus group also understood that PI unfolds both at home and at school as suggested by the first and fourth categories of the theoretical framework guiding this study. These categories are *parenting* and *learning at home*. They are in line with claims of Lethoko (2019), Poole (2017), Kurtulmus (2016) and Ramadikela (2012) that active PI involves parents paying for their children's school fees, attending parents' meetings, helping with homework and providing an environment conducive to learning at home.

### Parents' descriptions of PI

When it comes to an analysis of parents' responses, the study uncovered that parents also understood what comprised PI. As principals, teachers and learners mentioned, parents highlighted that parents should monitor their children's schoolwork at home, provide other enriching activities, provide children with adequate and appropriate study space, discuss the day's events and engage in teaching at home (Garcia & Guzman, 2020; Poole, 2017). For example, Parent 1 from School A (AP1) explained that PI is when parents make sure that their children have everything necessary for their learning at school and make follow up on how their children progress at school. He further mentioned that a parent can do this by visiting teachers at school.

*...this could be by visiting the school and meeting teachers... (AP1).*

Another parent from School A (AP3) also understood that PI involves a parent paying for their child's school fees in time, failure of which would affect the child's learning since one would be expelled from school. She added that it also involves helping a child with his or her schoolwork when a need arises:

*Maybe PI is the issue of a parent paying school fees for his/her child and paying in time because failure to do so would result in a child being sent away from school and that would affect his education. It involves helping a child with schoolwork or finding someone else to help if need be and encouraging a child so that he/she can progress well (AP3).*

Commenting on the same issue, another parent from the same school (AP4) also mentioned that a parent can show involvement by:

*It is to perform my responsibilities as a parent... like paying school fees... buying books... help a child with school work where possible or ask for assistance from others... (AP4).*

The above parents' statements agree with Garcia and Guzman's (2020) claim that PI is when a parent takes part even in school-based activities like visiting schools to check on the academic progress of their children and providing them with all the support necessary for their learning. Parent 1 from School B (BP1) also agreed that a parent should always ensure that a child goes to school wearing proper school uniform with books and all other necessary materials for learning and that homework is done. To this, Parent 3 from the same school (BP3) added that parents should check their children's schoolwork every day and offer support and guidance when a need arises.

*What we have to do here is, or as a parent, I have to ensure on daily basis that my child has gone to school, on a condition befitting a student, that is, on proper school uniform, with all books needed at school, with fees paid so that he/she may not be expelled. Ensuring that homework is done and school projects are done (BP1).*

In a similar vein, another parent from School B added:

*You offer guidance as a parent, you motivate a child on his/her school work and ask teachers to offer assistance even outside formal school setting... (BP3).*

Some parents believed that PI is limited to only paying school fees for the child. This was revealed in submission of Teacher 2 from School B (BT2) that he once tried to confront a parent about his child's academic work and the parent asked him what more he wanted from him because he had paid the school fees in full.

*I will make an example of one parent who once asked me what more I wanted yet he still pays for the fees in time (BT2).*

From the statement above, it is evident that there are parents who still do not understand what active PI entails. Some parents believed that PI was only about paying school fees for their children. This is in line with Hornby and Lefaele's (2011) notion

that some parents believe that their role is only limited to their obligation to pay school fees.

#### **4.2.2. Parent involvement practices**

In this section, the researcher presents the findings and analysis on how parents showed involvement in their children's education.

##### Principals' responses

An analysis of data from the participating principals uncovered various ways in which parents in the selected schools showed involvement in their children's education. The principal of School A revealed that in his school, parents show involvement by attending parents' meetings and visiting teachers to check on students' performance.

*Parents attend parents' meetings and visit teachers to check students' performance. External students have open days in which teachers, students and parents sit together to check performance reports. Parents are called for meetings to discuss issues that concern students and make decisions which are implemented by authorities. Issues of discipline are addressed in accordance with the Education Act, 2010. Parents get notified and sometimes are called to assist in issues of student indiscipline (AP).*

Furthermore, the principal of School B articulated that in his school, parents buy learning materials for learners and also attend open days wherein the teachers and parents discuss the learners' academic progress.

*Parents pay bus fares for their children to attend sports activities and lend them traditional attire for cultural functions. Parents are involved in situations where the child needs support on academic and non-academic work. For example, parents are normally called to discuss the health situation of a child and to guide the child to make the right decisions. Through representatives on the school board, parents help in building school policies that are beneficial to the child*

*and the school at large. Parents are usually involved in disciplining the child where their behaviour is out of control. They usually attend these disciplinary hearings and partake in administering punishment. Parents buy learning materials for learners and attend open days to discuss the learners' academic work (BP).*

The above remarks from principals show that PI was somehow sufficient in their respective schools. It ranged from parents' responsibility of paying school fees for their children, walking the academic journey with them, up to addressing non-academic activities, issues of discipline and decision-making (Learning Liftoff, 2017; Lethoko, 2019; MOET, 2010).

The issue of parents being part of the decision-making body as mandated by Education Act, 2010 is in line with decision-making category of the theoretical framework that supports this study. This category involves parents being part of the decision-making process by including parents' representatives on the school boards and assisting in the governance of the school (Epstein, 1995).

As mentioned earlier, these two schools convened parents' meetings as one way of ensuring that parents were involved in the education of their children. Both principals, however, mentioned that some parents failed to attend those meetings and highlighted the following as reasons for parents' failure to attend meetings:

*there are some who don't show interest in meetings. For some it is due to finance (high transport costs) and some due to employment constraints; because the meetings are convened during the week days... (AP).*

*The major problem is they are not there. The majority of our learners are orphans. Number 2, their parents live in South Africa (BP).*



### Parents' responses

This situation is not unique to these schools. Lethoko (2019) notes that working parents are left with little or no time to attend parents' meetings and supervise their children's learning at home. Parents who participated in this study also agreed that they sometimes failed to attend parents' meetings because they lived very far from their children's schools and it was very costly to visit them. Others blamed it on their employment conditions. However, parents unanimously agreed that their schools held parents' meetings which were well attended. They went further to say that in those meetings, they were given a fair chance to air their views and take part in decision making. The following examples emerged from the parents' responses concerning their experiences of parents' meetings.

*Parents' suggestions are invited and they make suggestions as to how the school should be run... (AP2).*

*We are given a chance to express our views, and we make decisions by ourselves on how the school should be run... they never impose anything on us... (AP5).*

*They give every parent a chance to share his/her problem and they are fruitful since the decisions made in those meetings are easily implemented... (BP1).*

Smokoska (2020), Kurtulmus (2016) and Feiler (2010) are of the same view that learning also takes place at home. This means that children's learning at home should also be monitored. One parent from school A (AP1) pointed out that he monitored his daughter's learning by giving her space and time to do her schoolwork at home and that at around 8:00 p.m., he made sure that she did her school work although there were no mechanisms that he put in place to ensure that she did her schoolwork.

*When I am at home, I give my child time to sit in her room alone, where she can do her schoolwork, to read or write, and I do that at around 8 or 9 pm (AP1).*

Other parents also concurred that they monitored their children's learning at home by providing adequate space and time for reading at home. This is evident from the following responses:

*When a child arrives at home... he does his school activities... and finds food readily available and starts his schoolwork at around 1900hrs... (AP2).*

*I do not use him for the household chores so that he takes his books and does his schoolwork. After that I follow up to check if indeed he has done his schoolwork (BP2).*

*I don't dictate what time she must do her school work, what I only do is that anytime when she has completed her home chores, she continues with her school work. There is no time table that dictates what she has to do at certain time periods. She uses the spare times when they arise (AP4).*

*Mine is to give her enough time to read and do his assignments. I help him with data and provide him space to do his schoolwork, and where possible, in subjects like Sesotho, I offer assistance (BP1).*

*Honestly, she learns at home because at times I see her taking her books for study, then I ask her where she encounters problems and encourage her to ask her school mates on subjects which they might be conversant with. This is because much as I have attended school, I have forgotten other things (AP3).*

The assertions above suggest that parents provided a suitable environment for their children to learn at home. It underscores that they understand that learning does not only take place at school, but even at home. The parents reported that where possible, they helped their children with homework and afforded their children enough space and time for learning at home. These practices are in line with Poole's (2017) view that home-based involvement is not only limited to helping with homework, but also involves providing children with adequate and appropriate study space. The same provisions are also made by category 4 of the theoretical framework used in this study which is learning at home. Epstein (1995) reiterated in this model that learners must be provided with adequate space and time to learn at home, having their learning activities monitored and being motivated. Other parents, however, pointed out that

they did not necessarily monitor their children's learning at home because their children already did the work by themselves.

#### Learners' responses from focus group discussions

On the same issue of PI practices, learners in both focus groups were not satisfied with how their parents showed involvement in their education. They shared the common opinion that what their parents did as far as PI is concerned was not enough. During the focus group discussion with the School A learners, they indicated that their parents never checked their classwork books. They indicated that the only time their parents checked on their work is at the end of the school terms when they check their reports. Some learners asserted that their parents did not give them enough time and space to do their work at home, but burdened them with household chores. However, other learners mentioned that when they arrived at home, their parents encouraged them to study and gave them time and space to do their schoolwork. This is backed up by their comments below:

*It is simply that statement of saying "remember you have to read." (BL2).*

In addition, another learner from the same focus group said:

*Eh, when I am at home, my parents advise me to study often. It is as if I am no longer supposed to watch TV or play. Every time when I complete my household chores my mother tells me to read. She doesn't give me time. When I'm resting, and on the phone, she tells me to leave the phone and read (BL8).*

Similar sentiments were echoed by other two learners as follows:

*Often times, when my parent calls, he calls just to inquire about my well-being not my school work (BL1).*

*I have realized that what parents fail to do is checking their children's exercise books. They don't easily do it because one will find that when a child arrives at home, a parent expects him or her to cook and do other household chores. They do not care about our schoolwork but when the reports are released, they become angry with us yet they did not take any initiative. They don't say anything even when we read, they don't even ask us anything if we don't study (BL3).*

Related experiences were also noted from Focus Group A Learners.

*I think what my parents do is insufficient because all they want is to see the end results, my feedback, and progress report. They don't know whether my performance improves or declines (AL7).*

*No, she never asks about my schoolwork (AL4).*

*Sir, other parents, in fact my parent, when we are given an assignment that needs Google, she refuses to lend me her phone (AL1).*

The preceding comments reveal that learners thought that their parents were not doing enough to support their learning, both at home and at school. According to learners, this was contrary to Kurtulmus's (2016) submission that active PI involves activities taking place outside school (usually within their homes) like checking exercise books and helping with homework. However, it has been established that parents fail to offer the requisite emotional support to their children, give them too much domestic chores and do not regulate their learning at home (Epstein, 1995; Lethoko, 2019).

#### Teachers' views on PI practices

Teachers were of the same view as learners that parents did not show sufficient involvement in their children's education. One teacher from School B (BT1) stated that ever since her arrival in that school, she had never met parents in person to

encourage them to take part in their children's education because they were already reluctant to take any initiative regarding PI. From his experiences, teacher 2 from the same school (BT2) stated that other parents did not show interest at all and did not support them as teachers. He explained that, except for when parents were called to school, they never visited the school on their own as a follow-up on their children's academic progress.

*Parents delay paying school fees. They don't know anything about the performance of their children... and they don't make any follow up on assignments and other academic issues. They are not cooperative at all; they don't buy teaching-learning materials, and always claim poverty. Ever since my arrival at this school, I have never met parents because they already don't have interest (BT1).*

*They don't have interest. After sending a child to school a parent thinks it is enough, and it is up to a child and teachers... (BT2).*

Commenting on the same issue, teacher 2 from school A (AT2) declared that he meets parents only once a year to discuss the academic performance of learners. These opinions manifest in the following opinion:

*I meet parents once a year during the open day where we discuss the academic performance of their children and behaviour. This activity is only for completing students (AT2).*

Similarly, other teachers from the same school mentioned that:

*Communication with parents is rarely done. There are maybe one or two parents who call us to talk about the work of their children (AT4).*

*We communicate with them during open days and general meetings (AT3).*

From the analysis of the above statements, it became evident that PI has not yet received the attention it deserves. The findings yielded that there was no frequent communication between schools and parents which could otherwise help schools and the parents to better understand the learning process of learners and respond correctly to challenges that may arise (Christenson & Reschly, 2010; Teba-Teba, 2016). Communication, as one of the categories of the theoretical framework of this study, was not effectively put in place. Participants' statements showed that communication was not frequent. Without frequent and effective communication between schools and parents, Mesosystem of Bronfenbrenner's (1979; 1992) Ecological Model concurs with literature that a child's development and learning would be negatively affected (Guy-Evans, 2020; Eriksson et al., 2018).

#### **4.2.3. Parent involvement barriers**

In this section, the researcher presents findings from the thematic analysis on what hindered PI in rural high schools of Leribe. Analysis of data from the participants revealed that the barriers to PI that were apparent from all participants were similar. These barriers as reported below.

The issue of employment was identified as one of the barriers to PI. Both principals were of a conjoint view that parents who are employed failed to be satisfactorily involved in their children's education. School B principal mentioned that most of the parents, whose children they teach, lived far away from home for job opportunities and failed to attend parents' meetings.

*The major problem is they are not there. The majority of our learners are orphans. Number 2, their parents live in South Africa (BP).*

School A principal echoed similar statements that other parents who work failed to attend meetings, thus being involved in their children's education because of them being employed. These views are evidenced by the following statements:

*There are some who don't show interest in meetings. For some it is due to finance (high transport costs) and some due to employment constraints; because the meetings are convened during the week days (AP).*

Parents were also not exceptions in this regard. Analysis of their assertions yielded that the nature of their job hindered involvement in their children's education. Parent 1 from School A (AP1) mentioned that the nature of his work denied him enough time to be involved in his child's education. Parent 4 from the same school (AP4) reiterated that some kind of parents' job required them to leave their homes very early in the morning and come back late in the evening and that denied parents enough time to spend with their children. The following sentiments bears reference to the above views:

*Generally it is a matter of time. Because of the nature of my work, I don't have chance to be with my child at the appropriate time. That is what hinders me (AP1).*

*If they are parents who work at the factories, even when there is something, they wake up early in the morning, come back late in the evening, very tired, and that denies them enough time with their children so that they can see what kind of help a child needs (AP4).*

*It is the nature of my work, my time is very limited. When I get chance, I help my children, but I am hindered by my work (BP2).*

*Yes, it is that issue of employment. You will find that I come late from work, very tired and there are other domestic issues that I have to take care of; cooking, animals. And find that honestly, the issue of a child's education suffers because I would be exhausted (AP2).*

During the focus group discussions with learners, more or less the same responses were given. Learners pointed out that parents failed to be involved in their education because of their occupations. Learner 5 (AL5) mentioned that when she tried to call

her parent she rarely found him because of changes in shifts as per her father's nature of job. Evidence can be drawn from these statements:

*Sometimes my parent works the morning shift, the next day night shift. When I call him, he is not there, he is on a night shift, he is not there he will arrive late in the evening when I cannot talk to him (AL5).*

*When some parents are to attend parents' meetings, they have to go to work. For others, it is out of ignorance (BL3).*

These views about parents failing to be actively involved in their children's education because of their employment constraints were not distinctive in these two schools. Literature concurs that there are parents who work outside the country and that impacts negatively on PI and parents who work are left with little or no time at all to be involved in their children's education because their work may be time and energy consuming to respond to their children's educational needs (Damane & Sekantsi, 2018; Lethoko, 2019; Munje & Mncube, 2018). This is so because the exosystem of Bronfenbrenner's (1977; 1979; 1992) ecological systems theory points out that whatever that happens at the work place of a parent has an impact on a child's learning and development processes.

The low level of education was identified as a possible hindrance to PI in these two schools. Analysis of participants' responses revealed that they shared similar observation that parents whose education level is low showed little involvement. The principal of school A uttered that parents' lack of education hindered active PI.

*Lack of education. Many parents do not know their roles in school system (AP).*

The above views of AP were agreed to by parents that sometimes they failed to help their children with their schoolwork because of their education level. An analysis of parents' statements revealed that sometimes children went home with homework that



parents failed to help them with because parents lacked knowledge of the subject matter. The statements below from parents bear testimony to this:

*Honestly I don't often help her with school work because her aunt is also a teacher. She goes to her for assistance. The problem is these subjects are difficult, they are different from ours in those days (BP4).*

*Thank you sir. You know what, honestly she does ask for help where she thinks I have knowledge. In most cases, on Sesotho issues, I do help. Where I do not know I tell her that I really do not know (AP5).*

*Others are really difficult, according to the curriculum of these days (BP2).*

The above statements meant that parents' low education level proved to be a hurdle to active PI. This could be because parents did not think they had enough skills to help their children with schoolwork, while the very same lack of education made other parents to be ignorant. Sorbo (2020) states that the way parents choose to be involved in their children's educational journey varies depending on their educational level, and Ralejoe (2021) thinks that less-educated parents are more involved in their children's education; possibly because they want their children to be better educated than them. The above comments from principals proved otherwise. They agree with Gurung et al. (2021), Naite (2021) and Minix-Fuler (2020) who concur that parents' low level of education impede PI. Level 3 of Hoover-Dempsey and Sandler's model of PI also agrees that when parents find that they have the required skills and knowledge of the subject matter to support their children in a particular area, they become motivated to be involved in their children's schooling.

Lack of interest in education was found as another barrier for PI. Analysis of principals' responses yielded that parents' lack of interest in education impeded their involvement. Principals pointed out that some parents did not care and had no interest at all. .

*Others don't show interest in meetings (AP).*

*Other parents just do not want to partake in their children's education (BP).*

These assertions of principals were agreed to by learners during focus group discussions. They pointed out that their parents seemed to have little or no interest in their education.

*Parents are ignorant (AL6).*

*I think they are ignorant, they don't just care (AL3).*

*If there are parents' meetings to attend, some parents are employed and have to go to work. Others honestly do not care (BL5).*

In the same vein, teachers had observed the same problem. This problem is expressed in the following utterances:

*Parents don't see the importance of education, more especially when the job opportunities are this scarce, they think they are losing when they are paying school fees (AT2).*

*Ever since my arrival, I have never met parents because they already don't have interest (BT1).*

*They don't have interest. After sending a child to school, a parent thinks it is enough, it is up to a child and teachers (BT2).*

This lack of interest and being ignorant shown by parents could be a result of many factors. Among other things, that could be because of low level of education and other parents might regard schooling as a waste of time and financial resources. Naite (2021) and Minix-Fuler (2020) coincide that parents who have low level of education tend to be less likely to be involved than those with high education level. They further add that this may be because they feel inferior and less of help and ultimately end up losing interest and being ignorant. From assertions of all participants, teachers and principals seemed not to be taking any initiative to encourage and motivate parents to be involved

in education of their children. This could otherwise arouse interest of parents in their children's education.

Lack of knowledge of roles to play is another barrier found by this study. Participants held that parents did not know roles that they had to play in the education of their children. Principals, some learners and some teachers had a shared observation that parents seemed not to know what roles they had to play in their children's education.

*Many parents do not know their roles in school system (AP).*

*Others understand their roles, and others do not understand at all (BP).*

*I think parents do not know the role they have to play (BL1).*

*I will make an example of one parent who once asked me what more I wanted yet he still pays for the fees in time (BT2).*

*No! They don't have knowledge according to me. Others bring their children to school just to make them avoid other things. Most boarding boys are sent here to make them avoid things like smoking and initiation schools. It is only a few of them who have knowledge (BT3).*

Similar thoughts were also revealed by some parents that there were parents who did not know the roles that they had to play in their children's education. This is revealed by the assertions below:

*I think it depends on their education level of parents. I don't think they are aware, parents understand that if they have paid the fees, bought uniform, if in the morning my child has gone to school, if indeed he went to school (AP1)*

*I don't know if it's a matter of failing to understand. I don't know but I think parents love their children but there is something they are failing to understand (AP2).*

From the statements above, it was evident that some parents recognise that others might not understand the roles they had to play in their children's education. They probably thought that their roles were limited to the obligation of paying school fees (Hornby & Lefaele, 2011). Level one of Hoover-Dempsey and Sandler's (1995; 2005) model of PI reiterates that PI is influenced by the beliefs of parents about what they are expected to do in relation to their children's schooling. This means that when parents do not know what is expected of them, they are less likely to be involved.

School climate and teacher-parent relationship is one of the sub-themes yielded by an analysis of the data. On this issue, findings revealed that schools themselves provided an atmosphere which impeded PI. Even though the majority of teachers, parents and learners who participated in this study believed that these schools provided a welcoming environment, there are other parents who uttered that in some cases when they visited schools on their own, they were made to wait outside for a long period of time which discouraged them to visit schools again. They also mentioned that for disciplinary matters, they were not allowed to visit schools by themselves to lodge their complaints if they were not satisfied with the type of punishment administered on their children. One learner from School B was also of a similar thought that their parents felt intimidated when they had gone to schools, thus feeling hesitant to go to schools by themselves.

*Parents do not come because teachers are not approachable (BL6).*

On the same issue, teacher 1 from School B blamed the school administration that it created a wall between them and parents by taking sides when issues arose and another one from the same school pointed out that the school is not doing enough to engage parents. These are revealed by the following claims:

*The administration divides the teachers and parents since they listen to parents without considering our views (BT1).*

*We would love it if our relationship with parents could be harmonious. There should be the way the ministry requires and to ensure that we have parents' representatives in the school board. If parents feel it is not easy to come to us, they could send their representatives in the board. I think, again, we are not in good terms, when a parent thinks of visiting the school, they have a feeling that parents are educated people and fear to come to us (BT3)*

On the same issue, parent asserted that:

*When you are not satisfied with punishment administered to your child, you have to wait until you are called, that does not sit well with me (AP2).*

*I did pay a visit to school but we were made to wait outside for long hours waiting for teachers who were claimed to have gone to class (AP1).*

*The grounds are not levelled enough to involve them (AT2).*

The claims above meant that schools also were to blame for parents not being actively involved in their education. Long waiting periods and sending parents back home when they visited schools to voice out their concerns made parents to leave with heavy hearts and would not be cooperative even when a need arose. Barrera-Osorio et al. (2021) and Munje and Mcube (2018) agree with Hoover-Dempsey and Sandler (1995; 2005) that when schools are not implementing appropriate strategies that are genuinely inclusive, welcoming or encouraging, that makes parents deter from volunteering and being involved in their children's education. If the schools could provide a climate that is positive and welcoming, parents and teachers would frequently and effectively interact for the betterment of students' achievements (Van Deventer & Kruger, 2010; Zengele, 2017).

#### **4.2.4. Solutions to parent involvement barriers**

The thematic analysis of data generated from principals, teachers, learners and parents of the selected schools in response to the questions of how they thought barriers to PI

could be alleviated and what strategies could be employed to enhance PI yielded that principals and teachers had a shared opinion that schools and other stakeholders should develop some policies that encourage and bind parents to actively take part in their children's education. Statements below attest to this:

*All stakeholders; government, churches/proprietors and parents must come together and have guidelines on parent involvement in education. Parents must be involved in formulating school bi-laws and education policy (AP).*

*School board should have a clear policy that is going to be communicated to parents, so they know in which areas they can take part (AT2).*

The above assertions meant that if there was a policy that clearly stated what parents should do in their children's education, with consequences to suffer if they did not adhere to, could enhance PI. In this sense, a clear policy needed to be developed that specified roles that parents needed to play as far as classroom instruction was concerned and Tlale (2006) agrees that this would help ensure that parents knew what was expected of them and it would help teachers to know clearly the extent to which parents should be involved in relation to classroom instruction.

Further analysis of findings revealed that parents and learners had a common view that parents should be sensitized about PI. This could be by having numerous parents' meetings wherein the importance of PI would be emphasised and parents be alerted about PI and the roles that they had to play in their children's education. This is revealed by the following utterances:

*Parents and guardians who do not reside with their children can be encouraged to at least make an effort to approach the school when they are at home. They should also be made aware of how important their involvement is, no matter how far they are from the school or their children (BP).*

*By inviting parents, like it is normally done. Open days can help parent who live far away from the school so that once or twice a year, they can be invited*

*to see their children's academic work and have face to face interactions with teachers. Open days can really help a lot (BP1).*

*What was convened, I can't remember what year that was, where a parent is invited and goes with a child to a teacher who teaches him/her. And then a teacher states the shortfalls of a child that I can also see on the report card, and then the three of us talk about it. I think that issue is important though it is no longer done these days (BP3).*

On the same issue, one learner from Focus Group A pointed out that parents should be made aware of what comprises PI:

*I think they (parents) should know the real definition of parent involvement. Maybe when they know they will be involved (AL6).*

Other learners in the same focus group were also of similar opinions:

*I think letters should be written to parents inviting them to parents' meetings, where they will be told that a child needs to be given time, a child needs support, they should be told the importance of a parent in his/her child's education (AL3).*

*I think every quarter there should be a parents' meeting, where every parent comes to hear how his/her child performs (AL8).*

Learner 1 from Focus Group B suggested the following:

*I think what is possible is this one of telling the parents about their importance in children's education (BL1).*

Another learner from the same focus group had a similar thought:

*When teachers have called parents for the meeting, they should tell them about the importance of parent involvement (BL4).*

In addition to the statements above, another one pointed out that:

*I think when we leave here, everyone should tell their parents about how important it is to be involved in their child's education because everyone know how best to talk to their parents about these issues (BL5).*

From these statements, it was evident that when parents were sensitized about PI and its importance, PI would be enhanced. Van Zyl (2017) agrees to this that conscientising parents about PI helps go an extra mile in ensuring that parents get involved. This is also agreed to by Minix-Fuller (2020) that when parents know exactly what is expected of them, they will develop a greater appreciation of being involved in their children's education. This will ultimately create a strong nurturing relationship between a child, their parents and the teachers which will have a positive effect on a child's development, and Bronfenbrenner (1977; 1979; 1992) asserts that such relationships happen in the microsystem of the ecological systems theory.

#### **4.3. SUMMARY**

In this chapter, the researcher presented, analysed and interpreted data generated from semi-structured interviews with principals, teachers and parents and focus group discussions with learners. The interview questions were put in order such that they answer the three key research questions in their order. That allowed the researcher to systematically explore the practices of PI as they unfold in the rural high schools of Leribe, the perceived barriers and suggested solutions. The first two questions were the same for all the participants and wanted to explore their understanding on this key concept. From all the responses, the researcher can conveniently conclude that PI in the rural high school of Leribe has not yet received the deserving attention. Parents and teachers are aware of what is expected from parents but do not work to their full capacity to ensure that parents are indeed involved. Parents on the other



hand do show knowledge of what is expected from them while others have very limited knowledge. From all these finding, the researcher will make further discussions and recommendations on the next chapter.

## **CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1. INTRODUCTION**

This chapter focusses on the discussion of the findings, summary, conclusions and recommendations of the study as per the themes identified. The aim of this study was to explore the practiceS of PI in education of learners in rural high schools of Leribe. Specifically, the study intended to investigate how parents in rural areas of Leribe are involved in education of their children and how parents, principals and teachers perceived and practised PI for the improvement of learners' academic performance. Also, the study intended to explore the barriers which hindered active PI in rural high schools and how best those barriers could be alleviated.

To achieve the objectives of this study, the researcher adopted a constructivism paradigm, using a qualitative approach to gerate data. The study was guided by Epstein's Theory of Overlapping Spheres and Typology of PI. Other models which were used alongside Epstein's theory are Bronfenbrenner's Ecological Model and Hoover-Dempsey & Sandler's Model of PI.

### **5.2. OVERVIEW OF THE STUDY**

This study is made up of five chapters. Chapter 1 gave the orientation of the study, stated the research problem followed by research questions guiding the study, and gave an overview of the research methodology and the theoretical framework underpinning the study. In Chapter 2, literature was reviewed. Different views and opinions of scholars were discussed in detail; compared, contrasted and critiqued. These views include the explanation of key terms. Dimensions of PI, benefits of PI, barriers and possible solutions to those barriers were also explored. Detailed explanation of the theoretical framework underpinning this study was given in this chapter. This was also accompanied by detailed explanation of the other two models that were used along side the theoretical framework.

In Chapter, 3 a detailed description of the research paradigm, methodology and design used in this study was given. This includes the procedures followed when selecting and recruiting the potential participants, techniques used to generate data and the ethical aspects that were observed throughout the study. The researcher also explained in this chapter the approach to data analysis which he used and the measures which he put in place to ensure the quality, authenticity and truthfulness of the research findings.

Chapter 4 presented the findings of this study, analysed and interpreted them, while Chapter 5 outlined mainly the overview of the study, discussion and summary of findings, conclusion and recommendations of the study.

### **5.3. DISCUSSION**

The results of this study revealed that, generally, participants understood the concept of active FPI. Commonly, they understood PI as parents being part of decision-making bodies, through the roles to be played in the daily operations of schools up to the involvement that takes place at home. On the issue of parents taking part in decision making, this study uncovered in section 4.2.1 that participants recognize that parents should be part of decision-making structures in schools. This is in consensus with the provisions of Education Act, 2010, Magwa and Mugari (2017) and Epstein's (2001) typology of PI as mentioned in sections 1.3, 2.7 and 2.8.1 that PI involves parents being part of decision-making processes through their representation in the school board.

Apart from parents taking part in decision-making, participants were cognizant, as revealed in section 4.2.1, that PI also involves parents attending activities that take place at school. Participating principals and teachers uncovered that PI is also about parents attending parents' meetings at school, having open day sessions at school, helping in disciplinary matters and frequently visiting schools to track progress on learners' academic achievement. In line with these discoveries, scholars maintain that PI involves parents being substantially existent at

school, communicating with teachers and attending school activities like sports and cultural events (section 2.4.2) (Garcia & Guzman, 2020; Poole, 2017; Ribeiro et al., 2021).

In addition, this study revealed that participants have a common awareness that PI also takes place at home. They mentioned that PI encompasses parents monitoring and encouraging learning at home. This submission agrees with the theoretical framework of this study that PI involves parents showing interest and support in their children's activities like homework and providing a home environment suitable for learning (Epstein, 2001). Findings also revealed that participants generally recognize that parents' obligation is not limited to only paying school fees for their children. They are conscious, as suggested by literature in sections 2.2.3, 2.4.1 and 2.5, that PI extends to parents walking this journey alongside their children; providing necessary support and encouragement, tracking the progress of their children's academic journey, communicating with schools often, helping with homework and providing an environment that is favourable to learning at home which ultimately improves learners' academic achievements (Hoover-Dempsey et al., 1995; Hoover-Dempsey & Sandler, 2005; Van Zyl, 2017).

Despite this general understanding of PI, it appeared that there are some parents who still thought PI involves only the responsibility to finance children's education. This is probably because other parents lacked knowledge of roles to play in children's education. These thoughts of parents were divergent to the propositions of Epstein's (2001) theory of overlapping spheres. This theory suggests that parents should show involvement by providing an environment suitable for learning at home, communicating with schools about learners' academic issues and being part of decision-making bodies in schools, among others. Without this interaction between schools and parents, Hoover-Dempsey and Sandler's (1995) model of PI and Bronfenbrenner's (1979) ecological systems theory concur that children's development would negatively be affected and children's beliefs and behaviour would not be molded towards the attainment of their goals.

On the issue of how parents showed their involvement, the study provided evidence that in these two schools, parents' meetings were used as one way of ensuring PI. Participating

principals and teachers indicated in section 4.2.2 that they held parents' meetings at least once a year, which parents attended in good numbers and contribute immensely. On this issue, Ntekane (2018, p. 1) asserts that parents can show involvement by "availing themselves during parents meetings." In these meetings, parents made contributions on how the school should be run (Lethoko, 2019). The study established that although most parents attended parents' meetings, there were parents who failed to attend these meeting for various reasons.

The study further established that these schools allowed parents to be involved in decision making, not only through parents' meetings but also being elected onto school boards. This is in line with Epstein's (1995; 2001) typology of PI that among other things, parents should be part of the decision-making processes by being included in school governing bodies to assist in governance. The results of this study showed that this is one of the areas that were well observed and practised in these schools as suggested in sections 1.8 and 2.7. This is possibly because there is a clear act that mandates parents' inclusion in school governing bodies, failure of which renders such bodies to have no legal authority (MOET: 2010). Teba-Teba (2014: p. 29) further stated that without this "legislative framework it would not be easy for schools to involve parents in their children's education."

Although a few parents believed that their role in education was limited to only paying school fees, this study found that others understood and performed their responsibility of helping students with homework and supervising their learning at home. On this matter, scholars attest that PI involves providing an enabling environment to do school work at home and offering support and guidance (Bronfenbrenner, 1977; 1979; 1992; Minix-Fuller, 2020; Munje & Mcube, 2018). Similar assumptions are made by Epstein (1994; 1995; 2001) that parents should engage in active participation in the management of learning at home. Against this claim, the majority of learners emphasised that their parents never bothered to help and check their exercise books. This could mean some parents were dishonest on this issue, more especially when they were aware of what was expected of them. Moreover, these schools did not have mechanisms like having parents write signatures on learners' exercise books as proof that they indeed had helped their children with homework.

Related to the theme of barriers of PI, the study uncovered in section 4.2.3 that there were several barriers to PI experienced by parents in the selected schools. The issue of employment was identified as one of those barricades to active PI. The participants showed that some parents who work were left with inadequate time to attend school activities like parents' meetings. They further revealed that other parents who work left their homes very early in the morning and came back late in the evening and were therefore unable to ensure that their children had indeed gone to school and were also unable to help them with homework. This concurs with literature that most parents who work have little time to adequately support their children's schooling (Lethoko, 2019; Munje & Mncube, 2018). Contrary to suggestions of Epstein's (1995; 2001) typology of PI that parents should help their children with learning activities that take place both at school and at home, these parents were usually left with little or no time to attend school activities and monitor children's learning at home.

Another barrier identified by this study was parents' low level of education. Munje and Mcube (2018) presume that parents in underprivileged communities lightly participate in learners' education because of their low level of education. Many participants had a similar belief that parents with low level of education might have an opinion that they did not possess skills and knowledge necessary to assist their children with academic issues. In line with this is Sorbo (2020) that the level of involvement varies depending on parents' level of education. This may be because parents with low education level feel substandard and lose interest in education. Lethoko (2019) agrees that parents with low level of education feel inferior to the educators and that this inhibits effective PI.

The findings of this study further revealed lack of interest in education as one of the barriers to PI. The lack of interest in education could probably be a result of the fact that, as maintained by Damane and Sekantsi (2018), unemployment rate is high in Lesotho and it hits hard even on people with higher education. For this reason, most people in the rural areas regard schooling as a waste of time and financial resources. In section 4.2.3, most participants were of a common view that other parents did not have interest in education. Other participants blamed the lack of interest in education on the fact that job opportunities are scarce and parents thought they were losing when they pay school fees. Consequently, other parents in these

rural areas were reluctant to fulfil their obligation as far as education is concerned and this impacts negatively on PI (Hoover-Dempsey & Sandler, 1995; 1997).

Another impediment to PI that was identified by this study was unwelcoming school climate. It was discovered that some parents felt the school climate in these schools did not encourage engagement of parents. They pointed to long waiting hours at schools as one of the reasons why they felt reluctant to visit schools. Minix-Fuller (2020) and Poole (2017) coincide that bad treatment which parents get when they attempt to interact with schools inhibit PI. Minix-Fuller (2020) additionally states that when parents feel unwelcome at school, they get discouraged to be involved in their children's education.

Although there are several resolutions that can be put in place to solve the barriers to PI which are suggested by literature and the theoretical framework underpinning this study, the findings in section 4.2.4 of this study revealed only two solutions. This could mean that these schools and parents lacked enough knowledge of strategies that could be employed to enhance PI. First, this participants suggested that parents should be sensitised about PI as findings uncovered that there are some parents who lacked adequate knowledge of what entails active PI. When parent awareness campaigns are held to sensitize parents about PI as suggested by Van Zyl (2017) in section 2.8.3, Minix-Fuller (2020) is of an opinion that parents will develop a greater appreciation of being involved in their children's education and they will be aware of their natural roles and those enforced by law.

Secondly, findings of this study revealed that there was a need to develop policies that encourage and bind parents to actively take part in their children's education. During the interviews with the principals and some teachers, they suggested that the government and other stakeholders should develop some policies that encourage and enhance PI. "Lack of policies regarding PI leaves SMT (school management teams) uncertain about what can be expected of parents and how to manage PI" (Lethoko, 2019: p. 14). This also made parents to be tentative about what areas they could be involved in as there were no vibrant guidelines and policies.

On the same issue, Tlale (2006) pointed out that when there was a clear policy on how PI should be controlled, parents would be aware of what is expected of them and teachers would also be in a position to develop programmes that would involve parents in their children's education. On this matter, Moore et al. (2012) asserts that schools should develop appropriate strategies and policies to improve PI. When government and schools have developed engaging strategies, there would be frequent and effective communication and interactions between schools and parents. As a result, schools and parents would be able to communicate learners' competencies and incapacabilities and address issues of concern. This will be in line with Epstein's (1994, 1995; 2001) theory of overlapping spheres that schools and parents should frequently and effectively interact for the betterment of learners' academic achievements.

Furthermore, when schools have developed policies and programmes that guide PI, both teachers and parents would be well aware of how and on which areas parents were to be involved and procedure to follow when addressing issues of distress. In that way, the bad parent-teacher relationship that was uncovered by this study in these schools, which takes place in the microsystem of a child's development (Bronfenbrenner, 1977; 1979), would be curbed. Policies and strategies that can be developed by schools include even those that shape the school climate itself. According to Van Zyl (2017), schools could create an inviting climate by having a clear and a welcoming waiting area and a professional conduct and display a positive attitude to parents. This would go an extra mile in ensuring that parents do not hesitate to visit schools with fear of long waiting periods and bad teachers' attitude. On this issue, Hadiyanto (2018) is of a view that when the school climate was good and harmonious, teachers would perform their duties well and be welcoming to parents. Similar assertions were also made by Pourrajab et al. (2015) that a strong and a good relationship between schools and parents improves PI.

#### **5.4. SUMMARY OF FINDINGS**

The main research question that guided this study was "what are the barriers to, and solutions of, PI in rural high schools of Leribe?" and the following sub-questions guided the study towards answering the main research question.



- How do parents show involvement in children's learning process in rural high schools of Leribe?
- What are the barriers to PI in rural high schools of Leribe?
- Which PI strategies can be employed in rural high schools of Leribe to solve the perceived barriers?

On the issue of what participants understood about PI, the study found that the majority of them understood that PI involves parents providing all the necessary support for their children's education and walking the educational journey alongside them. Participants further understood that PI takes place both at school and at home through being elected onto school boards, attending parents' meetings, supervising learning at home and providing suitable environment for learning at home.

Relating to the question on how parents showed involvement in their children's learning process in rural high schools, findings were that parents were elected onto school boards and attend parents' meetings wherein they made suggestions on how the school should be run. Additionally, this study found that parents helped their children with homework, provided an enabling environment for learning at home, and offered support and guidance.

On the question of barriers to PI in rural high schools, findings were that employment hindered parents from actively taking part in their children's education. Not that alone but low education level of parents as well. This study further found parents' lack of interest in education and unwelcoming school climate as the barriers to PI in rural high schools of the Leribe district.

On what strategies could be employed to solve the barriers to PI, findings were that parents should be sensitised about PI to ensure that they had adequate knowledge of what entails PI. Again, it was found that governments, schools and other stakeholders should develop policies and programmes, at national and school levels, that would ensure that parents were involved in their children's education.

## **5.5. CONCLUSIONS OF THE STUDY**

Based on the findings of this study, the study concluded that the majority of participants were aware of what encompasses active PI. However, the study further concluded that these schools did not execute enough strategies that could ensure and enhance PI but they called meetings and parents participated in decision making as indicated by the findings. This then denied PI the attention it deserved in these two schools. The study also concluded that there were barriers that hindered active PI. Those barriers included, among others, parents' low level of education and lack of knowledge of roles to play as far as education was concerned. Participants were of a common view that parents needed to be sensitised about PI to solve the perceived barriers.

## **5.6. RECOMMENDATIONS**

This study recommended that schools should come up with their own comprehensive programmes and policies that could ensure sustainable school and home partnership. These programmes could include compulsory and frequent parents' days whereat parents and teachers sit to discuss individual learners' academic performance. They could help instill the spirit of understanding in parents that they are pillars without which education will not be possible. Zengele (2017) adds that when teachers and parents frequently and habitually interact, learners' academic performance improves.

Another recommendation was that schools should run PI campaigns, through which parents would be sensitised about the roles that they had to play in their children's education. These campaigns would conscientise parents on their implications on their children's education (Van Zyl, 2017). Minix-Fuller (2020) further asserts that when parents understand their significance in their children's education, and when they know exactly what is expected from them, they develop a greater appreciation of being involved in their children's education.

Schools were also advised to come up with tactics that could help improve their climate and provide an environment suitable for active PI. This is so because Munje and Mcube (2018) are of an opinion that teachers serving in the rural and disadvantaged communities have a negative

perception of PI, and that makes parents to feel isolated from school processes (Minix-Fuller, 2020). So if schools could provide an environment and climate that encourage PI, parents would surely cooperate.

Recommendation was also made that communication between schools and families should be improved. This meant that schools and parents needed to communicate often on learners' academic progress. This is justified by Boit (2020) that frequent communication between schools and homes is likely to improve parents' participation.

More schools: more learners, more teachers and more parents could be interviewed to further bolster the discoveries of this study. Replication of the study with a broader population could be essential in order to generalise and infer the findings of this study to other schools. Therefore, the study further recommended that a research of this nature be repeated on a larger scale.

## **5.7. LIMITATIONS OF THE STUDY**

Few interview sessions were conducted per school. Again, the researcher was not able to meet some participants in person and this limited the findings of this study since the researcher could not see the non-verbal responses and reactions which could be important when analysing generated data.

The researcher also had insufficient and inadequate skills and experience needed to conduct interviews since this was his first time conducting a research study. This means that it was knotty to conduct interviews and very important information could have slipped away during the data generation process. Again, focus group discussions were not free flowing as the researcher had expected. The learners were simply responding to the researcher's questions while others literally did not say even a single word. Perhaps this was because the learners had participated interviews of this nature before, and the researcher did not possess enough skills required to ensure that learners discussed among themselves.

It was not easy for some parents to accept the request to be interviewed. They thought that the researcher was not honest and the findings of this study would not be used only for the academic purpose. They were suspicious that the findings of this study would be disclosed and impact on their children's learning at school. As a result, the findings from parents may not represent their actual practices of PI.

## **5.8. CONTRIBUTION OF THE STUDY**

It is important that parents be involved in the education of their children. Principals and teachers should be know fully what active PI entails. They should recognise and put in place effective strategies that lead to a harmonious relationship between them and parents to optimise education. Parents should also realise the essential role they have to fulfil to ensure active PI. The study emphasised the importance of PI by exploring the barriers to, and solution of, PI. These will assist schools and parents to develop and utilise effective PI strategies that will alleviate some of the barriers. The proposed strategies can be deployed schools across the country to ensure that PI takes place and establish the necessary cooperation between the school and the parents for improved learners' academic performance.

## **5.9. SUGGESTIONS FOR FURTHER RESEARCH**

It is suggested that further research be made on strategies and methods that can be put in place to involve the illiterate people and people with low education level in education of their children. Further research can also be made on how different family structures affect learners' academic performance and strategies that can be used to support and enhance learning at home.

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## **ADDENDUM A**

### **Questions for Principals – Semi-structured Interview**

1. What do you understand about parent involvement in education?
2. What would you expect from a parent to be showing active parent involvement?
3. From your experience, how do parents show involvement in their children's education in your school? Do you think it is sufficient?
4.
  - a) What is your experience regarding parents' participation during parents' meetings?
  - b) What do you think are reasons for some parents failing to attend these meetings?
5. What are your experiences regarding communication with parents about their children's academic, non-academic and general school activities?
6. How do you encourage parents to take part in education of their children in your school?
7. What do you think hinders active parent involvement in your school?
8. How do you think these hindrances can be best alleviated?
9. What other strategies can be put in place to enhance parent involvement?
10. What other comments and issues with regard to parent involvement in your school would you like to raise?

## **ADDENDUM B**

### **Questions for Teachers – Semi-structured Interview**

1. What do you understand about parent involvement in education?
2. What would you expect from a parent to be showing active parent involvement?
3. From your experience, how do parents show involvement in their children's education in your school? Do you think it is sufficient?
4. What are your experiences regarding parents' participation in meetings wherein you discuss children's academic progress?
5. How do you encourage parents to take part in education of their children in your school?
6. What do you think hinders active parent involvement in your school?
7. How do you think these hindrances can be best alleviated?
8. What other strategies can be put in place to enhance parent involvement?
9. What other comments and issues with regard to parent involvement in your school would you like to raise?

## **ADDENDUM C**

### **Questions for Learners' Focus Group Discussions**

1. What do you understand about parent involvement in education?
2. What would you expect from your parents to be showing active parent involvement?
3. From your experience, how do your parents show involvement in your education? Do you think it is sufficient?
4. What do your parents do to help you improve on your academic achievements?
5. How do your parents monitor your learning at home?
6. What do you think hinders active parent involvement in your school?
7. How do you think these hindrances can be best alleviated?
8. What other strategies can be put in place to enhance parents' involvement?
9. What other comments and issues with regard to parent involvement in your school would you like to raise?

## **ADDENDUM D**

### **Questions for Parents' Focus Group Discussions**

1. What do you understand about parent involvement in education?
2. What would you expect from a parent to be showing active parent involvement?
3. How do you monitor your children's learning at home?
4. What problems, if any, do you encounter when helping your children with their school work?
5. Do you think the channels that your school uses to communicate with you are effective? Why?
6. What are your experiences about parents' meetings which your school holds?
7. What generally hinders you from being actively involved in your child's education?
8. How do you think these hindrances can be best alleviated?
9. What other strategies can be put in place to enhance parents' involvement?
10. What other comments and issues with regard to parent involvement in your school would you like to raise?

## **ADDENDUM E**

### **Questions for Parents' Focus Group Discussions translated to Sesotho**

1. U utloisisa eng ka ho kenella hoa batsoali thutong ea bana ba bona?
2. U ka labella eng ho tsoa ho motsoali hore e tle e be o bonts'a ho kenella ho phethahetseng thutong ea ngoana oa hae?
3. U laola ho ithuta hoa ngoana oa hau joang ha a le hae?
4. U kopana le mathata a feng, haeba a teng, ha u thusa ngoana oa hau ka mosebetsi oa sekolo?
5. U nahana mekhoha eo sekolo se e sebelisang ho bua le uena e nepahetse / e ea thuso? Hobaneng?
6. U ithutile eng ka liphutheho tsa batsoali tseo sekolo se li ts'oarang?
7. Ke eng, ka kakaretso, e u sitisang hore u nke karolo ka mokhoa o phethahetseng boithutong ba ngoana oa hau?
8. U nahana liqholotso tseo li ka fenyoa joang?
9. U nahana ke mekhoha e feng e meng e ka sebelisoang ho matlafatsa ho kenella hoa batsoali sekolong sa heno?
10. Ke litlha li feng tse ling tse amanag le ho kenella hoa batsoali boithutong ba bana tseo u ka lakatsang ho li hlaisa?

## **ADDENDUM F**

P. O. Box 19  
Pitseng 320  
Leribe

08<sup>th</sup> June 2022

Malephotho Niko Ruth Lephoto (PhD)  
Department of Educational Foundations  
Faculty of Education  
National University of Lesotho  
P. O. Roma 180  
Maseru

Dear Madam

**Re:** Request for Permission to visit High Schools to conduct a Research Study

With this, I humbly request for your permission to conduct a research in two high schools in the rural areas of Leribe. I am currently a registered student in the final year of study at the National University of Lesotho, Faculty of Education, doing Master of Education with specialization in Educational Management, Leadership and Policy Studies.

The topic of my research is PARENT INVOLVEMENT IN RURAL HIGH SCHOOLS OF LERIBE, LESOTHO: BARRIERS AND SOLUTIONS. The intention of this study is to explore the practice of parent involvement in education of learners as it happens in the rural high schools of Leribe; investigate the extent to which parents in the rural areas of Leribe are involved in education of their children and whether and how parents, principals and teachers from rural areas of Leribe perceive and practice parental involvement for the betterment of learners' academic performance; cognizant of the context and conditions in which rural high schools operate. The study also intends to explore the barriers which hinder active parent involvement in the rural high schools of Leribe and will come up with ideas on how best those barriers could be alleviated.

If permission granted, I will further seek permission to conduct a research in those schools from the Chief Education Officer – Secondary, District Education Manager-Leribe and the principals from the concerned schools.

Yours faithfully



Lehlohonolo Nkokana (Mr.)

Student Number: 200900244

Contacts: +266 58487209 / 68460740

[nkokanalehlohonolo@gmail.com](mailto:nkokanalehlohonolo@gmail.com)



## **ADDENDUM G**

National University of Lesotho  
Educational Foundations Department  
P.O. Roma 180

10<sup>th</sup> June 2022

Chief Education Officer - Secondary  
Ministry of Education and Training  
Maseru 100

### **RE: Lehlohonolo Philip Nkokana (200900244)**

This letter introduces Lehlohonolo Philip Nkokana as a student registered in the Faculty of Education for M.Ed in Educational Management, Leadership and Policy Studies. He is in the final stages of his study and must collect data. His topic is: PARENT INVOLVEMENT IN RURAL HIGH SCHOOLS OF LERIBE, LESOTHO: BARRIERS AND SOLUTIONS and he wishes to interview teaching staff, parents and students at two schools in Leribe. He will share with you the following, information letter for participants and a letter of introduction to the school principal.

I will be glad if he gets the support he needs to complete the study.

Yours Sincerely



Malephoto Niko Ruth Lephoto (PHD)  
Lecturer and Tutor  
Educational Foundations Department  
National University of Lesotho  
P.O. Roma 180  
Lesotho  
Cell: +26659111971  
Email: Lephotoniko@yahoo.com

## **ADDENDUM H**

National University of Lesotho  
Educational Foundations Department  
P.O. Roma 180

10<sup>th</sup> June 2022

District Education Officer - Leribe  
Ministry of Education and Training

### **RE: Lehlohonolo Philip Nkokana (200900244)**

This letter introduces Lehlohonolo Philip Nkokana as a student registered in the Faculty of Education for M.Ed in Educational Management Leadership and Policy Studies. He is in the final stages of her study and must collect data. His topic is: PARENT INVOLVEMENT IN RURAL HIGH SCHOOLS OF LERIBE, LESOTHO: BARRIERS AND SOLUTIONS and he wishes to interview teaching staff, parents and students at two schools in Leribe. He will share with you the following, information letter for participants and a letter of introduction to the school principal.

I will be glad if he gets the support he needs to complete the study.

Yours Sincerely



Malephoto Niko Ruth Lephoto (PHD)  
Lecturer and Tutor  
Educational Foundations Department  
National University of Lesotho  
P.O. Roma 180  
Lesotho  
Cell: +26659111971  
Email: Lephtoniko@yahoo.com

## **ADDENDUM I**

P. O. Box 19

Pitseng 320

Leribe

10<sup>th</sup> June 2022

Chief Education Officer - Secondary  
Ministry of Education and Training  
Maseru 100

Dear Madam

**Re:** Request for Permission to visit High Schools to conduct a Research Study

With this, I humbly request for your permission to conduct a research in two high schools in the rural areas of Leribe. I am currently a registered student in the final year of study at the National University of Lesotho, Faculty of education, doing Master of Education with specialization in Educational Management, Leadership and Policy Studies.

The topic of my research is PARENT INVOLVEMENT IN RURAL HIGH SCHOOLS OF LERIBE, LESOTHO: BARRIERS AND SOLUTIONS. The intention of this study is to explore the practice of parent involvement in education of learners as it happens in the rural high schools of Leribe; investigate the extent to which parents in the rural areas of Leribe are involved in education of their children and whether and how parents, principals and teachers from rural areas of Leribe perceive and practice parental involvement for the betterment of learners' academic performance; cognizant of the context and conditions in which rural high schools operate. The study also intends to explore the barriers which hinder active parent involvement in the rural high schools of Leribe and will come up with ideas on how best those barriers could be alleviated.

Sample of participants for this study consists of principals, teachers, students and parents from the following high schools:

- [REDACTED] High School
- [REDACTED] High School

The method of data collection involves focus group interviews and semi-structured interviews with the aforementioned participants. The process of data collection will take place over a period convenient to the participants and will not anyhow interfere with academic scheduled time.

I commit myself to follow the professional code of ethics for researchers which include the following:

- Participation in this study will voluntary and participants will be made aware of their right to withdraw from participation at any time as they may so wish.
- The anonymity and confidentiality of the research participants are guaranteed
- Since the study may include focus group discussions, the anonymity and confidentiality may not be 100% observed. Therefore focus group participants will be made to sign a declaration of secrecy prior to their voluntary participation.
- No interference with the general and academic programme of the school will take place
- Upon completion, the findings of the research will be made available to the Ministry of Education and Training, Schools and all others who participated in this study.

I intend to conduct this study during this winter vacation (June/July 2022). For any additional information about this research, you are most welcome to contact me on the contacts mentioned below.

Your support is highly appreciated.

Yours faithfully



Lehlohonolo Nkokana (Mr.)

Student Number: 200900244

Contacts: +266 58487209 / 68460740

[nkokanalehlohonolo@gmail.com](mailto:nkokanalehlohonolo@gmail.com)

## **ADDENDUM J**

P. O. Box 19  
Pitseng 320  
Leribe

10<sup>th</sup> June 2022

District Education Manager  
Ministry of Education and Training  
Leribe 300

Dear Sir

**Re:** Request for Permission to visit High Schools to conduct a Research Study

With this, I humbly request for your permission to conduct a research in two high schools in the rural areas of Leribe. I am currently a registered student in the final year of study at the National University of Lesotho, Faculty of education, doing Master of Education with specialization in Educational Management, Leadership and Policy Studies.

The topic of my research is PARENT INVOLVEMENT IN RURAL HIGH SCHOOLS OF LERIBE, LESOTHO: BARRIERS AND SOLUTIONS. The intention of this study is to explore the practice of parent involvement in education of learners as it happens in the rural high schools of Leribe; investigate the extent to which parents in the rural areas of Leribe are involved in education of their children and whether and how parents, principals and teachers from rural areas of Leribe perceive and practice parental involvement for the betterment of learners' academic performance; cognizant of the context and conditions in which rural high schools operate. The study also intends to explore the barriers which hinder active parent involvement in the rural high schools of Leribe and will come up with ideas on how best those barriers could be alleviated.

Sample of participants for this study consists of principals, teachers, students and parents from the following high schools:

- [REDACTED] High School
- [REDACTED] High School

The method of data collection involves focus group interviews and semi-structured interviews with the aforementioned participants. The process of data collection will take place over a period convenient to the participants and will not anyhow interfere with academic scheduled time.

I commit myself to follow the professional code of ethics for researchers which include the following:

- Participation in this study will be voluntary and participants will be made aware of their right to withdraw from participation at any time as they may so wish.
- The anonymity and confidentiality of the research participants are guaranteed
- Since the study may include focus group discussions, the anonymity and confidentiality may not be 100% observed. Therefore focus group participants will be made to sign a declaration of secrecy prior to their voluntary participation.
- No interference with the general and academic programme of the school will take place
- Upon completion, the findings of the research will be made available to the Ministry of Education and Training, Schools and all others who participated in this study.

I intend to conduct this study during this winter vacation (June/July 2022). For any additional information about this research, you are most welcome to contact me on the contacts mentioned below.

Your support is highly appreciated.

Yours faithfully



Lehlohonolo Nkokana (Mr.)

Student Number: 200900244

Contacts: +266 58487209 / 68460740

[nkokanalehlohonolo@gmail.com](mailto:nkokanalehlohonolo@gmail.com)

**ADDENDUM K**



**LERIBE EDUCATION AND TRAINING OFFICE  
P.O. BOX 12, LERIBE 300**

15 June 2022

**To Principals:**

High School  
 High School

Dear Sirs

**Data Collection for Master's Degree Research Study**

This is serves to confirm that Mr Lehlohonolo Nkokana is studying for M.Ed. with the National University of Lesotho (NUL) and has been granted permission to collect data in your schools in the district of Leribe. Kindly be of assistance to him.

Thank you.

Sincerely

**Motlatsi Mosoang (Mr)**  
**District Education Manager – Leribe**




**TELEPHONE: 22400210/22401360**

**FAX: 22400022**


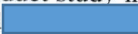
**ADDENDUM L**

**MEMO**

**TO : DEM - LERIBE**  
**FROM : CHIEF EDUCATION OFFICER – SECONDARY**  
**NAME : B. M. SEUTLOALI (MRS)**  
**SIGNED : **  
**REF. NO. : ED/X/2**  
**DATE : 04<sup>TH</sup> JULY 2022**

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**RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH  
STUDY- LEHLOHONOLO P. NKOKANA**

This Memorandum informs you that Lehlohonolo P. Nkokana has reported to the Ministry of Education and Training to conduct study in the two High Schools in Leribe, namely;  High School and  High School.

He is doing his final year at the National University of Lesotho, Faculty of Education, doing Master of Education with specialization in Education Management, Leadership and Policy Studies.

Please allow him to conduct his research. Mr. Nkokona should first report himself to you before he goes to the schools so that you can properly introduce him to the Principals.

Thank you



## ADDENDUM M

P. O. Box 19  
Pitseng 320  
Leribe

15 June 2022

The Principal  
[REDACTED] High School  
[REDACTED]  
Pitseng 320  
Leribe

Dear Sir

**Re:** Request for Permission to visit your School to conduct a Research Study

With this, I humbly request for your permission to conduct a research in your school. I am currently a registered student in the final year of study at the National University of Lesotho, Faculty of education, doing Master of Education with specialization in Educational Management, Leadership and Policy Studies.

The topic of my research is PARENT INVOLVEMENT IN RURAL HIGH SCHOOLS OF LERIBE, LESOTHO: BARRIERS AND SOLUTIONS. The intention of this study is to explore the practice of parent involvement in education of learners as it happens in the rural high schools of Leribe; investigate the extent to which parents in the rural areas of Leribe are involved in education of their children and whether and how parents, principals and teachers from rural areas of Leribe perceive and practice parental involvement for the betterment of learners' academic performance; cognizant of the context and conditions in which rural high schools operate. The study also intends to explore the barriers which hinder active parent involvement in the rural high schools of Leribe and will come up with ideas on how best those barriers could be alleviated.

From your school, sample of participants for this study will be the principal, teachers, students and parents. The method of data collection involves focus group interviews and semi-structured interviews with the aforementioned participants. The process of data collection will take place over

a period convenient to the participants and will not anyhow interfere with academic scheduled time.

I commit myself to follow the professional code of ethics for researchers which include the following:

- Participation in this study will voluntary and participants will be made aware of their right to withdraw from participation at any time as they may so wish.
- The anonymity and confidentiality of the research participants are guaranteed. I will not reveal the true identity of any your school and any participant. Your school will be referred to as School A. Principal from your school will be referred to as AP; Teachers will be referred to as AT1, AT2, AT3, etc; Learners will be referred to as AL1, AL2, AL3, etc; Parents will be labelled AP1, AP2, AP3, etc
- Since the study may include focus group discussions, the anonymity and confidentiality may not be 100% observed. Therefore focus group participants will be made to sign a declaration of secrecy prior to their voluntary participation.
- No interference with the general and academic programme of the school will take place
- Upon completion, the findings of the research will be made available to the Ministry of Education and Training, Schools and all others who participated in this study.

I intend to conduct this study during this winter vacation (June/July 2022). For any additional information about this research, you are most welcome to contact me on the contacts mentioned below.

Your support is highly appreciated.

Yours faithfully



Lehlohonolo Nkokana (Mr.)

Student Number: 200900244

Contacts: +266 58487209 / 68460740

[nkokanalehlohonolo@gmail.com](mailto:nkokanalehlohonolo@gmail.com)

## ADDENDUM N

P. O. Box 19  
Pitseng 320  
Leribe

15 June 2022

The Principal  
[REDACTED] High School  
Pitseng 320  
Leribe

Dear Sir

**Re:** Request for Permission to visit your School to conduct a Research Study

With this, I humbly request for your permission to conduct a research in your school. I am currently a registered student in the final year of study at the National University of Lesotho, Faculty of education, doing Master of Education with specialization in Educational Management, Leadership and Policy Studies.

The topic of my research is PARENT INVOLVEMENT IN RURAL HIGH SCHOOLS OF LERIBE, LESOTHO: BARRIERS AND SOLUTIONS. The intention of this study is to explore the practice of parent involvement in education of learners as it happens in the rural high schools of Leribe; investigate the extent to which parents in the rural areas of Leribe are involved in education of their children and whether and how parents, principals and teachers from rural areas of Leribe perceive and practice parental involvement for the betterment of learners' academic performance; cognizant of the context and conditions in which rural high schools operate. The study also intends to explore the barriers which hinder active parent involvement in the rural high schools of Leribe and will come up with ideas on how best those barriers could be alleviated.

From your school, sample of participants for this study will be the principal, teachers, students and parents. The method of data collection involves focus group interviews and semi-structured interviews with the aforementioned participants. The process of data collection will take place over

a period convenient to the participants and will not anyhow interfere with academic scheduled time.

I commit myself to follow the professional code of ethics for researchers which include the following:

- Participation in this study will voluntary and participants will be made aware of their right to withdraw from participation at any time as they may so wish.
- The anonymity and confidentiality of the research participants are guaranteed. Your school will be referred to as School B. Principal from your school will be referred to as BP; Teachers will be referred to as BT1, BT2, BT3, etc; Learners will be referred to as BL1, BL2, BL3, etc; Parents will be labelled BP1, BP2, BP3, etc
- Since the study may include focus group discussions, the anonymity and confidentiality may not be 100% observed. Therefore focus group participants will be made to sign a declaration of secrecy prior to their voluntary participation.
- No interference with the general and academic programme of the school will take place
- Upon completion, the findings of the research will be made available to the Ministry of Education and Training, Schools and all others who participated in this study.

I intend to conduct this study during this winter vacation (June/July 2022). For any additional information about this research, you are most welcome to contact me on the contacts mentioned below.

Your support is highly appreciated.

Yours faithfully



Lehlohonolo Nkokana (Mr.)

Student Number: 200900244

Contacts: +266 58487209 / 68460740

[nkokanalehlohonolo@gmail.com](mailto:nkokanalehlohonolo@gmail.com)

## ADDENDUM O

P. O. Box 19  
Pitseng 320  
Leribe

15 June 2022

The Teacher  
[REDACTED] High School  
[REDACTED]  
Pitseng 320  
Leribe

Dear Sir/Madam

### **Re: Request to Participate in a Research Study**

With this, I humbly request you to participate in a research study conducted in your school. I am currently a registered student in the final year of study at the National University of Lesotho, Faculty of education, doing Master of Education with specialization in Educational Management, Leadership and Policy Studies.

The topic of my research is PARENT INVOLVEMENT IN RURAL HIGH SCHOOLS OF LERIBE, LESOTHO: BARRIERS AND SOLUTIONS. The intention of this study is to explore the practice of parent involvement in education of learners as it happens in the rural high schools of Leribe; investigate the extent to which parents in the rural areas of Leribe are involved in education of their children and whether and how parents, principals and teachers from rural areas of Leribe perceive and practice parental involvement for the betterment of learners' academic performance; cognizant of the context and conditions in which rural high schools operate. The study also intends to explore the barriers which hinder active parent involvement in the rural high schools of Leribe and will come up with ideas on how best those barriers could be alleviated.

I pledge to maintain the following professional and research ethical codes:

- I will not at any stage reveal your true identity. Learners will be referred to as AT1, AT2, AT3, etc

- I would like to have your consent to use an audio recording device which will help me to analyze the data gathered at a later stage. These recordings will only be used for the research purpose the researcher has the correct information as it's been explained by you.
- You can decline to answer any question (s) at any time or you may withdraw at any time without consequences of any kind.
- The researcher may withdraw you from this research if circumstances arise which warrant doing so.
- The typed version of the interview will be sent to you so that you can read it and confirm that it is a true reflection of what was said during the interview. This will also help me to make sure that the information is correct.

Since 100% confidentiality and anonymity may not be maintained from the group discussions, if you agree to participate in this study, you will be requested to sign the oath of secrecy prior to this interview.

I intend to conduct this study during this winter vacation (June/July 2022). For any additional information about this research, you are most welcome to contact me on the contacts mentioned below.

Your support is highly appreciated.

Yours faithfully



Lehlohonolo Nkokana (Mr.)

Student Number: 200900244

Contacts: +266 58487209 / 68460740

[nkokanalehlohonolo@gmail.com](mailto:nkokanalehlohonolo@gmail.com)

## **ADDENDUM P**

P. O. Box 19  
Pitseng 320  
Leribe

15 June 2022

The Teacher  
[REDACTED] High School  
Pitseng 320  
Leribe

Dear Sir/Madam

### **Re: Request to Participate in a Research Study**

With this, I humbly request you to participate in a research study conducted in your school. I am currently a registered student in the final year of study at the National University of Lesotho, Faculty of education, doing Master of Education with specialization in Educational Management, Leadership and Policy Studies.

The topic of my research is PARENT INVOLVEMENT IN RURAL HIGH SCHOOLS OF LERIBE, LESOTHO: BARRIERS AND SOLUTIONS. The intention of this study is to explore the practice of parent involvement in education of learners as it happens in the rural high schools of Leribe; investigate the extent to which parents in the rural areas of Leribe are involved in education of their children and whether and how parents, principals and teachers from rural areas of Leribe perceive and practice parental involvement for the betterment of learners' academic performance; cognizant of the context and conditions in which rural high schools operate. The study also intends to explore the barriers which hinder active parent involvement in the rural high schools of Leribe and will come up with ideas on how best those barriers could be alleviated.

I pledge to maintain the following professional and research ethical codes:

- I will not at any stage reveal your true identity. Learners will be referred to as BT1, BT2, BT3, etc

- I would like to have your consent to use an audio recording device which will help me to analyze the data gathered at a later stage. These recordings will only be used for the research purpose the researcher has the correct information as it's been explained by you.
- You can decline to answer any question (s) at any time or you may withdraw at any time without consequences of any kind.
- The researcher may withdraw you from this research if circumstances arise which warrant doing so.
- The typed version of the interview will be sent to you so that you can read it and confirm that it is a true reflection of what was said during the interview. This will also help me to make sure that the information is correct.

Since 100% confidentiality and anonymity may not be maintained from the group discussions, if you agree to participate in this study, you will be requested to sign the oath of secrecy prior to this interview.

I intend to conduct this study during this winter vacation (June/July 2022). For any additional information about this research, you are most welcome to contact me on the contacts mentioned below.

Your support is highly appreciated.

Yours faithfully



Lehlohonolo Nkokana (Mr.)

Student Number: 200900244

Contacts: +266 58487209 / 68460740

[nkokanalehlohonolo@gmail.com](mailto:nkokanalehlohonolo@gmail.com)



## ADDENDUM Q

P. O. Box 19  
Pitseng 320  
Leribe

15 June 2022

The Student  
[REDACTED] High School  
[REDACTED]  
Pitseng 320  
Leribe

Dear Student

### **Re: Request to Participate in a Research Study**

With this, I humbly request you to participate in a research study conducted in your school. I am currently a registered student in the final year of study at the National University of Lesotho, Faculty of education, doing Master of Education with specialization in Educational Management, Leadership and Policy Studies.

The topic of my research is PARENT INVOLVEMENT IN RURAL HIGH SCHOOLS OF LERIBE, LESOTHO: BARRIERS AND SOLUTIONS. The intention of this study is to explore the practice of parent involvement in education of learners as it happens in the rural high schools of Leribe; investigate the extent to which parents in the rural areas of Leribe are involved in education of their children and whether and how parents, principals and teachers from rural areas of Leribe perceive and practice parental involvement for the betterment of learners' academic performance; cognizant of the context and conditions in which rural high schools operate. The study also intends to explore the barriers which hinder active parent involvement in the rural high schools of Leribe and will come up with ideas on how best those barriers could be alleviated.

I pledge to maintain the following professional and research ethical codes:

- I will not at any stage reveal your true identity. Learners will be referred to as AL1, AL2, AL3, etc

- I would like to have your consent to use an audio recording device which will help me to analyze the data gathered at a later stage. These recordings will only be used for the research purpose the researcher has the correct information as it's been explained by you.
- You can decline to answer any question (s) at any time or you may withdraw at any time without consequences of any kind.
- The researcher may withdraw you from this research if circumstances arise which warrant doing so.
- The typed version of the interview will be sent to you so that you can read it and confirm that it is a true reflection of what was said during the interview. This will also help me to make sure that the information is correct.

Since 100% confidentiality and anonymity may not be maintained from the group discussions, if you agree to participate in this study, you will be requested to sign the oath of secrecy prior to this interview.

I intend to conduct this study during this winter vacation (June/July 2022). For any additional information about this research, you are most welcome to contact me on the contacts mentioned below.

Your support is highly appreciated.

Yours faithfully



Lehlohonolo Nkokana (Mr.)

Student Number: 200900244

Contacts: +266 58487209 / 68460740

[nkokanalehlohonolo@gmail.com](mailto:nkokanalehlohonolo@gmail.com)

## **ADDENDUM R**

P. O. Box 19  
Pitseng 320  
Leribe

15 June 2022

The Student  
[REDACTED] High School  
Pitseng 320  
Leribe

Dear Student

### **Re: Request to Participate in a Research Study**

With this, I humbly request you to participate in a research study conducted in your school. I am currently a registered student in the final year of study at the National University of Lesotho, Faculty of education, doing Master of Education with specialization in Educational Management, Leadership and Policy Studies.

The topic of my research is PARENT INVOLVEMENT IN RURAL HIGH SCHOOLS OF LERIBE, LESOTHO: BARRIERS AND SOLUTIONS. The intention of this study is to explore the practice of parent involvement in education of learners as it happens in the rural high schools of Leribe; investigate the extent to which parents in the rural areas of Leribe are involved in education of their children and whether and how parents, principals and teachers from rural areas of Leribe perceive and practice parental involvement for the betterment of learners' academic performance; cognizant of the context and conditions in which rural high schools operate. The study also intends to explore the barriers which hinder active parent involvement in the rural high schools of Leribe and will come up with ideas on how best those barriers could be alleviated.

I pledge to maintain the following professional and research ethical codes:

- I will not at any stage reveal your true identity. Learners will be referred to as BL1, BL2, BL3, etc

- I would like to have your consent to use an audio recording device which will help me to analyze the data gathered at a later stage. These recordings will only be used for the research purpose the researcher has the correct information as it's been explained by you.
- You can decline to answer any question (s) at any time or you may withdraw at any time without consequences of any kind.
- The researcher may withdraw you from this research if circumstances arise which warrant doing so.
- The typed version of the interview will be sent to you so that you can read it and confirm that it is a true reflection of what was said during the interview. This will also help me to make sure that the information is correct.

Since 100% confidentiality and anonymity may not be maintained from the group discussions, if you agree to participate in this study, you will be requested to sign the oath of secrecy prior to this interview.

I intend to conduct this study during this winter vacation (June/July 2022). For any additional information about this research, you are most welcome to contact me on the contacts mentioned below.

Your support is highly appreciated.

Yours faithfully



Lehlohonolo Nkokana (Mr.)

Student Number: 200900244

Contacts: +266 58487209 / 68460740

[nkokanalehlohonolo@gmail.com](mailto:nkokanalehlohonolo@gmail.com)

## ADDENDUM S

P. O. Box 19  
Pitseng 320  
Leribe

15 June 2022

The Parent  
[REDACTED] High School  
Pitseng 320  
Leribe

Dear Parent

### **Re: Request to Participate in a Research Study**

With this, I humbly request you to participate in a research study conducted in your school. I am currently a registered student in the final year of study at the National University of Lesotho, Faculty of education, doing Master of Education with specialization in Educational Management, Leadership and Policy Studies.

The topic of my research is PARENT INVOLVEMENT IN RURAL HIGH SCHOOLS OF LERIBE, LESOTHO: BARRIERS AND SOLUTIONS. The intention of this study is to explore the practice of parent involvement in education of learners as it happens in the rural high schools of Leribe; investigate the extent to which parents in the rural areas of Leribe are involved in education of their children and whether and how parents, principals and teachers from rural areas of Leribe perceive and practice parental involvement for the betterment of learners' academic performance; cognizant of the context and conditions in which rural high schools operate. The study also intends to explore the barriers which hinder active parent involvement in the rural high schools of Leribe and will come up with ideas on how best those barriers could be alleviated.

I pledge to maintain the following professional and research ethical codes:

- I will not at any stage reveal your true identity. Learners will be referred to as BP1, BP2, BP3, etc
- I would like to have your consent to use an audio recording device which will help me to analyze the data gathered at a later stage. These recordings will only be used for the research purpose the researcher has the correct information as it's been explained by you.
- You can decline to answer any question (s) at any time or you may withdraw at any time without consequences of any kind.
- The researcher may withdraw you from this research if circumstances arise which warrant doing so.
- The typed version of the interview will be sent to you so that you can read it and confirm that it is a true reflection of what was said during the interview. This will also help me to make sure that the information is correct.

Since 100% confidentiality and anonymity may not be maintained from the group discussions, if you agree to participate in this study, you will be requested to sign the oath of secrecy prior to this interview.

I intend to conduct this study during this winter vacation (June/July 2022). For any additional information about this research, you are most welcome to contact me on the contacts mentioned below.

Your support is highly appreciated.

Yours faithfully



Lehlohonolo Nkokana (Mr.)

Student Number: 200900244

Contacts: +266 58487209 / 68460740

[nkokanalehlohonolo@gmail.com](mailto:nkokanalehlohonolo@gmail.com)

## **ADDENDUM T**

P. O. Box 19  
Pitseng 320  
Leribe

15 June 2022

The Parent  
[REDACTED] High School  
Pitseng 320  
Leribe

Dear Parent

### **Re: Request to Participate in a Research Study**

With this, I humbly request you to participate in a research study conducted in your school. I am currently a registered student in the final year of study at the National University of Lesotho, Faculty of education, doing Master of Education with specialization in Educational Management, Leadership and Policy Studies.

The topic of my research is PARENT INVOLVEMENT IN RURAL HIGH SCHOOLS OF LERIBE, LESOTHO: BARRIERS AND SOLUTIONS. The intention of this study is to explore the practice of parent involvement in education of learners as it happens in the rural high schools of Leribe; investigate the extent to which parents in the rural areas of Leribe are involved in education of their children and whether and how parents, principals and teachers from rural areas of Leribe perceive and practice parental involvement for the betterment of learners' academic performance; cognizant of the context and conditions in which rural high schools operate. The study also intends to explore the barriers which hinder active parent involvement in the rural high schools of Leribe and will come up with ideas on how best those barriers could be alleviated.

I pledge to maintain the following professional and research ethical codes:

- I will not at any stage reveal your true identity. Learners will be referred to as AP1, AP2, AP3, etc
- I would like to have your consent to use an audio recording device which will help me to analyze the data gathered at a later stage. These recordings will only be used for the research purpose the researcher has the correct information as it's been explained by you.
- You can decline to answer any question (s) at any time or you may withdraw at any time without consequences of any kind.
- The researcher may withdraw you from this research if circumstances arise which warrant doing so.
- The typed version of the interview will be sent to you so that you can read it and confirm that it is a true reflection of what was said during the interview. This will also help me to make sure that the information is correct.

Since 100% confidentiality and anonymity may not be maintained from the group discussions, if you agree to participate in this study, you will be requested to sign the oath of secrecy prior to this interview.

I intend to conduct this study during this winter vacation (June/July 2022). For any additional information about this research, you are most welcome to contact me on the contacts mentioned below.

Your support is highly appreciated.

Yours faithfully



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## ADDENDUM U

P. O. Box 19  
Pitseng 320  
Leribe

15 Phuptjane 2022

Motsoali

██████████ High School  
Pitseng 320  
Leribe

Motsoali ea Khabane

### Kopo Ea Ho Nka Karolo Lipatlisisong Sekolong

Ka lengolo lena, ke u kopa hore u tlo nka karolo lipatlisisong tse etsoang sekolong. Ha joale ke moithuti selemong sa ho qetela Sekolong se Seholo sa Sechaba sa Lesotho, lefapheng la koetliso ea matichere, ke etsa lengolo la boemo ba *Master's Degree*.

Sehlooho sa lipatlisiso ke HO KENELLA HOA BATSOALI THUTUONG EA BANA LIKOLONG TSE PHAHAMANENG TSE MAHAENG A LERIBE, LESOTHO: LIKHUQETSANE LE LITHAROLLO. Sepheo sa lipatlisiso tsena ke ho hlahloba tsela eo batsoali likolong tse phahameng tse mahaeng ba kenellang thutong ea bana ka eona le hore na batsoali, baokameli ba likolo, matichere le bana ba sheba le ho utloisisa ho kenella hona ha batsoali thutong joang. Hape, lipatlisiso tsena li tla thusa ho fumana liqholotso le mathata a ho kenella ha batsoali thutong ea bana le hore na tseo tsohle li ka fenggoa joang.

Ke itlama ka boiphihlelo ba boits'oaro ba lipatlisiso bo lateng:

- Ha hona nako eo ke tla phatlalatsa boitsebiso bah au 'me e tla ba lekunutu. Batsoali ke tla ba reha AP1, AP2, AP3, BP1, BP2, BP3, joalo joalo, ho e aka hore na ke batsoali ba bana ba sekolo se feng.
- Ke tla kopa tumello ea ho hatisa puisano ea rona hore ke tle ke e hlahlobe ha morao hore na ehlile seo ke se ngotseng ke seo u se buileng.

- U ka ikhethela ho se arabe potso e fe kapa e fe ‘me u ka ikhethela le ho nyahlatsa puisano ka nako e fe kapa e fe kantle ho litlamorao tsa mofuta o fe kapa o fe.
- Ralipatlisiso a ka u nts’a kahare hp lipuisano ka nako e fe kapa e fe ha maemo a ka motlama ho etsa joalo.
- Ka morao ho lipuisano, u tla romelloa phetolelo ea lipuisano e ngotsoeng ho netefatsa hore se ngotsoeng ehlile ke seo u se buileng le hore ke se nepahetseng.

Kaha lekunutu ha le na ho ba teng ka hohle-hohle hoba hona le moo re tlang ho ba le lipuisano ka sehlopha, ha u lumela ho nka karolo lipatlisisong tsena u tla tekenisoa boitlamo ba ho boloka litaba tsa puisano eo e le lekunutu.

Ke rerile ho etsa lipatlisiso tsena ka nako ea phomolo ea mariha (Phuptjane/Phupu 2022). Sebakeng sa lepotso kappa litlhakisetso, u ka nletsetsa linomorong tse boletsoeng ka tlase..

Ke leboha ts’ehetso ea hau haholo.

Oa hau mohlanka



Lehlohonolo Nkokana (Mr.)

Student Number: 200900244

Linomoro: +266 58487209 / 68460740

[nkokanalehlohonolo@gmail.com](mailto:nkokanalehlohonolo@gmail.com)

## ADDENDUM V

P. O. Box 19

Pitseng 320

Leribe

15 Phuptjane 2022

Motsoali

██████████ High School

P.O. Box 19

Pitseng 320

Leribe

Motsoali ea Khabane

### Kopo Ea Ho Nka Karolo Lipatlisisong Sekolong

Ka lengolo lena, Ke u kopa hore u tlo nka karolo lipatlisisong tse etsoang sekolong. Ha joale ke moithuti selemong sa ho qetela Sekolong se Seholo sa Sechaba sa Lesotho, lefapheng la koetliso ea matichere, ke etsa lengolo la boemo ba *Master's Degree*.

Sehlooho sa lipatlisiso ke HO KENELLA HOA BATSOALI THUTUONG EA BANA LIKOLONG TSE PHAHAMANENG TSE MAHAENG A LERIBE, LESOTHO: LIKHUQETSANE LE LITHAROLLO Sepheo sa lipatlisiso tsena ke ho hlahloba tsela eo batsoali likolong tse phahameng tse mahaeng ba kenellang thutong ea ban aka eona le hore na batsoali, baokameli ba likolo, matichere le bana ba sheba le ho utloisisa ho kenella hona ha batsoali thutong joang. Hape, lipatlisiso tsena li tla thusa ho fumana liqholotso le mathata a ho kenella ha batsoali thutong ea bana le hore na tseo tsohle li ka fenngoa joang.

Ke itlama ka boiphihlelo ba boits'oaro ba lipatlisiso bo lateng:

- Ha hona nako eo ke tla phatlalatsa boitsebiso baha u 'me e tla ba lekunutu. Batsoali ke tla ba reha AP1, AP2, AP3, BP1, BP2, BP3, joalo joalo, ho ea ka hore na ke batsoali ba bana ba sekolo se feng.

- Ke tla kopa tumello ea ho hatisa puisano ea rona hore ke tle ke e hlahlobe ha morao hore na ehlile seo ke se ngotseng ke seo u se buileng.
- U ka ikhethela ho se arabe potso e fe kapa e fe ‘me u ka ikhethela le ho nyahlatsa puisano ka nako e fe kapa e fe kante ho litlamorao tsa mofuta o fe kapa o fe.
- Ralipatlisiso a ka u nts’ a kahare ho lipuisano ka nako e fe kapa e fe ha maemo a ka motlama ho etsa joalo.
- Kamorao ho lipuisano, u tla romelloa phetolelo ea lipuisano e ngotsoeng ho netefatsa hore se ngotsoeng ehlile ke seo u se buileng le hore ke se nepahetseng.

Kaha lekunutu ha le na ho ba teng ka hohle-hohle hoba hona le moo re tlang ho ba le lipuisano ka sehlopha, ha u lumela ho nka karolo lipatlisisong tsena u tla tekenisoa boitlamo ba ho boloka litaba tsa puisano eo e le lekunutu.

Ke rerile ho etsa lipatlisiso tsena ka nako ea phomolo ea mariha (Phuptjane/Phupu 2022). Sebakeng sa lepotso kappa litlhakisetso, u ka nletsetsa linomorong tse boletsoeng ka tlase..

Ke leboha ts’ehetso ea hau haholo

Oa hau mohlanka



Lehlohonolo Nkokana (Mr.)

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Linomoro: +266 58487209 / 68460740

[nkokanalehlohonolo@gmail.com](mailto:nkokanalehlohonolo@gmail.com)

## **ADDENDUM W**

### **Interview/Focus Group Confidentiality and Anonymity Agreement**

Thank you for agreeing to participate in an interview/focus group to discuss the topic of concern. Due to the sensitivity of some of the ideas, opinions and attitudes that may be raised or shown, they should be shared only in this interview/focus group.

I, \_\_\_\_\_ hereby agree to hold in confidence any and all information and identity of the school and participants in this interview. And that, shall at all times hold in trust, keep confidential and not disclose to any third party information beyond the activities that are part of this interview/focus group. I further hereby give permission to the researcher to audio-record this session, if he so wishes, and that the transcriptions maybe used for the purposes of this study only.

By signing this form, you will be endorsing that:

1. you agreed to participate in this study
2. you have indeed participated and that
3. you are entering a confidentiality agreement with:

#### **The Researcher**

Lehlohonolo Nkokana (Mr.)

Signature\_\_\_\_\_

#### **The Respondent**

Respondent's Code\_\_\_\_\_

Signature\_\_\_\_\_