

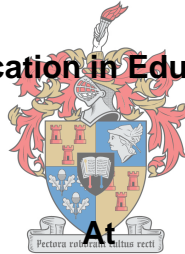
**STUDENT PERCEPTIONS ON THE ROLE OF PARENTAL INVOLVEMENT IN THE
SUCCESS OF TVET STUDENTS: A CASE STUDY**

By

Jennifer Claudine Esau

**Thesis presented in partial fulfilment of the requirements
for the degree of**

Masters of Education in Educational Support



At

Stellenbosch University

**iYUNIVESITHI
STELLENBOSCH
UNIVERSITY**

Supervisor: Professor D. Daniels



March 2018

DECLARATION

I, the undersigned, hereby declare that the work contained in this assignment is my own original work and had not previously in its entirety or in part been submitted at any other university for a degree.

Signature

Date

SUMMARY

Parental involvement in children's learning in diverse contexts is welcomed across cultural, national and international boundaries. The significance of parental involvement transcends the boundaries of emotional, intellectual and social development. The literature of the last decade links children's holistic development of essential skills, good and acceptable values and resilience to parental involvement. In addition, research confirms that when parents make conscious decisions to support their children, these children feel empowered, make responsible decisions and strive towards achieving their personal and academic goals.

The extent to which parents support their children is, to a great degree, influenced by factors such as the child's age, the structure and socio-economic position of the family and the willingness of the educational institution to involve parents in issues of learning. In South Africa several calls have been made to improve the extent to which parents, the family and community networks collaborate to inhibit barriers to learning. White Paper 6 (2001), which deals with special needs and inclusive education, recognises the role of parents in minimising the detrimental effects of barriers hindering children's progress.

This research inquiry set out to explore the insights that could be gained from students' perceptions of the role of parental involvement on late adolescent students pursuing a second opportunity to achieve a matric qualification. The study followed an eco-systemic theoretical approach with the focus on insight gained from student's experiences and perceptions within a specific context.

The findings of the case study were informed by data collected in three different ways, namely by means of individual interviews, a focus group discussion and a collage activity. From their individual and collective experiences, the study confirms an interaction between the student's parental and family involvement and community networks, and issues relating to education, support and adolescence. In addition to self-expression, the co-analysing, in a group context, of a collage on parent, family and community involvement and issues of success created empowering opportunities for the participant, the researcher and the reader, to arrive at rich descriptions of what life is like when parents are involved in their children's education from within their marginalised positions.

OPSOMMING

Ouerbetrokkenheid ten opsigte van kinders se leerprosesse word in talle kontekste oor internasionale, nasionale en kultuurgrense aangemoedig. Die waarde van ouerbetrokkenheid transendeer die grense van emosionele, intellektuele en sosiale ontwikkeling. Die literatuur oor die laaste dekade toon dat kinders noodsaaklike vaardighede, goeie waardes en veerkragtigheid ontwikkel as gevolg van hul ouers se belangstelling in kwessies soos hul opvoeding en holistiese groei. Daarbenewens bevestig navorsing dat, wanneer ouers wilsbesluite neem om betrokkenheid te toon, kinders bemagtig voel, meer verantwoordelik optree en strewe na die verwesenliking van persoonlike en akademiese doelwitte.

Ouerbetrokkenheid neem verskillende vorms aan, na gelang van die kind se ouderdom, die struktuur en sosio-ekonomiese opset van die familie, en die bereidwilligheid van die opvoedkundige instansie om ouers te betrek by geleenthede wat met hul kinders se leer gepaard gaan. In Suid-Afrika is daar talle oproepe om die benadering tot en die aard van ouerbetrokkenheid in skoolverband, tuis en in die breë gemeenskap beter te absorbeer. Post-Apartheids-onderwysbeleide, soos dié in Witskrif 6 (2001), wat handel oor spesiale leerderbehoefte, weerspieël die belangrikheid van ouers ten einde kwessies wat kinders se vordering op skool belemmer, te oorkom.

Hierdie studie het dus beoog om laat-adolesente kinders se ervarings van ouerbetrokkenheid te verken, onderwyl hulle 'n tweede geleentheid gegun is om matriekkwalifikasies te verwerf. Die studie het 'n ekosistemiese teoretiese benadering gevolg, waar die klem geplaas word op insig wat verkry word uit mense se ervarings en perspektiewe binne 'n spesifieke sosiale konteks. Die konteks van hierdie studie was die Tegniese Verdere Onderwys- en Opleidingskollege (TVET) in Gugulethu in die Wes-Kaap.

Die bevindinge vir hierdie gevallestudie is geïnformeer deur data wat op drie verskillende wyses versamel is, naamlik individuele onderhoudsessies, 'n groepsbespreking en 'n collage-aktiwiteit. Die bevindinge het die navorser tot die slotsom gelei dat ouerbetrokkenheid, familie en gemeenskapsnetwerke 'n belangrike skakel is om faktore wat met portuur en ondersteuning verband hou, te assimileer. Benewens die vertel van stories en die uitruil van ervarings, is die deelnemers, die navorser en die leser bemagtig deur die vyf studente se beskrywings van wat die lewe inhoud wanneer ouers vanuit hul gemarginaliseerde omgewings by hul kinders se leerprosesse betrokke is.

ACKNOWLEDGEMENTS

I would like to acknowledge the following people that have been part of this educational journey. They have encouraged, push me far higher than my own expectations and showed unconditional support:

- God the father, the Son and the Holy Spirit that was ever present and a help in the occasional high times, the ever challenging times and in the early mornings.
- Professor Daniels, who gave me the opportunity to complete this journey. Prof, you pushed and you polished me and I have changed so much. I will never forget that day three years ago when you phoned me and said I can still complete my studies... and this assignment. My respect for you, just like my three-year-old baby; grew into something with identity; a true beauty. You are a phenomenal woman.
- My NCV students, the five participants, Goodman, Kamani, Makinana, Nicholas and Rose thank you for telling your stories. Continue to work hard, resist the challenges that could derail you from your pot of gold and soon you will see the SUCCESS that you spoke about in the research, and it will be YOURS
- Professor Fataar and the support group. Thank you. Great topics and valuable deposits into my life.
- Mamma and Pappa BAIE, BAIE DANKIE VIR JUL OMGEE EN DAT JULLE ALTYD BEREID WAS OM NA DIE KINDERS TE KYK. Pappa there were times when I thought both of us will not make it, but God has a plan for both of us. So, choose life papa I need you.
- My husband Wayne, the boys, Joshua and Matthew. Thank you for supporting mommy.
- My sisters, Lorena and Loretta. Thank you for your inputs, words of encouragements and understanding when I said “*I don’t have time...*”

ABBREVIATIONS & ACRONYMS

DHET	Department of Higher Education and Training
FET	Further Education and Training
NATED	National Education
NC(V)	National Certificate (Vocational)
NQF	National Qualifications Framework
PI	Parental Involvement
REC	Research Ethics Committee
SES	Socio Economic Status
SSO	Student Support Officer
SSS	Student Support Services
TVET	Technical and Vocational Education and Training

TABLE OF CONTENTS

Title Page	
Declaration	i
Summary	ii
Opsomming	iii
Acknowledgements	iv
List of abbreviations	v
Table of contents	vi

CHAPTER 1

RESEARCH ORIENTATION

1.1	Introduction.....	10
1.2	Personal motivation for the study.....	11
1.3	Problem formulation.....	12
1.4	Research design and research methodology.....	13
1.5	Population.....	14
1.6	Ethical considerations when doing research.....	15
1.7	Data collection methods.....	16
1.8	Analysing qualitative data.....	17
1.9	Clarifying key concepts.....	18
1.10	Overview of the remaining chapters.....	19

CHAPTER 2**LITERATURE STUDY**

2.1	Introduction.....	20
2.2	An overview of literature deemed relevant on the role of parental involvement in their children's education.....	21
2.3	Parental support and the South Africa context.....	25
2.3.1	Parental involvement in transforming the South African education.....	26
2.4	Summary.....	28

CHAPTER 3**RESEARCH DESIGN AND METHODOLOGY**

3.1	Introduction.....	30
3.2	Research context, sampling and access.....	32
3.2.1	The research context.....	32
3.2.2	Sampling of the research population.....	33
3.2.3	How access to the participants were negotiated.....	34
3.3	Research design.....	34
3.3.1	Case study.....	35
3.4	Data collection methods.....	37
3.4.1	Interviewing.....	38
3.4.2	Focus group discussions.....	39
3.4.3	Collage activity.....	40
3.5	Data analysis.....	40
3.6	Ethical considerations.....	41

3.7	Credibility and trustworthiness.....	43
3.8	Summary.....	44

CHAPTER 4

PRESENTATION OF THE FINDINGS

4.1	Introduction.....	45
4.2	The Technical and Vocational Education and Training College (TVET) as a research context.....	45
4.3	Introducing the participants.....	47
4.4	Presenting the data.....	47
4.4.1	The family structure.....	48
4.4.2	Family income and financial support.....	49
4.4.3	Parents' support guiding their continuation of their studies.....	50
4.4.4	Understandings of how parental support facilitate their success.....	53
4.5	Using the collages to express their views on support. Success and community.....	56
4.6	Summary.....	60

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1	Introduction.....	61
5.2	Interpretation of the findings.....	62
5.2.1	Family background and structure.....	62
5.2.2	Family income and financial support.....	62
5.2.3	Parent's support guiding their continuation of their studies.....	63
5.2.4	Understanding of how parental support facilitate their success.....	64

5.3	Limitations of this study.....	65
5.4	Strength and weaknesses of conducting such a study.....	65
5.5	The value of my research inquiry for future research.....	65
5.6	Personal journey as a novice researcher.....	66
	REFERENCES.....	67
	APPENDIX A.....	74
	APPENDIX B.....	75
	APPENDIX C.....	83
	APPENDIX D.....	85
	APPENDIX E.....	87
	APPENDIX F.....	90
	APPENDIX G.....	93
	APPENDIX H.....	94
	APPENDIX I.....	95

CHAPTER 1

RESEARCH ORIENTATION

1.1 Introduction

Parents become involved in their children's education as part of their supportive roles as parents. The research on parent support (Desforges & Abouchaar, 2003; Epstein, 2011; Hill & Chao, 2009; Toren, 2013) all identifies parental participation as a valuable tool that can mediate educational outcomes. This body of literature on parent involvement describes parent participation as a mediatory tool for educational success for their children. However, most research is done at primary school level, as the assumption exists that parental support becomes less as the child grows older. This assumption that adolescent learners are mature enough to cope on their own, and that they need limited or no parental support, is one that I challenge.

Students who are enrolled at Technical and Vocational Education and Training (TVET) colleges in the National Curriculum Vocational (NCV) stream most often are minors who have dropped out of school before completing Grade 12. The courses that they enrol in at TVET colleges are work-related and can be perceived as alternative educational pathways for those who did not complete matric at mainstream schools.

I argue that this is a vulnerable population of students who are still in need of parental support and guidance, very similar to that of vulnerable high school learners. Many of the Level 2 students are adolescents who, under normal circumstances, would still have been in high school. If they were still in high school, there would have been an expectation that the parents would play a much more active role in their education. At the TVET College the contribution of the parent in the education and academic support of his/her child is not as clearly defined as, for example, in a high school context. Though parents are observed being actively involved during the registration period, not much is known about their role beyond registration.

In this study I am interested in the contributions that parents make towards the success of their Technical and Vocational Education and Training (TVET) college child. This issue will be explored from the perspective of the student participants. Data will be collected on these

students' perspectives of their parents' involvement in their studies as well as how parents partner with the TVET College, to facilitate the achievement of different academic goals. The study will be delimited to students in one of the programmes that are offered at the TVET College in the Western Cape.

1.2 Personal motivation for this study

Merriam (2002) notes that any topic under investigation should personally appeal to the researcher. The concept of parental support has interested me since I became a student myself. Research on parental involvement and the potential benefit it has for success supports the notion that parents should engage with their children's education in and outside the classroom. I teach at a TVET College, and as an educator, I often wonder about how support from the family contributes to the success of these students. I have observed that NC(V) students especially drop out in the first three months of being enrolled into the various programmes offered at TVET colleges. However, this does not mean that TVET colleges do not support them. Different support systems do exist to ensure that students studying at TVET colleges can improve their chances of achieving success through further studies at a TVET college.

The eight different campuses of the College of Cape Town are equipped with various supportive aids to assist students to achieve academic success. These supportive systems include, but are not limited to, the academic support classes for fundamental subjects such as English and Mathematics (Literacy). This supportive aid is aimed at students who are at risk of not meeting the minimum requirements for these subjects. Furthermore, the assessment guidelines of the seven subjects of the NC(V) programmes allow for inclusive assessment practices. These inclusive practises are essential to all learning areas and are aimed at meeting specific learning and assessment outcomes. Resource centres serve as an opportunity for students to improve their computing and research skills. The Student Support Officer (SSO) provides support to students who experience barriers related to socio-economic and academic problems. The SSO also serves as a link between the student, the parent and the college community.

Although clear assumptions can be derived that NC(V) students get a second opportunity to complete their education in a supportive environment, it is still challenging for many of them to pursue their second opportunity to complete their high school qualifications. It is in these

challenging environments that I decided to locate my study. I decided to collect rich data on parental involvement from the NC(V) students at a specific campus of the College of Cape Town. The researcher maintains the view that the student narratives could assist in formulating perceptions such as how parental support for TVET students improves the student's ability to meet various academic goals. The data could also shed light on how these supportive initiatives of involved parents serve as a strategic link in the success chain.

1.3 Problem formulation

From the preliminary literature review of parental support literature, there appears to be no concise definition of what parental support is. However, the literature in the last decade does focus on the supportive role that parents can play to mediate student success. These supportive roles take on forms such as modelling good and acceptable behaviour, reinforcing, instruction and the parent using and applying appropriate activities to achieve school expectations. The term "parental involvement" appears as a central theme in the works of especially Desforges (2003), Epstein (2001), and Jeynes (2003, 2005 and 2007). Patrikakou (2005) holds the view that the term "parental involvement" refers to the framework of engaging parents in school-family partnerships (Parikakou, Weissberg, & Redding, 2005). These involvements include "an array of parent beliefs, behaviours and practises" (Parikakou, Weissberg, & Redding, 2005). They argue that parental involvement is latent in children's development of various skills, knowledge and developing a sense of self-efficacy (Hoover-Dempsey K. V., 1997).

The gap that I identify in the literature is that the role of parents, specifically their role as mediator in the success of their TVET student's success, is not the focus of studies. Furthermore, the literature on parent support is almost entirely focussed on primary school children, seldom on the other educational environments such as high schools and FET institutions. Limited international research has been done on parents of senior children who show interest in their child's school engagement. A recent study found such children to have less behaviour problems, their academic performance is better and they are also more likely to complete their high school (Trends, 2015). Research done by Cooper (2000, in Jordan, 2001) confirms that parental support for senior children leads to achieving various and specific student success and therefore one could investigate how TVET college students feel about their parents supporting them to achieve specific and at times personal objectives. My

stance is that parents are involved in different aspects in their TVET children's education and by further investigating these involvements through the lens of the student, one can strengthen the support for TVET first time enrolled students. Secondly, I argue that by recognising the role of parents in the TVET sector their assistance in addressing the academic and social barriers that students face due to home backgrounds. This study thus aims to collect rich descriptions from a population that can best inform us on how students in the TVET sector are supported by their parents. Consequently, in doing so, this inquiry has the potential to minimise the gap that exists in literature that reports on parental involvements in the TVET college sector.

1.4 Research design and research methodology

Durkheim (1998) holds the view that research designs are the plans that guide the arrangement of conditions for the collection and the analysis of data in a manner that aims to combine relevance to the research purpose. Mouton (2000) speaks about research genre when the researcher has to make important decisions related to a design type to indicate how the study will be executed and how the findings will be put together. Mouton (2000) maintains the view that certain research designs best fit specific types of inquiries because these are tailored to answer the research question. For this specific study I chose a case study design. Stake (2004) defines a case study as an "investigation and analysis of a single or collective case, intended to capture the complexity of the object of the study" over a period of time. Baxter (2008) says that case study designs often assist with developing new theories on everyday-life issues. When you choose to do a case study you want to find out more about a phenomenon of interest on multiple facets (Baxter, 2008). Firstly, my decision for this specific design is that it best presents a process through which a wealth of data can be produced about how parents of TVET students support their children. Therefore, the case study design speaks to answering my research question. In addition, Henning (2012:31) adds the following:

Researchers select methods and genres that will not only suit the research question optimally, but will also indicate the reflexive knowledge of how language makes meaning, what role theory plays in the interpretation and understanding, and how ideology and politics manifest in the research.

Secondly, I selected a case study design because it is a method that engages the participants of the study in ways and at levels where, according to Merriam (2002:15) rich thick descriptions can be derived from this type of qualitative design.

The decision to embark on a qualitative study was largely influenced by the paradigm of the researcher. The nature of this inquiry lends itself to the adoption of an interpretive paradigm. Henning (2012) denotes that researchers that operate within an interpretivist framework make meaning and try to understand lived experiences. So, too, argues Daniels (Class notes, 2015) that in such a paradigm reality is socially constructed; thus there are multiple realities, as informed by people's unique experiences. I was interested in the views of students about how their parents are involved in their studies. The case study design could inform and give meaning as to how the students experience their parents' involvement in their academic journey. It can further be understood that knowledge about the parental involvement of these students will be explored and described in the context as it appears by employing a variety of data resources. Patton (2002:546) explains that the doing of qualitative research is not according to a set recipe; it involves understanding through doing. A qualitative inquirer makes use of a collection of "written or spoken language" and uses data collection tools such as observation, interviewing and documentation (Terre Blanche, 1998) to make known that which they are researching.

Thus, to create depth and meaning about the life experiences of TVET students related to how their parents support this particular student population, the researcher chose the case study, as the qualitative research methodology for this inquiry.

1.5 Population

Merriam (2002) explains that when selecting participants for research that they should be able to contribute meaningfully to the topic under exploration. I considered students studying at a campus of the College of Cape Town to be the best population to share their perceptions about their parents' involvement in their studies. As such, the aim was to collect data on the roles that their parents play and the opportunities that they create to improve their child's chances of success at the Technical Vocational Education and Training College.

The population for this study was restricted to five National Curriculum Vocational Level 2 students. These students are adolescent male and female students, between the ages of 16 –

28 years. The participants in this research inquiry were carefully sampled within the Office Administration and Generic Management NC(V) Level 2 programmes offered at the Gugulethu campus of the College of Cape Town. The students enrolled at the Gugulethu Campus come from diverse backgrounds. However, such students share common characteristics; they are all full-time enrolled students, aspire to complete the FET band at a TVET college and live in communities in and around the college that are often characterised as poverty stricken communities. A large population of TVET students live with their parents, family members or members of the community who stand in as parents. The researcher is of the opinion that understanding the unique parent-family context of such students will deepen the meaning of the personal and supportive role that the parent takes on to assist their TVET college child. In line with Baxter (2008) who maintains the view that when conducting qualitative research, the researcher interacts with the participants, my intentions were to engage with the participants to understand parent support from their perspective, and collect evidence of their own stories and personal experiences about how their parents have been involved in their first year of studies as TVET college students.

1.6 Ethical considerations when doing research

The researcher embarked on the study and agreed to conduct herself in an ethical manner. As such, I set out to do research at the Gugulethu Campus of the College of Cape Town. Though the researcher has authority and power as the Life Orientation lecturer of the participants, her authority did not coerce the participants into agreeing to participate in this study. Her primary focus was to capture the stories of the five participants in such a manner that the students' voices remain authentic. Once this was agreed upon, permission was sought for me to meet with the Level 2 classes [See Appendix(ces) A & B]. The process that I followed included a clear explanation of the focus of my research to all stake holders. I set up a meeting with the NC(V) Level 2 students to explain to them why people do research and what my research inquiry was about. The researcher invited the students to ask questions related to the aims of the study and what participation would mean. At the end of the session the researcher handed out an information pack to students who were interested in becoming participants in this qualitative study. They were informed that participation would be voluntarily and that they have the right to withdraw from the study. A follow-up session was scheduled with the participants who met the pre-determined criteria. The researcher then explained the process of consent and had them sign the consent forms. At this group session

the researcher discussed the timelines within which the data will be collected and together the researcher and the participants decided on the dates for the individual and group interviews. The five individual interviews were scheduled. I explained that the final exercise will consist of a mind-mapping activity to capitalise on the focus group perceptions of their parent-community-student involvements. All the data collection processes took place on the premises of the Gugulethu Campus, located on the corner of Steve Biko Drive and Ngumbu Street in Gugulethu, Western Cape.

1.7 Data collection methods

A variety of data collection methods were decided on, to obtain sufficient and trustworthy data on the participants' views of their parents' involvement in their success as TVET students, and the supportive nature of that involvement. The researcher decided that individual interviews would be the primary data collection method. The intention of conducting individual interviews was to capture the unique stories of parent support. Patton (2002:546) says:

Interviews as a data collection method give the interviewee the opportunity to provide in-depth, descriptive detail in their own words.

The second data collection tool was to engage the students in a visually-based activity. Each student had to compile a collage activity. Their task was mapping the activities that parents engage in, that benefit their participation as TVET students. Similar to the photo-novella approach, I then used their collages to gain more detail on their unique lives and the circumstances. The third method of data collection was a focus group discussion. The five students were given the opportunity to share their unique experiences, as supported by their collage and contribute meaningfully to the group discussion relating to issues of parental involvement, family, support, community and success. A focus group discussion is an opportunity to interact with the participants around themes or topics that arise from the data (Patton, 2005). Having all the participants present at one focus group session can allow for a diverse discussion and data collection that answers the research question. Patton (2002:546) highlights the following aspects of focus group discussions:

It is a group interview and not a problem-solving or decision-making session. (However), in a focus group participants get to hear each other's responses and make

additional comments beyond their own initial responses. (Further to that, a) focus group discussion is of high value to get quality data in a social context where people can consider their own views in the context of the views of others.

1.8 Analysing qualitative data

The process of data analysis involves transforming raw data into findings. In qualitative research there is no set formula to analyse data (Patton, 2005; Silverman in Denzin & Lincoln, 2004). However, the analysis of data starts after the transcription of the first interview. The researcher carefully evaluated the patterns that form in her raw data. She then organised the data into categories of meaning. Patton (2005) calls these patterns of meaning, themes. According to Daniels (Class notes, 2015) analysing qualitative data requires attention to detail, some level of creativity and the ability to see how the data answers the research question. This is a labour intensive process, but the reward of working with your own data improves the quality of your findings. Furthermore, it is an inductive process.

Baxter (2008) says that it is important that researchers derive at credible and trustworthy findings. The issue of data credibility in qualitative research requires that the researcher looks closely at how she has engaged with the data and how consistency is maintained in the research inquiry (Morrow, 2005). Lincoln and Guba, (2000 in Morrow, 2005:252) assert:

Credibility refers to the idea of maintaining consistency and the essence of internal credibility is how rigor is ensured and how we communicate to others that we have done so. (Consequently), credibility can be achieved by prolonged interaction with participants; persistent observation in the field; the use of debriefs; negative case analysis, researcher reflexivity; and participant checks. It is also enhanced by a thorough description of the data source and detailed descriptions of the participant experiences and the context within which the experiences occur.

As a strategy to account for credible and trustworthy research I provided a clear research question, decided on an appropriate design, and decided on three methods to collect data from multiple sources to triangulate data. This appears to be in line with Stake (in Denzin & Lincoln, 2012:442) who says that triangulation is in general the process of using multiple perceptions to clarify meaning, and being able to verify the repeatability of an interpretation or observation.

1.9 Clarifying the key concepts

Parental involvement

In the literature there are various terms used to describe parent involvement, namely parent support, parent participation, and parent partnership. In this study I used these terms interchangeably to refer to what could be associated with parental participation in the educational processes and experiences of their children.

Student

The Oxford Dictionary's definition of a student is a person that is studying at a university or college, (Hornby, 2012). In this study, a student will refer to young adolescent male or female in their first year of studies at a Technical and Vocational Education and Training (TVET) college.

Success

In this study success is not limited to completing NC(V) studies and graduating from the programme. Rather that, success is about future success and the processes of achieving one's personal and academic objectives. This notion is derived from Desforges and Abouchar (2003) that describe success as pupil's achievement and adjustment, influenced by people many processes and institutions. They (Desforges & Abouchar, 2003) acknowledge the role that parents, the broader family and other bodies such as churches and clubs fulfil in shaping children's progress towards meeting various educational outcomes and achieving fulfilment of citizenship.

Parent

In the context of this study the parent is an adult person who takes on a caregiving role towards his / her student / child. The term is used beyond the margin of biological parents. Parent is a generic term referring to the person(s) responsible for the caregiving and rising of the participant and that the student participant lives with such a person (USAID, 2013; Education, 2014).

1.10 Overview of the chapters

Chapter One serves as an introduction to the study. I provided a background to the problem and motivated where the study is located. Chapter Two is an exploration of the literature on parental involvement and is used to help frame the study and to shape the theoretical background for the study. This chapter follows the debate on the importance of parental involvement to achieve academic success. The chapter concludes by illustrating the limitation that exists in the modern literature and the need to do this specific study. Chapter Three introduces the research framework that guides her study. The chapter will give more detail about the research design and the research methodologies. An important aspect of this chapter is the ethical considerations that guide the research process. Chapter Four is an account of the data collected, and will depict a detailed organised presentation of the discussions and the analysis of the findings. Chapter Five is a presentation of the findings of the research. This chapter sketches the strengths and limitations of this study. The researcher concludes this chapter with recommendations based on her study and what she has learnt from doing this qualitative inquiry.

CHAPTER 2

LITERATURE STUDY

2.1 Introduction

In this chapter I present and discuss the literature that I reviewed and deemed relevant for shaping my theoretical framework for this study on parent involvement. The first issue that my review on parent involvement exposes is that there are various terms used to refer to it; such as parental support, parent participation, home-school connections and family school partnerships (Parikakou, Weissberg, & Redding, 2005). What these terms have in common though is that all these different terminologies refer to parents' engagement in the education of their children. Redding (2000) holds the view that it is not easy to define parental involvement due to the complexity of what is involved. Researchers like Patrikakou et.al. (2005) contends that it is also because research on the role of parental participation in children's education have not reached saturation yet.

Some studies have conceptualised parental involvement as parental participation in the educational processes and experiences of their children, (Jeynes, 2003; Hoover-Dempsey K. V., 1997; Fan, 2001). Others (Epstein (1995, 2001; Jeynes 2002, 2005, 2007; Desforges & Abouchar, 2003) refer to the multidimensional contributions that parents make to their children's education, beyond just helping with homework (Frome & Eccles, 1998; Reimers and Lareau 1999; Henderson & Map, 2002; Grant & Ray, 2010).

In this chapter, I start with an overview of research conducted over the last forty years on the extent of involving parents in their children's education. This is followed by a section in which I review the international literature on parent support and parental participation. I then contextualise my study by reviewing literature that reflects the pre- and post-Apartheid stances on education and how the role of parents was conceptualised. This chapter concludes with a section that explores school family partnerships and parental participation in other sectors of the South African education system.

2.2 An overview of literature on the role of parental involvement in their children's education

The international literature on parental involvement supports the view that parental participation at any stage of a child's life could potentially benefit their education (Henderson & Berla, 1994; Frome & Eccles, 1998; Reimers and Lareau 1999; Henderson & Map, 2002; Desforges & Abouchaar, 2003; Grant & Ray, 2010). Ratelle (2005) adds that parental participation takes on an array of supportive roles that parents assume to improve their children's academic goals. His study highlights the emotional supportive initiatives of parents as providing opportunities for children to achieve their study objectives. In a study with a similar focus, Hoover-Dempsey (1997) points to how parental involvement facilitates the development of self-efficacy and self-regulation in children. Much of Hoover-Dempsey's (1997 & 2005) research advocates that parents make conscious decisions to become involved in their children's education. Furthermore, his research proposed effective parental participation that involves parents in school-related activities at home, where they role model social acceptable skills in the home context.

Henderson and Berla (1994) criticise the lack of research that document successful collaborations between parents and educational institutions. This view is supported by the studies of Hornby (2000); Lueder (2000) and Pomerantz, Moorman and Litwack (2007), who report about the ways that parents support home-school-initiatives. Their literature portrays parental participation that happens within different contexts. It is my understanding, based on the literature explored, that parents employ different strategies and skills at different stages of their children's lives to assist with various school tasks. The extent to which parents become involved in issues of education is shaped by personal experiences, initiatives by the school and personal perceptions about shaping their child's future (Desforges, 2003; Jeynes, 2003; 2005; 2007; Patrikakou, 2005). For example, in a recent study conducted by Msila (2012), attention is drawn to the importance of involving parents of early adolescent and college students in their education. This study found that parent involvement led to better student attendance and higher retention rates. Retention in this sense refers to students who successfully completed a course or programme. This is similar to what Ratelle (2005) says about the effectiveness of involving parents with regard to developing student persistence. Ratelle (2005: 286) and Okeke (2014) motivate that education explores sustainable ways of

involving parents. Okeke (2014) cautions that parental involvement alone does not guarantee student success. He proposes involving parents in the academic affairs of children and he also places emphasis on the role of parents as collaborators of education (Okeke, 2014). A study conducted by Christenson and Sheridan (2001) speaks to the concerns of Okeke. Christenson and Sheridan (2001) provide four guidelines to assist with parental involvement. They propose that parental participation focus on family school networks. They also propose that both the school and home accept shared accountability for school success, and that there should be a continuum in initiatives between the family and school on matters that concern the students. Finally, they suggest that the partnerships should strive towards conditions that mediate student success.

What is clear from the reviewed literature is that parental involvement is a continuous process; it is difficult to define the parameters of how and when parents should be involved in their children's education. Moreover, parental support involves various levels and attempts that speak to parents' involvement and participation in their children's learning processes.

Epstein (1991, 1995, 2001, 2002 and 2004) has a specific typology that she developed on parent involvement. She categorises parental involvement as six different types of contributions and each has a specific focus. The types are parenting, communication, volunteering, learning at home, decision-making and collaborating with the community on issues of children's school(ing). Epstein's research work indicates an ecological framework of involving parents in issues of children's education. Epstein (1995, 2002 & 2004) recognises the role of the family and family members as valued agents of children's holistic development. It is my assumption based on Epstein's literature that there is no single setting of parental involvement; however, to achieve positive school outcomes partnerships are required between the multiple settings within which the child or student learning happens. This view will be defended throughout this research inquiry. In line with this, Patrikaou, Weissberg, Redding & Walberg (1992 & 2003) postulate that engaging parents purposefully assists children within different learning contexts to respond better to learning. Their research findings show that parental participation results in children's social, emotional and cognitive development. Furthermore, in their research inquiry, they explore ways to minimise the gap in literature that focuses on adolescent perceptions of their parental involvement.

The international literature includes many studies that have been done on the reasons and manner of involving parents in the education of their children (Cox, 2005; Desforges & Abouchaar, 2003; Fan & Chen, 2001, Henderson & Mapp, 2002; Jeynes, 2005, 2007; Pomerantz, Moorman & Litwack, 2007). These studies position parents as the primary educators of their children before they start with formal education (Cox, 2005). According to these studies, it is in the home where children learn (Hoover-Dempsey, 1997) and are equipped with the skills that prepare them for school (Desforges, 2003). Hoover-Dempsey's study (1997) found that parents were involved because it is part of their parental roles. They assist their children with schoolwork to help them meet various desired school outcomes. According to this study, parents in countries such as Japan and America spontaneously assisted their children with schoolwork because they possess the necessary skills and knowledge to help their children to achieve success (Holloway, 2008). However, this does not suggest that parents who are not educated do not support their children's education. Snell et al (2009:241) in a study on worker class Hispanic parents found that they engage in home activities such as assisting their children with homework, reading and making time to listen to their child(ren). What the literature shows is that parents reflect good and acceptable behaviour in various ways. Those showing children how to act responsibly by reminding and helping their children to do homework, to a great extent assist school and the curriculum expectations. Involved parents create stable home environments through continuous engagements with their children when they model, reinforce and instruct learning at home (Desforges & Abouchaar, 2003 & Fergusson, 2008).

Some strands of literature on this topic focus on how gender and family structures influence the child's educational processes. In a study conducted by Desforges (2003), emphasis is placed on the supportive role of fathers when engaging in the out-of-school activities of children. These activities include assisting with tasks that require building and repairing skills. This study also revealed that fathers of especially primary school children assist them with various technical and Information Communication Technology (ICT) related tasks (Desforges, 2003). According to Christenson and Godber (2005), a generalised perception continues to exist that mothers are primarily responsible for choosing a school and attending Teacher-Parent meetings. This narrow view of parental involvement overlooks the role of the involved father, as illustrated in the works of Desforges (2003). Moreover, Fergusson (2008) found that fathers are increasingly enquiring about the academic performance of their children. However, some research suggests that the extent to which a parent becomes

involved in children's education is not necessarily influenced by factors such as the parent's gender. In general, research (Hoover-Dempsey, 1997 and Shumow & Lomax, 2002) shows that parents engage with their children's education because they have positive perceptions about their own family-school abilities. These studies were conducted with both male and female participants.

Parents' involvement in their children's education shows that factors like social class, the level of education (especially of the mother), the marital status of the parent, and the family's cultural background are discourses that policy makers and teachers often ignore when they engage with parent support. (Ge, Conger, Lorenz & Simons, 1994; Mothata, 2000; Hoover-Dempsey, 2005; Holloway, 2008; Hornby, 2011; Mncube, Madikizela-Madiya & Mda, 2013). For example, Ge, Conger, Lorenz and Simons (1994) link the decrease in maternal parental involvement to economic hardships. The study points out that when mothers experience economic hardship, their children suffer too, and that their interaction with their child on issues of the child's schoolwork would be of a more punitive kind. Similarly, other studies (Hoover-Dempsey, 2005; Mothata, 2000 and McLoyd, 1997) have suggested that the challenges to parental involvement in societies characterised by low incomes and socio-economic hardships should be interpreted against challenges like maintaining family routines. Children in such families are often subjected to commands or instructions by their parents on the importance of becoming educated, even when such parent communities are not knowledgeable about the nature of the school work (McLoyd, 1997). McLoyd (1997) points out such parents' indirect involvement in their children's education and how they serve as emotional resources.

Parent support as discussed in the literature is often perceived of as support provided to younger children who are in need of guidance. Limited research exists on vulnerable, older learner populations such as the TVET student. Ratelle's research (2005) addresses how children need their parents as an important catalyst for them to achieve various academic outcomes. These involvements include listening to the child and affirming beliefs such as his/her uniqueness and valuing the child's perspective. Ratelle (2005:286) equates parental involvement to an emotional deposit that encourages children to "think independently, respond positively and in return, this assists the adolescent child to make appropriate choices". Parental involvement thus does not decline as the child grows older (Mc Loyd

1997); rather, it undergoes a transition to support the student / child to promote competence and autonomy (Ratelle, 2005).

Miscellaneous studies conducted with primary and middle school students on the role and influence of parental support show that parents respond positively to invitations and when they are given specific tasks in their children's education (Hoover-Dempsey 1997; 2005; Gutman & McLoyd, 2000; Sheldon 2002 and Desland, 2005; Hornby 2011). Such studies speak to direct parental participation and that this has a greater impact on the academic achievement of the child. Additionally, the adolescent child benefits from a supportive parent who inquires about specific opportunities where the parents can be involved. An illustration of this is a study conducted by Sheldon and Epstein (2005) who says specific activities of parent-family school involvement contributes to greater academic successes for both early and late adolescent students.

2.3 Parental support and the South African context

The South African Education Department clearly recognises the involvement of parents in their children's education. According to Fataar (2010), South African education is characterised by complexities of formulation and policy implementation. Policies such as White Paper 6 (2001) and the South African Schools Act 108 of 1996 (2014) are supportive documents for teachers and educationalists. These policy documents remind parents of their constitutional duty to be involved in the support and academic affairs of their children. It speaks to the parent as a valued partner in transforming school communities to reach democratic transformation (DOE, 1996) and improving barriers to learning. Fataar (2010) recognises efforts to redress the injustices of South Africa education. Transformative educational policies have to be interpreted alongside post-Apartheid literature that documents the shift from exclusive education for a minority population to an education system that aims to reflect access and equality to all South Africans (Mda, 2000). Mda (2000) argues that the debate of involving parents is part of the inclusion debate. Fataar (2010) holds strong views about the position of parents in South African schools. In his literature he expresses concerns relating to parental involvement beyond the boundaries of serving on School Governing Bodies (SGB). Msila (2012) contends that the focus should be on partnerships, training, support and collaborating efforts from the school, the parent and the community to promote school successes.

The Manual for Student Support Services of TVET colleges (DHET, 2009) recognises the importance of involving parents to achieve various student outcomes. This policy document dedicates a complete chapter (Chapter 12) to parental participation and highlights four key aspects of collaboration, specifying roles where parents should be involved. These attempts to involve parents refer to involvement during the enrolment and registration process, academic progress of the child, creating opportunities for parents in (extra curriculum) college activities and also finding ways to effectively communicate with parents and families on issues that keep them informed about their child's progress.

2.3.1 Parental involvement in transforming the South African education

In post 1994 literature, much focus was placed on the value of transforming South Africa's education, specifically redressing the injustices through the education system (Nzimande, 2012 & Department of Basic Education, 2014). According to Blade Nzimande, the minister of Higher Education (2012), the transformation agenda should reflect the objectives of the Freedom Charter (1995-2005). The fundamental principles of the Freedom Charter (1995-2005) are based on the notion that South Africa belongs to all of its citizens and that everyone should be treated equally. In addition, this document proposes an alternative to societies and keeping educational institutions accountable for advancing (young) people's chances of success. Equally, the Green Paper for Post-School Education and Training (2012) promotes the importance of training, employment and income generating opportunities for people living in previously marginalised societies. Here, too, the role of the parent as equal partner in addressing barriers to students' learning is emphasised.

In line with the above mentioned, the South African National Development Plan foresees that there will be greater access to quality education and training opportunities by 2030. In response to this, Dr. Nzimande (Budget Speech 2016) says that the education and training sector should take up their responsibility in building inclusive societies. His appeal is for an educational system that aims to integrate and co-ordinate post school education and training alternatives for young and older people across South Africa. With this invitation, Nzimande reminds TVET colleges of their constitutional duty of providing educational opportunities that are at the centre of skills delivery and that this type of service delivery should support the South African economy in reducing unemployment and improving the livelihoods of millions of South Africans. Jetsiri (2016) holds the view that TVET colleges in South Africa do not

operate independently from the communities that they serve. His views are that the challenges faced in this education sector requires concerted efforts from all stakeholders to find working solutions. Such efforts include the undertaking of research inquiries and building stronger networks with communities. My contribution to this is that contemporary case studies of parental involvement should be documented and that these narratives should guide the reader to provide evidence of the role and the position of parents within the South African educational milieu.

In the South African literature there is a body of research that focuses on partnerships between parents and educational institutions (Reimers & Lareau, 1999; Nojaja, 2009; Fataar, 2010; Matshe, 2014 and Joorst (2013). In the literature of Nojaja (2009), in reference to the notion of educational success, the focus has shifted to building partnerships through positive parent participation. This is based on the assumption that collaboration between the child's home and school environment improves educational outcomes. Msila and May (2012) also note that effective school governance is reflected in a positive academic culture that supports the participation of learners, parents and the community. Reimers & Lareau (1999), Matshe (2014) and Joorst (2013) construct ideas that both the school and children can benefit from involving family-home networks. In his dissertation Joorst (2013) reports how little is known about what youth do to overcome barriers to their education. He says;

Wat minder bekend is, is die uitdagings wat werkersklas-leerders en ouers op 'n daaglikse basis moet trotseer soos hulle probeer om deur die verskillende leefruimtes van hul ouerhuise, gemeenskappe en skole te navigeer in die nastrewing van hul (en kinders se) opvoedkundige aspirasies (Joorst, 2013:3).

It is my understanding, based on what Joorst (2013) reported that children in low socio-economic communities, infected and affected by issues relating to HIV and AIDS, need their parents' guidance and emotional deposits to develop resilience towards the very same barriers that influence their chances of success. This, too, corresponds with what Yosso (2015) calls emotional and cultural deposits. Yosso (2015) says people in communities of colour are possessor of cultural knowledge, skills, abilities and contacts that are often overlook and if such cultural and aspirational wealth are properly employed, the academic and social outcomes of children will significantly change. However, an earlier study conducted by

Reimers (1999), draws parallels between education and poverty. Reimers's (1999) views are that schools that face challenges such as being located in the poorest of the poor communities where parents are often unemployed and where schools are often labelled as "non-performing schools". His findings relating to low academic expectations for students in low-socio economic communities include that learners are products of a marginalised education system that have never dealt with the issue of learner-parent and community involvement. I challenge the notion that children living in blue collar communities lack sufficient skills and knowledge and are unable to be academically successful. In line with my research aim, one that explores narratives of how parents and members of low socio-economic communities' partner with a TVET college in Gugulethu, Reimers and Lareau (1999) argue that children's cultural capital is a direct product of interaction between school and levels of education at home. The study of Reimers and Lareau (1999) reproduces the findings that poverty engenders low expectations and these are passed on from one generation to another. However, for such student populations an opportunity to study increases both their and their family's chances of success (Education, 2014). An important aspect highlighted by Msila and May (2012) and Fataar (2010) is the complexities in the history of involving parents in children's education. This view is supported by Joorst (2013) who refer to the multiple types of parental involvement in a diverse country such as South Africa. Joorst (2013) proposes that research and educational resources should address the stories of how parents (some of whom live in the poorest of the poor communities on the Cape Flats) provide shared experiences of parental and community participation. What these views have in common is that they advocate the involvement of parents, family connectedness as valued partners to achieve goals such as transformation and equal opportunities through better access to education.

2.4. Summary

In this chapter I reviewed the literature in order to understand the role of parental involvement in children's education. The literature revealed that there are different understandings of parent support and what it entails. Parental involvement includes an array of supportive attempts that parents employ at different stages in their children's lives. In addition, the literature revealed that involved parents create stable environments for their children to learn and achieve their goals. Despite widespread acknowledgements of the

importance of involving parents in the education of their children, there appears to be a gap in South African research on parental support of their college-going children.

In the next chapter I discuss the conceptual framework within which this study was undertaken. I provide the research methodology for collecting and analysing the data as well as the ethical considerations involved when doing a qualitative research inquiry.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter acquaints the reader with the research design and research methodology of this research inquiry. In this chapter, I present a discussion of the theoretical foundation within which the study is located, I too explain how the data collection was undertaken, the process of data interpretation, data credibility and trustworthiness and the ethical processes that were followed. This qualitative inquiry sought to gain insights into Technical and Vocational Education and Training college students' views on the role of their parents' involvements in their studies. Consequently, in this chapter a most suitable design and methodology is discussed to facilitate narratives that can answer the primary research question, that being:

To what extent is the parents of the five NC(V) level 2 students' involved in their first year of studies at a TVET college in Gugulethu, in the Western Cape.

Daniels (2004) describes qualitative studies as a process of constructing realities through people's own descriptions of their experiences. Patton (2002) too explains that qualitative inquiries present the researcher with the opportunity to see what the world has to show. It also allows the onlooker, the researcher and the participant an opportunity to process what such a world means.

Qualitative enquiries engage a different way of studying humans (Cope, 2014). When doing a qualitative study, the researcher reports on the thoughts, experiences and feelings of individuals. Qualitative studies are generally small in sample size, because of the depth of the research on the phenomenon. The qualitative researcher intends to provide an understanding of how individuals interact with their social worlds (Merriam, 2009), and describes "a phenomenon that leads to theory development" (Vishnevsky, 2004). In this particular study the researcher attempts to understand "how" and "why" parents of TVET students support their children's chances of academic and personal success. The researcher decided to choose an engaging process of answering the research question. Further that, the methodology had to be in line with the study methods and selecting the participants should be guided by the need to answer the research question. Denzin and Lincoln (2008:4),

explanations of what qualitative research involved presented the foundation to conducting this study as:

a combination of multiple methodological practices, empirical materials, perspectives and observers in a single study (to) best (understand).

Consequently, after deciding on qualitative research, my research paradigm, I had to consider possible designs that would best suit my qualitative research inquiry. I had to carefully think how my chosen methodology would exert credibility and trustworthiness. The chosen design had to allow me to study the process in a natural setting where I could process and engage with the participants and where the data could enact meaning. Silverman's (2004) motivation of qualitative methodologies is that it allows the researcher the opportunity to understand the context of participant's lives, what happens to them and how they form perceptions around the research issue.

The eco-systemic approach which forms the foundation of this study recognises that individual behaviour is determined by multiple influences. The influences also known as spheres range from direct relationships that the child (student) has with the family (caregiver) to more indirect influences such as policies relating to school governance and socio-economic issues. Such influences may impact positive or negative on the student and increase the potential for risk or to offer protection (Bronfenbrenner, 2000). The relationships that this study explores is that of the NC(V) Level 2 student that are influenced by proximal processes and relationships from parent (s), the broader communities and issues relating to student-life at one Technical Vocational Education and Training (TVET) College in Gugulethu in the Western Cape. Thus for a model that supports such subjective yet in depth personal experiences the researcher located the study in the interpretivist paradigm a conceptual framework that accommodates for participants' lives to be unique and influenced by their own engagements with the world. This paradigm too acknowledges multiple realities.

I decided on the case study methodology because it is; a method that is descriptive; allows me to be in the research field to investigate phenomena within its real-life context (Denzin, 2008) and produce rich thick data to advance insight on the phenomenon being studied. So with a broad plan in mind, I embarked on a case study undertaken within the interpretivist paradigm to what Cope (2014) calls deeper understanding into five student assumptions of parental involvement in the TVET sector.

3.2 Research context, sampling and access

3.2.1 The research context

Cope (2014) notes that researchers should provide sufficient information on the context within which a specific study aims to report or make meaning of a phenomenon under investigation. In the interpretive paradigm, the qualitative researcher researches what exists, what makes up reality (ontologies), aspects of what we know, how we know (epistemology) and using appropriate methodologies to answer the research question. Often the researcher has to move between different contexts and overarching philosophies towards making the relationship understandable (Denzin & Lincoln, 2008). Cope (2014) suggests finding an appropriate way to describe, best reveal and report on a social phenomenon that adds to the effectiveness of qualitative approaches. They (Cope, 2014; Denzin & Lincoln, 2008; Lincoln & Guba 2000) confirm that readers of qualitative research should be able to appreciate the study for what it means in a specific context.

The context of this research inquiry is a technical and vocational education and training (TVET) college on the Cape Flats. According to Government Gazette (2006) provide TVET colleges programme-based vocational and occupational training opportunities to; transform and restructure human resources, redress economic and development needs to persons who have been previously marginalised from educational opportunities within the Republic of South Africa. In line with addressing National legislation relating to the educational needs of previously disadvantaged people, expect national government greater accountability from the executive management of TVET colleges, the staff, the TVET student, parent and the TVET college community. The expectation is that TVET colleges provide:

“Optimal opportunities for learning, the creation of knowledge and the development of intermediate to high level skills in keeping with international standards of academic and technical quality” (Government Gazette, 2006:3).

The College of Cape Town has a Business campus in Gugulethu that provides study opportunities to complete matric and post-matric qualifications. The Vocational programme is aimed at people who do not have a Grade12 certificate and Report 191 (also known as NATED studies) is for people who have completed matric. The five participants in my study follow the National Curriculum Vocational programme, which is an alternative route from the formal matriculation route, to complete the Further Education and Training band. The

Gugulethu Campus is one of the College of Cape Town's busiest campuses and in 2015, 288 students were enrolled in the nine Level 2 classes. The minimum requirement to get acceptance into the Generic Management and Office Administration NC(V) programmes is a completed Grade 9 certificate and such a person should be at least sixteen years of age. Though many of the students studying at the Gugulethu Campus are still of high school age, there are also adult's students. The students at this particular campus come from communities such as Blue Downs, Hout Bay, Khayelitsha, Mfuleni, Nyanga and Mitchell's Plain. Those who migrated from other parts of the country live with guardians in areas around the TVET College. The Student Support Officer report (2016) shows Gugulethu students experience challenges relating to getting to campus (on time), language barriers, and single parent homes, being infected and affected by HIV and Aids or have adult responsibilities due to their life circumstances. However, archival evidence also indicates that the majority of the NC(V) students at this particular campus benefit from various national and private bursaries.

3.2.2. Sampling of the research population

Purposeful sampling is considered to be a form of non-probability sampling in which the decisions concerning the individual to be included in the sample are taken by the researcher based on a variety of criteria, (SAGE Dictionary of Social Research Methods, 2006). I delimited my study to students who are enrolled for a particular programme, and purposively sampled within that programme. Purposive sampling methods are associated with qualitative research inquiries. Maxwell (2005:88) defines purposive sampling as a:

Strategy within which particular settings, persons or activities are deliberately selected to provide information that cannot be gotten from other choices.

The criteria for selection were;

- a) The TVET student had to live at home with a parent or guardian;
- b) The student had to be enrolled in either the Generic Management or Office Administration Level 2 programme; and
- c) The student had to be enrolled at the Gugulethu Campus of the College of Cape Town.

The sample consisted of five NC(V) Level 2 students.

3.2.3 How access to the participants were negotiated

I invited all students enrolled in the two full time NC(V) programmes, as potential participants, to attend an information session where I explained the aims and goals of the study to them. I then explained what participation would involve and created opportunities for them to ask questions and gain clarity on the study's goals. I then explained what they could expect from me, should they agree to participate in the study. I wanted them to make informed decisions about their participation. Though ten students showed an interest in the study I decided on the five students that best fit the predetermined criteria. These five students then had to take home and study the information pack that I had prepared [See Appendix E for participant research information and assent form]. All the participants gave their consent even though one was not of consenting age. For this minor to participate in the study, consent was negotiated directly with his parents [See Appendix D for consent form]. All the parents of the five participants were informed about the nature of the study through written communication too. I determined beforehand that their parents were literate in English or/and Afrikaans. This facilitated that some communication with them could be done via correspondence. All the participants' parents gave written consent for their child/ward to participate in the study.

3.3 Research design

Research designs are the plans that stipulate the appropriate methodology, techniques of data collection and data analysis that the researcher has decided on (Daniels, 2004). In her class lectures, Daniels (2015) says doing a research inquiry involves planning how you are going to get from where you are to that which you want to accomplish. Qualitative research involves choosing the appropriate design and data collection methods to generate new knowledge. When conducting qualitative research, the researcher has to show what Cope (2014:89) calls "trails of evidence". For me, this meant careful thinking about the design and methods that could generate valid data to answer the research questions that this inquiry posed. According to Denzin and Lincoln (2008) qualitative researchers do not just collect hard evidence; they study cases, interview and use descriptive methodologies to show what the world looks like for the participants in their study. As such, qualitative researchers do not favour a particular methodology or a specific method, and are flexible in their design

decisions. Henning (2012) maintains the view that methodological reasoning is when the researcher thinks wisely about different methods and the tradition of doing research.

3.3.1 Case Study

Yin (2008, in Merriam, 2010:40) defines the case study as “an empirical inquiry that investigates a contemporary phenomenon in depth and within its real life context”. There are two different approaches to the case study design. The one argued by Stake (2005) and Merriam (2009) is located in the social constructivist paradigm, whereas Yin (2009), Flyvbjerg (2011) and Eisenhardt (1989) take on a post constructivist positioning. Merriam (2010:54) says case study design in education require:

Little or no preparation. The case study genre is not a sort of catch-all category for research that is not a survey or an experiment nor is it statistical in nature. A case study design is chosen to gain an in-depth understanding of the situation and the meaning for those involved.

My justification for choosing a case study design emanates from my interpretivist stance that the case study design allows me to deconstruct and then reconstruct the social phenomena under investigation (Yin, 2003). Aspects often associated with case study design include that the case in itself can be a case of complexities, data is obtained through various data sources and that the different perceptions “spell out (the) different interpretations” that people attach to the phenomena of personal interest (Baxter, 2004). Denzin and Lincoln (2004:436) say case studies are chosen because they lead to better understanding and in many cases, to better theorising. Case study design is firstly about understanding, then it involves the process of relationships. For Denzin (2004), case study design allows the researcher to study the process of how, where, when and why things happen.

The literature highlights many advantages of using case study design. According to Merriam (1999), Stake (1995) and Yin (2009) considerable value can be derived from using rigorous case study approaches. Such benefits include the connectedness of the researcher and the research process (Rule & John, 2017), and that the case is both a process of inquiry and a product of the inquiry (Denzin & Lincoln, 2008). Baxter and Jack (2008) praise the flexibility and rigor of case study design, and its facilitation of theory development. There is however also criticism about the case study design. Yin (2009) and others (Stake, 1995;

2004; Merriam 1999) in their discussions on what are seen as weaknesses of the design, ascribe it to the misperceptions that researchers have about case study as design. The criticisms include:

- (1) Theoretical knowledge being seen as of more value than practical knowledge;
- (2) That sound assumptions cannot be derived from a single case study and thus the difficulty to derive scientific meaning;
- (3) The case is a case of generating knowledge while other methods also test hypothesis and theory formulation;
- (4) Case study designs are subjective towards verification;
- (5) The case study design only revealing complexities located in issues of the bounded (ness) of the case.

In response to such misperceptions, Yin (2009) and Stake (2004) point out the interconnectedness that exists between the researcher and the participant, as strength of the case study. Proponents of case study design have argued such collaboration enables the participant to share views and experiences of a bounded reality and consequently better the understanding of the participant's experiences and actions in a particular context. Patton (2002)'s viewpoint is that case the essence of what is happening and not so much reporting and proving the case. As Creswell (2011:73) explains:

(the) Contemporary bounded system, also known as a case of multiple cases, is a design that allows the researcher to explore real life situations to provide insight into the phenomenon.

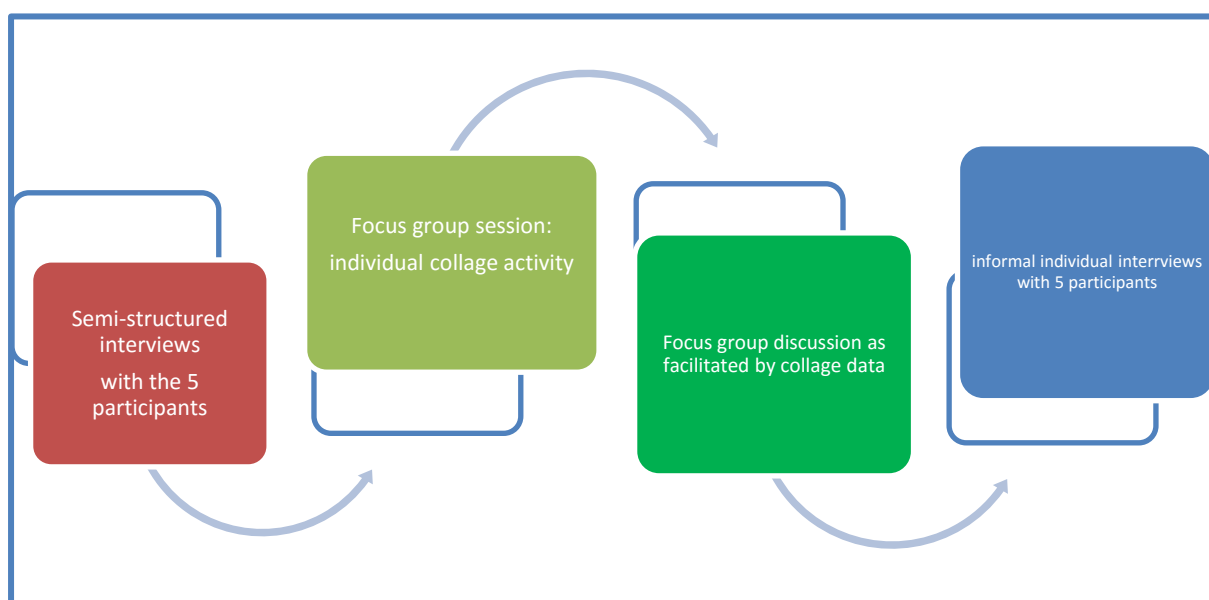
Baxter and Jack (2008) suggest that researchers who decide on case study design have a sincere interest in understanding the case. Their interest into the case is not rooted in a particular trait or problem but the totality of the phenomena itself (Baxter & Jack, 2008). This corresponds with Stake (2004: 437) who maintains the view:

(Intrinsic) case study is undertaken because first(ly) and last(ly), the researcher wants to better understanding... it is not undertaken primarily because it illustrates a particular trait or problem, but because, in all its particularity and ordinariness, the case itself is of interest.

3.4 Data collection methods

My data collection methods were semi-structured interviews and a focus group discussion that was guided by a set of open ended questions. The third data collection method was a visual based approach in which students were tasked to make a collage and present it in the focus group discussion. The collage activity was to give the participants the opportunity to reflect on the supportive role that their parents played during their first year of studying at a TVET college. The decision to use these data collection methods was guided by the qualitative paradigm of affording the participant the opportunity to respond in their own words and share their unique, personal experiences (Daniels, 2006; Patton, 2002).

The graphic below, figure 3.1 represents the data collection methods and the flow of that process.



The decision to use these data collection methods was guided by the interpretivist paradigm of affording the participant the opportunity to respond in their own words and share their unique, personal experiences Patton (2002). Denzin and Lincoln's (2008) analogy of quilt making best describe my process of selecting suitable methods for this specific case study. According to them the quilter, in this case the qualitative researcher, stitches, edits and puts together pieces of data to create a picture that captures the participants' subjective meanings of parent support. All the data collected during the data collection sessions depicted in graphic 3.1 were accounted for as components that fit together like the pieces of a quilt.

3.4.1 Interviewing

Patton (2002) asserts that interviews are used to find out what is on someone's mind. The individual interview is often perceived as an active interaction between two people intended to negotiate text (Denzin, 2008). I chose interviewing as a data collection method as it allowed me to gain first-hand information on the issue of parent support, from the participants. This method allowed me to pose questions that facilitated their telling of their stories. I could probe their answers to facilitate their sharing of rich descriptions of how they are supported by their parents. Daniels (Class notes, 2015) asserts that interviewing is a useful data collection method to find out that which cannot be observed. Denzin and Lincoln (2004) state that the asking of questions and getting answers is a powerful way of understanding human behaviour. Patton (2002) and Merriam (2009) suggest asking six types of questions to conduct successful individual and group interviews. They propose posing questions that are grounded in experience, opinion, feeling, and knowledge, sensory and demographic information. Patton (2002) suggests starting interviews with non-controversial questions like present behaviour and experience type of questions stimulate descriptions, whereas demographic questions can somewhat leave the interviewee uncomfortable. Opinion-based questions are rooted in understanding the cognitive value that people attach to a specific setting (Patton, 2002). His (Patton, 2005:354) views on open ended questions is that:

The truly open-ended question does not presuppose which dimensions of feelings; analysis or thoughts will be salient for the interviewee. The truly open-ended question allows the person being interviewed to select from among that person's full repertoire of possible responses.

The participants in my research inquiry were interviewed over a period of two months. I established beforehand that the participants were comfortable with communicating in English. The interview guide consisted of understandable language to provoke the participants into generating descriptions and sharing their opinions. Despite having a broad plan on how to collect data, I still had to develop my competency in conducting qualitative interviews. I found the predetermined themes of the interview guide useful for staying on track and exploring the same issues with all interviewees [See Appendix F for structured interview guide]. I came to the realization that at times I had to probe their responses to deepen the quality of the responses. I was comforted by the knowledge that qualitative

research encourages flexibility and that there is no one absolute way to conduct the qualitative interviews. The audit trail that I leave through the descriptions of the process and my transcripts allows the reader to gain insight into these processes followed. These processes include encouraging the participants to provide their responses in the study in descriptive language, listening and observing, asking open-ended questions, probing for detail and beginning the analysis as soon as data was available.

3.4.2 Focus group discussions

Group interviews are a common data collection method used in qualitative studies (Denzin & Lincoln, 2004). This is intended to systematically stimulate conversation about a specific issue. At the start of the focus group discussion each participant had to introduce themselves and speak for ten minutes about their family-school involvements. Thereafter the researcher directed the discussion on parent support. The goal was to gain individual and collective insights related to the phenomenon and to facilitate their recall of specific incidents of parental involvement. To facilitate the discussion, I engaged them in an activity. They were asked to individually produce a collage that reflected their personal experiences of parental involvement. They were encouraged to reflect on the strengths as well as barriers that their parents' involvement posed to their education. The researcher anticipated that such an activity would provide insights into the socio-economic and cultural contexts within which parental involvement occur. I also expected this additional method of data collection to validate data that was collected during the semi-structured interviews. Applying multiple methods of data collection enhances the trustworthiness of research findings and strengthens the specific meanings that the participants attach to that which was already said. Denzin and Lincoln (2004:652) highlight the following benefits of focus group interviews:

This method is relatively inexpensive to conduct and often produces rich thick data that are accumulative and elaborative; they can be stimulating for respondents, aiding recall; and the format is flexible.

Denzin and Lincoln's (2004) viewpoint on focus group interviews are that it presents the window to the crystallization of data itself. In chapter four such windows into student perceptions of parental involvement at the Gugulethu TVET College is quilted.

3.4.3 Collage activity

Emmison (in Silverman, 2004:250) defines visual inquiry as the study of that which is seen and observable. The collage as a visual tool provided the participants in my study the opportunity to engage creatively and reflect critically on their own views of how their parents show involvement in their education (Burke, 2011). Henning (2012) says that visual base activities are patterns of meaning. Denzin and Lincoln (2004: 636) contend that:

Every image tells a story, but visual narratives attempt to tell the stories of a culture, of individuals and of institutions, and their interrelationships... often such materials are made to refer to or evoke metaphorically. it provides others against which the analyst's own experience of the world can be evaluated against and enlarged... We need to learn how to experiment with visual and non-visual ways of thinking. We need to develop a critical, visual sensibility that will allow us to bring the gendered material world into play in critically different ways (as so to) understand more fully the truth that holds these worlds together.

I approached the collage activity as a methodological approach to explore what generalisations can be derived from their individual experiences.

During the focus group session, the participants were informed that they need to participate in the collage activity. The aim was for them to reflect on and give meaning to the role of parental involvement. Their product was in the form of visuals, cut-outs and quotes from magazines and text that they illustrated on an A3 or A4 size sheet of paper. The participants were given various materials such as magazines, colour pens, crayons, scissors and glue to assist them in putting their thoughts on paper. These individual collages were afterwards used to facilitate the focus group discussion on parental involvement.

3.5 Data analysis

Denzin and Lincoln (2000) argue that qualitative data analysis is a creative process of making meaning. I chose content analysis as an all-inclusive and interpretive method to analyse the different segments of the data. According to Ryan and Bernard (in Denzin & Lincoln (2004: 780) content analysis is:

Any type of qualitative data reduction technique that facilitates sense making...The researcher systematically looks at the data and identifies core consistencies, special messages as they thematically appear.... The researcher can produce a matrix by applying a set of codes to a set of qualitative data, including written text as well as audio and video media... Once the researcher has selected a sample of text, the next step in classical content analysis is to code each unit for each of the themes or variables in the codebook.

Analysing people's perceptions, words or phrases happened inductively. I conducted interviews, then practised reviewing, highlighting of data for emerging open codes and correlating themes. Coding is the essence of whole text analysis. Rayn et al. (in Denzin & Lincoln, 2004: 784) argue that:

Coding forces the researcher to make decisions about the meanings hidden in blocks of text. (They) fundamentally propose identifying themes, building code books, marking text, constructing relationships and testing the relationship against empirical data.

Throughout the process of analysis as the qualitative researcher, I remained close to the data in the sense that after I transcribed the data I started with a process called open coding. Creswell (2009) says open coding helps the analyst to get a global impression of what is going on. According to, Henning (2012), the more that the researcher engages with the data, the better she becomes with labelling meaning. This too is echoed by Daniels (2004) who suggests that systemising data can be overwhelming if you, the novice researcher, has not read up on the phenomenon and does not ask questions to decide how the data fits. In this study the data that was analysed consisted of semi-structured and focus group interview transcripts, the field notes and the collage activities data.

3.6 Ethical considerations

According to Daniels (2004) when the novice researcher conducts research that is defined by good ethical norms, it benefits their future access to research opportunities. The qualitative researcher always attempts to embark on a study that is grounded by good ethical and trustworthy decision-making. My goal was that the case study reports and reflects credible principles, produces sufficient evidence and reflects how the participants were informed

about their engagement in the research process. I communicated relevant information about the aims of the study, investment of time, the rights of the participant and issues related to confidentiality and trust at various stages of the process before Stake (2004) says:

Along with much qualitative work, case study researchers share an intense interest in personal views and circumstances. Those whose lives and expressions are portrayed risk exposure and embarrassment, as well as loss of standing and self-esteem. Something of a contract exists between the researcher and the researched, a disclosing and protective covenant, usually informal but not silent (Stake in Denzin & Lincoln, 2004; 447).

The study was undertaken with the consent of all the participants of this study. The minor's parents consented on his behalf after his assent was given. The process was preceded by my discussion of issues around confidentiality and the setting of ground rules for participation that were mutually agreed on. Four of the five participants consented to have their real identity revealed. I gave heed to their requests as I did not see how knowledge about their identities could pose any risk to these individuals in their personal lives. The five participants were given access to their transcribed interviews and approved my version as true of what they said during the interview.

Stake (2004) says that qualitative researchers should always conduct themselves in the highest ethical manner. He depicts a trust-relationship that has to exist between the researcher and the researched. Stake (2004) compares the researcher relationship to that of a guest in someone else's private space. The following graphic depicts the benefits of conducting good ethical norms when conducting research.

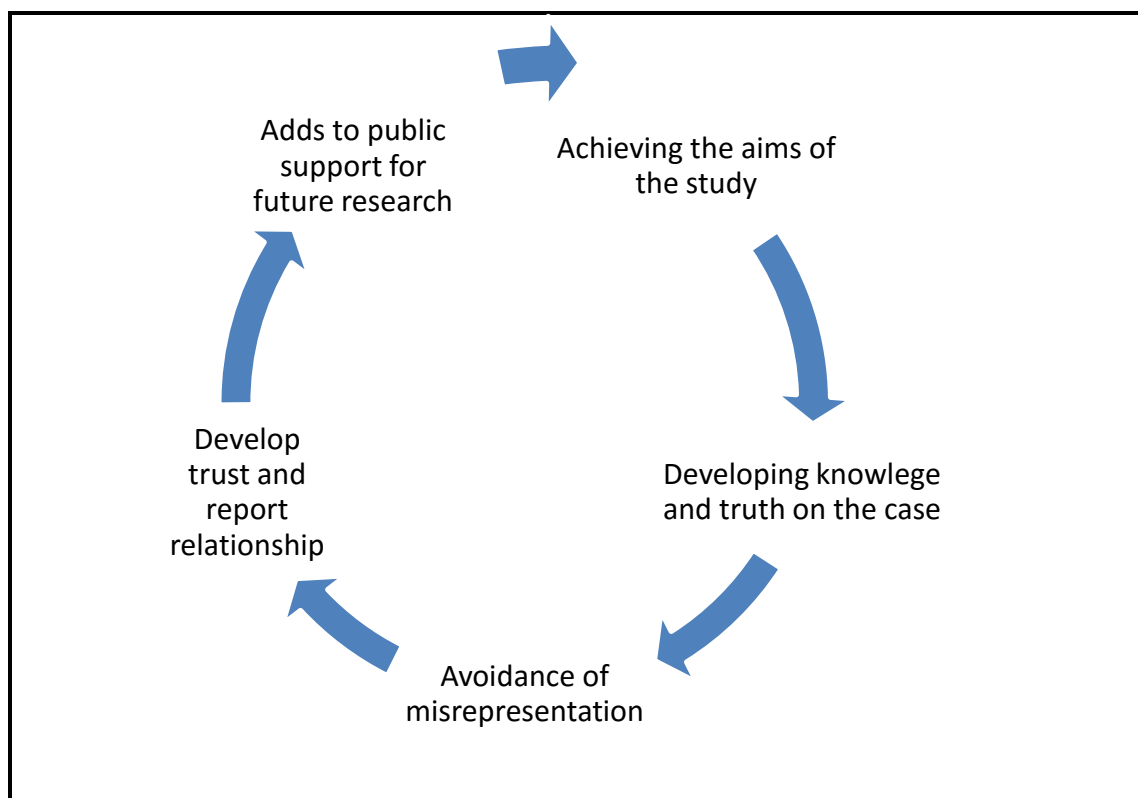


Figure 3.2: Reasons for good ethical behaviour when conducting qualitative research based on Daniels (Class notes, 2015)

3.7 Credibility and trustworthiness

Rallis and Rossman (2009) define trustworthiness as maintaining a set of standards that demonstrates that a study has been conducted competently and ethically. According to Patton (2005), the trustworthiness of research depends a great deal on the insights and conceptual capabilities of producing creative and rigorous data in a systematic way. Conducting credible and trustworthy research paves the way for future research. For Lincoln and Guba (1989) a trustworthy study is worth paying attention to, and worth taking account of. A credible qualitative study is about the different ways that the researcher describes and reports on the realities and views of the participants. In doing so, the researcher in this study collected data from multiple sources and through multiple methods over a 3-month period in 2016. My data reflects what can be learnt from participants, how I learnt and how the participants interacted (Rallis & Rossman, 2009). I ensured credibility by triangulating the data sources. This involved comparing and consistently member checking the information at different levels. I heeded Rossman and Wilson's (1994) critique about the challenge of narrowness of data

collected from one source, by using multiple sources. My method of data triangulation is grounded in the following four guidelines of Patton (2005); Rallis and Rossman (2009):

1. Comparing and verifying observational data with interview data;
2. Comparing what the participants said in the focus group discussion – to what is said in the individual interviews;
3. Checking the consistency of what participants say throughout the data collection process; and
4. Engaging the students as co-researchers in narratives and descriptions of parental involvement in the TVET sector.

Other ways that the credibility of the qualitative study was enhanced, was through rigorous preparation, inflexibility and uniformity in the data handling process. So with the help of my supervisor I at different times made sure that I paid careful attention to the accuracy of the data, remained within the conceptual framework, and collected thick descriptions evidence for a clear picture to emerge of how five TVET students at this college in Gugulethu reflected on their parental involvement(s).

3.8. Summary

In this chapter, I introduced the research design. I described the methodology and methods that I used to conduct this case study, and defended my decisions about the suitability of the design and how I assured the trustworthiness. In the following chapter, I present the data and the themes that emerged from it.

CHAPTER 4

PRESENTING THE DATA AND THE RESEARCH FINDINGS

4.1 Introduction

The aim of this research was to explore five TVET students' perceptions and experiences of their parents' involvement in their studies. The design for the research was a case study. In this chapter I present the data that was collected. The chapter starts off with an introduction to orientate the reader to the context within which the research happened. This is followed by a presentation of the demographic details of the research population. I then explain the process of analysis that I subjected the data to, followed by the categories that emerged from it. The rest of the chapter is devoted to the presentation of the data in ways that facilitate meaning making and discussion.

4.2 The Technical and Vocational Education and Training College (TVET) as a research context

The research was conducted at the Gugulethu campus of the College of Cape Town. This college is situated in the Western Cape, South Africa, and is considered one of the Department of Higher Education's busiest TVET colleges. I navigated many challenges with access and was granted permission to conduct research six months after starting the process [See Appendix B, for the signed form to conduct research at College of Cape Town]. The targeted population for the study were the seven NCV Level two classes at the Gugulethu campus. I purposively sampled 5 students to participate in this study. The sample size for a qualitative study is small as the intention is not to generalise findings; rather it is to gain insights into the phenomenon. That is why it was important that the five NCV Level 2 students that were selected had to be information rich subjects. The criteria of inclusion in the research inquiry were that they had to be fulltime enrolled NCV Level 2 students at this specific campus; that they lived with their parents and that they were successful in their study programme. As a lecturer in the NCV programme I have access to artefacts such as records of registration and progress reports, which facilitated my identification of potential participants for the study. I negotiated permission from both the college and the students, that I could use such records or artefacts to validate and support other data sources.

I arranged my first information session with the five participants during July 2016. Participation in this study was voluntary. These five participants successfully met the pre-determined criteria. Though they were of consenting age, with their permission I informed their parents about their intentions to participate in the research inquiry. However, the first individual interviews only happened late August 2016, after the researcher obtained ethical clearance from the Research Ethical Committee (REC) of the university. I reminded the participants during the information session that their participation in the study was voluntarily and that they will not be paid for participating. I again informed them about their rights as participants.

Their willingness to participate was however clouded by concerns about the time frames within which they would be interviewed. I assured them that I was aware that they were a commuter student population and that the interviews would be scheduled at a time that was convenient for them. We agreed that interviews would be conducted during “contact time on a Thursday (during the enrichment period) or after 12h30 on a Friday as their classes end earlier on that day. I scheduled the individual interviews in accordance with the availability of the participants. The many deadlines for submission of tasks, and my own workload as a NCV lecturer in the Life Orientation department, led to all the interviews being scheduled outside of class time. Two of the interviews were conducted over two days to accommodate for the logistic and personal challenges that these participants experienced. Prior to the interviews I orientated them to it being in a non-judgemental space where they should feel free to share their wealth of opinions and personal experiences related to their parents’ involvements in their education. None of the participants withdrew from the study, though one did not participate in the focus group discussion because she gave birth to her first-born child.

The participants participated in an hour individual interview. Once the data collection process was completed, I arranged an informal meeting where I could cross-check data. The participants were given access to the transcripts of their interviews, to allow them to verify that the data was a true depiction of the information what they provided during the interviews

4.3 Introducing the participants

Merriam (2002) states that when selecting participants for research, such individuals should be able to contribute meaningful information about the phenomenon and the information should answer the research question. The five participants who were selected for the study ranged in age from 16 to 28. Four of the five students in the study were enrolled in the Generic Management programme and one was enrolled in the Office Administration programme. The participants shared an IsiXhosa background and had English as their second language. Two of them though also had competencies in Afrikaans. As can be seen from the table below, only Kamani was raised in the Western Cape. The others were born in the Gauteng province and in the Eastern Cape Province, but were now living in the Western Cape. The table (4.3.1) below is a summary of their demographic information.

PARTICIPANT	CODE NAME	GENDER	LANGUAGE PROFICIENCY	AGE	PLACE OF ORIGIN	CURRENT COMMUNITY	NCV PROGRAMME ENROLLED IN
SAM MADIKANI	Sam	M	IsiXhosa, and English	28	Johannesburg	Khayelitsha, Site C	Generic Management
NICHOLAS FIKENI	Nicholas	M	IsiXhosa and English	23	Umtata	Delft, Leiden	Generic Management
KAMANI WILLIAMS	Kamani	F	IsiXhosa, English and Afrikaans	20	Kalkfontein, Kuils River	Gugulethu	Generic Management
ROSE TYALO	Rose	F	IsiXhosa and English	20	Johannesburg	Mitchells Plain	Generic Management
LYNDON MAKINANA	Lyndon	M	IsiXhosa, English and Afrikaans	16	Johannesburg	Mfuleni	Office Administration

Table 4.3.1: Primary biographical details of each participant

4.4 Presenting the data:

In this chapter I present the data, using as headings:

- The family structure
- Family income and financial support
- Parent's support guiding their continuation of their studies

- Understandings of how parental support facilitate their success

While attempts have been made to handle the themes as discrete categories, a considerable overlap occurred on how these students reported on such categories.

4.4.1 The family structure

I sought information on their parents and adults who functioned as guardians to them. I also explored their home situation in terms of family size. This was to gain an understanding of their personal circumstances and the support systems available to them within the family.

Table 4.4.1.1 provide that data.

TABLE 4.4.1.1 FAMILY STRUCTURE		
PARTICIPANT	Lives with	Members in household/family
SAM	Mother/single parent. Father still married to mother but lives in another province	4 Members Mother, two nieces and participant
NICHOLAS	Brother / Guardian. Biological mother is deceased Father's whereabouts unknown	6 Members Brother and his wife, three children and the participant
KAMANI	Mother/Single parent (+ partner) Biological father is deceased	4 Members Mother/, her partner/ participant
ROSE	Aunt/Guardian. Biological mother diseased. Father unknown.	3 Members Aunt/, her son/ participant
LYNDON	Mother + stepfather. Biological father lives with his new family in Gauteng province	3 Members Mother/stepfather/ participant

As the table above shows, only Lyndon's family resembles a traditional family that consists of two parents and their children. However, he has a stepfather as his parents divorced, and remarried. Nicolas's guardians are his married brother and his wife. The other three participants were part of single parent households, all of them female-headed. What typifies these families, are the extended family structure of the unit, which is a quite common phenomenon in South African black communities. Grandmothers or family other than biological parents often raise children. Her aunt and her son, whom Rose referred to as her "uncle", for example, raised Rose. Nicolas was part of his married brother's family of five.

According to Sam it is quite “normal for parents to live in different provinces” from their children. He described his mother’s status as “not really a single parent”, even though his father does not live with them (SQ interview, 2015). To his knowledge, his entrepreneur father provides financial support to his wife. Kamani’s mother has a partner, though she does not acknowledge him as a family member. Instead, Kamani describes her household as being a female-headed household. The participants lived in households that on average consisted of four people.

4.4.2 Family income and financial support

My analysis of the data shows that the five participants all come from working class backgrounds. In only two of the households the adults are employed. In these households, both parents are employed. Lyndon’s father is an entrepreneur and his mother a police officer. Nicolas’ brother is in the police service whilst his wife works as a cashier at a national supermarket chain store. Sam’s father contributes occasionally to their household income. In the other participants’ households, the families have no income. They survive as wards of the state, collecting social security grants and disability grants from the state monthly. Rose, Kamani and Sam all have student bursaries, while Nicolas is funding his own studies from monies that he saved. The 16-year old Lyndon’s studies are being financed by his parents. Table 4.4.2.1 provides a summary of each family’s employment situation and their financial support structure.

TABLE 4.4.2.1: FAMILY INCOME AND FINANCIAL SUPPORT		
PARTICIPANT	Employment status of parents	Financial resources in the home
SAM	Father: Self employed Mother: Unemployed	Father: Entrepreneur – Owns two taxis’ in JHB Mother: SASSA grant - Old age pension Niece: SASSA grant – Disability grant Sam: Bursary recipient – College transport allowance
NICHOLAS	Guardians – Both employed	Brother: Salary - Police Officer Wife: Salary - Cashier at Pick and Pay Nicholas: Savings from previous year
KAMANI	Single parent - Unemployed	Mother – None Brother – SASSA grant – Child support grant Kamani: Trust fund bursary – No transport allowance
ROSE	Guardian - Unemployed	Rose – SASSA grant – Disability grant and also bursary recipient and receives a transport allowance from the College of Cape Town
LYNDON	Father – Employed Mother - Employed	Father – Entrepreneur Mother – Police Officer

What this data shows, is that in Sam's home, they survive on two state grants. Monthly they collect approximately R 3000.00 from the disability grant and the state pension. Sam's mother gets a grant for his niece. His mother took in his sister's children because she is living an irresponsible lifestyle. Their narratives show that most of the families' monies are spent on basic commodities such as food and electricity.

When I enquired about transport and travelling expenses Rose and Sam said that poor students at the College of Cape Town get a transport allowance. Kamani, though does not get the "transport money because she lives very close to the college, (KQ interview, 2015). According to Sam his transportation allowance is not paid regularly, which often places financial pressure on his family. In times when his father is "unable to send money home" or if the "college don't put in the money" (SQ interview, 2015), his church helps the family out with groceries and money for his transportation.

When the participants were asked to share their perceptions around family and socio-economic positioning they linked their parent's employment status, occupation and household income to issues of parental involvement. This was the case for Lyndon and Nicolas who live in homes where there is a monthly income, earned by employed adults. According to Lyndon;

My parents try their best to help me to be successful, I get a lot of things to help me pass my subjects (LQ interview, 2015).

His parents are financially capable of buying him the necessarily assistive devices such as a computer, to complete his assignments at home. The 23-year old Nicholas was much more aware of the family's financial situation and "don't like putting pressure on his family for money nor would he ask them for money for essential things like "making copies or to buy a computer" (NQ interview, 2015). He was paying for his studies from money that he saved. He described his family as very supportive in the sense that they allow him to "live there for free" (NQ interview, 2015). So, he tries his best to focus on his schoolwork and make his family proud.

4.4.3 Parents' support guiding their continuation of their studies

The research on parent involvement shows that parents become less involved in their children's education once they reach high school age. Cheung and Pomerantz (2011) for

example recorded a decrease in parental involvement during adolescence. The study's data however shows that parents facilitated their enrolment as well as continue to play important roles in these participant's educational success at the TVET College. The personal stories of Sam, Lyndon, Kamani, Rose and Nicholas confirm this. The participants in general experienced positive support from their family when they decided to enrol at the College of Cape Town and continue their education. Rose said that her family has given her reason to be happy because they "help me to fulfil a dream of having matric qualifications" (RQ interview, 2015). This corresponds with Hoover-Dempsey's findings (1997; 2005) that parents make conscious decisions to become involved in their children's education. The 22-year-old Rose is a Lupus disease sufferer. She explained that her health condition is chronic and that she is often hospitalised. Rose said the teachers at her former school didn't understand her condition and that they were not interested in finding out more about her health. After she failed Grade 11, Rose spent the next two years at home. Rose tells of how she had no hope and "felt old and depressed" when mainstream schools refused to enrol her (RQ interview, 2015). It was her aunt's idea and encouragement that led to her integration back formal education. Her aunt deposited emotional capital (Yosso, 2005) by telling her "not to give up and to apply at the College of Cape Town", (RQ interview, 2015). When Rose enrolled as an NCV student she faced barriers related to poor health but her family continued to support and encouraged her to enrol for the Generic Management Level 2 programme.

Nicholas' story resonates with Rose's experience around family support. Though Nicholas's brother and sister-in-law were initially very sceptical about his plans to continue his studies, they would often inquire about his progress once he enrolled.

When I decided to study here he asked me if this will not be a waste of time and money. I (however) told him that I already don't have matric but if I can finish this at least it will improve my qualifications, (NQ interview 2015).

Nicholas's brother was very pleased with his last progress report and encouraged him to continue working hard at the College of Cape Town.

The 28-year old Sam is at an age where he should be independent and holding down a job. Sam is already of an age where he should be contributing towards the household income. Yet Sam said that his retired mother played an important part in his educational journey. Though

his household survives on two state grants, and lacks a consistent monthly income, his mother supported his decision to go back to school and complete his studies. For Sam, his parents represent stability and he is grateful that they have given him “an opportunity to validate him” (SQ interview, 2015). When he was asked to share how they “validate him”, during the focus groups session, he told of how he worked in construction before becoming a fulltime student. Though he earned an income, he felt very worthless because he had dropped out of school in Grade 10. His mother made plans for him to stay with her and suggested that he studies at a nearby school. Sam initially enrolled at a school in Kenridge, a suburb where his mother was employed as a domestic worker. However, when his mother retired, he decided to continue his education at a TVET college. So with the help of his mother and her previous employer they enrolled him at the College of Cape Town, where he can “make something of his life” (SQ interview, 2015).

My research findings correspond with that of Joorst (2013) and Msila’s (2012), who found that supportive parents help their children to develop resilience towards barriers that could potentially impact on their academic aspirations. What the data shows is that the support and encouragement that they receive from their families, are varied. When Rose was challenged with health issues her guardian gave up her job and tried being a link between the College and home. Rose said that her aunt would often go to the college to inform the lecturers that she is sick and ask if “there is work that Rose must do” (RQ interview, 2015). Rose said that she often competes with her “uncle” and that her aunt encourages both of them to stay focussed. This too is consistent with what the other participants shared about the encouragement that their families show towards their studies.

Lyndon’s family often allows him to have friends over especially if it means that he will spent more time on his studies. He said that when his friends are there that they would “work on assignments as well as play PlayStation 4 games” (LQ interview, 2015). Kamani shared an incident where she came from college and was confronted by her mother, who was under the influence of alcohol. She cried and made Kamani promise that Kamani would not waste her life like she (the parent) did. Kamani told how her mother always does the housekeeping to allow her to focus on her studies, (KQ interview, 2015). The encouragements that these students enjoy from their parents also comes in them linking it to rewards, like in the case of Lyndon or by warning them about destructive lifestyles, like Kamani’s mother did.

4.4.4 Understandings of how parental support facilitate their success

The participants all dropped out of school and entered TVET with a Grade 10 high school certificate. It is thus not surprising that all of them define success in terms of completing their studies, and graduating from the programme. Furthermore, they tie educational success to respect. Nicolas, Kamani and Lyndon talk about how being successful in their educational programme allows them to gain back the respect of their community and of people close to them. However, mature participants such as Sam and Nicolas linked their successful completion of the programme to finding jobs and becoming financially and emotionally independent from their families. The table below draws on data collected from all the sources on how their parents' support added to their views about themselves and their success.

TABLE 4.4.4.1: STUDENTS'S PERCEPTIONS OF HOW PARENTAL INVOLVEMENT SHAPES INDIVIDUAL SUCCESS	
Participant	
Sam	Growing as a person. Achieving my short term and life goals. It also mean-buying a car, having my own business and having my own family one day
Nicholas	Successful students and are motivated. They want to complete their studies. People in the community have respect for youngsters that goes to school. Success also means to work hard and to buy you things from your own money
Kamani	My ability to make (my) own decisions. Complete studies, graduate, and being respected by family, peers and community. An important thing about success is to be happy
Rose	Supportive family, enjoying your time at College of Cape Town and overcoming issues related to poor health. Success means passing all my subjects and to inspire other young people to become educated
Lyndon	Success refers to an opportunity to complete school, restore trust (relations) with family, and give back to people that is not as fortunate as I am.

These five individuals all aspire to use their qualification to improve their socio-economic positioning. Sam and Nicolas said that with the help of their parents they will be able to complete the programme and then they would want to return to the Gauteng province. Sam considers managing his father's taxi business. He says that the skills he had acquired at the College of Cape Town will enable him to "be a good business man" (SQ interview, 2015). In contrast to what most of the participants said about their future aspirations, Kamani was not

very specific about her future plans. She mentioned in the individual interview that her primary focus is to work hard and be successful in the NCV Generic Management programme. Rose, who was the top student in her programme, says that she often assists struggling students with subjects like ICT and Management Operations (RQ interview, 2015). Rose pointed out that she takes after her aunt, who is very good at mathematics and often oversee that she and her cousin do their best in their schoolwork. Nicholas, who loves Mathematics, helps his siblings, which gives him the opportunity to become better at it. Nicholas says that young people should work hard for what they want.

Their narratives include various examples of how feedback from people in their communities enables them as students to continue to work hard. He (Nicholas) said the people in the Leiden community encourage him to attend class. Such people remind him that if you don't become educated then you "must sell fruit on the street corners" (SQ interview, 2015). Yosso (2005) would define this as a form of aspirational capital.

It was exactly this cultural capital that I noticed in the rich descriptions of the five participants, stories depicting that it takes a community to raise a child; narrating community support. The adults in their lives tried in different ways to support the five participants. The lack of a stable income in the homes of Rose, Sam and Kamani did not deter them from taking up the opportunity for their TVET student child to become educated. What the data shows is that both the participants and their parents or guardians possess aspirational capital that stands them in good stead to make use of educational opportunities at the local TVET college. Despite the families' economic constraints, the home contexts were spaces that were supportive of their decision to improve their qualifications. So when Kamani, Lyndon, Nicholas, Rose and Sam were faced with "critical decisions related to life choices" their parents' emotional and verbal encouragement(s) help them to be resilient and focus on their long term goals.

In many cultures, community members and structures play an important role in providing support to children. They often pool their resources, something that Yosso (2005) refers to as community cultural capital. During the interviews, and in their discussions during the focus group session, I thus explored the role of their community in their success.

The table, Table 4.4.4.2: Family, community-school networks, on the next page, is a compilation of the data on this theme. It reflects their views on how the community networks benefit their success as students.

TABLE 4.4.4.2: FAMILY, COMMUNITY-SCHOOL NETWORKS		
STUDENT	Student perception on community support	Community-school network(s)
SAM	Church is the most important community; it offers programmes to help poor people to achieve their goals. People in the church sometimes help with transport money, motivates you and help with making important decisions.	I am a leader in church. I set standards for myself. I am also involved in Bread buddies at college. It is a group of learners that give bread to other needy students.
NICHOLAS	Community members show interest in youth. My neighbours inspire me and tell me not to waste my time. They say if I skip classes or drop out of school then I will be jobless or have to sell fruit on the corner of the street to make a living.	I like being alone and spending time in the resource centre. There I can do my work and focus on what is important. My friends at home are elders. We talk about everything. We (even) talk about what I am doing at college.
KAMANI	Communities are people and families. They look after each other and keep their distance when they should. I use to live in Kalkfontein with my father's family. I now live with my mother in Gugulethu. It is close to school. I must still see how this community works for me.	I am a private person. I will go to college and just do my work. I will make friends if someone talks to me but I just want to be left alone to do my business.
ROSE	My community is everywhere that I go. I form relationships very easy. However, the most important communities that I belong to are my family that lives in Mitchells Plain. I also think that the college is like home to me. I can just be myself here and everyone is supportive. There are also the hospitals and doctors that is so much part of me. With every setback that I had they were always there. My family or someone that will help me to get up again. They have helped me to fight Lupus and not to feel sorry for myself	Whenever I can do something for someone I would. But my family are the most important people. They have sacrificed a lot so that I can be here.
LYNDON	I stay in Mfuleni but don't like the community. It is difficult to connect with the people in this area. Everyone is just doing their own thing. Families have to look after each other and if you don't attend school, well nobody cares. I miss living in Strand, everyone knew each other there. (But) we had to move here, because of mom's job. It is safer here	I play soccer in Rondebosch. I didn't see a team here that I can play for

These participants live in homes and communities that hold many challenges to them as individuals. During the focus group session, I encouraged them to engage with the topic of

community support, as their narratives contained many examples of support that they enjoyed in their community. One form of support comes from the elders. Nicholas expressed positive feelings about where he lives and the community in which he studies. He says that the people, especially the “elder people” take it upon themselves to direct the youth. Their efforts and comments included reminding and encouraging him to attend class and strive towards the positive things in life. For example, they remind him how young people’s choices are narrowed when they drop out of school and how it is reduced to selling fruit on the street corners. According to Sam, every community consist of positive and negative people. He says that it is about the decisions you make. He says that every day he needs to choose to what voice he will be listening to. In the Khayelitsha community where he lives youth are confronted with community violence, poverty and immorality of (especially) youth. He explained to the rest of the participants that “government invests a great deal in community projects to keep youth off the streets”. He says that he struggles to understand why “so many youngsters (still) choose crime and pregnancy” over an opportunity to become educated (SQ interview, 2015). Rose then raised the issue of “absent parents” and how “it’s part of life” (RQ group interview, 2015). She started talking about how her future would have been hopeless if it had not been for her aunt’s efforts. When all the schools in her area refused to accept her, her aunt said that she should come live with them in Mitchells Plain.

Lyndon’s family had to move to a safer community. This was after his police officer mother arrested one of the “big guys of a gang” who threatened to kill her family. However, in the new safer community, he feels “disconnected from the people that he knows” (LQ interview, 2015). His parents though, felt that it is much safer for him to stay in the new township whilst he is finishing his studies.

4.5 Using the collage to express their views on support, success and community

One of the activities that the participants engaged in was to produce a collage that depicts their family’s involvement in their success. I next proceed to discuss three of the collages, as I considered them to be information rich.

4.5.1: Rose's family support structure

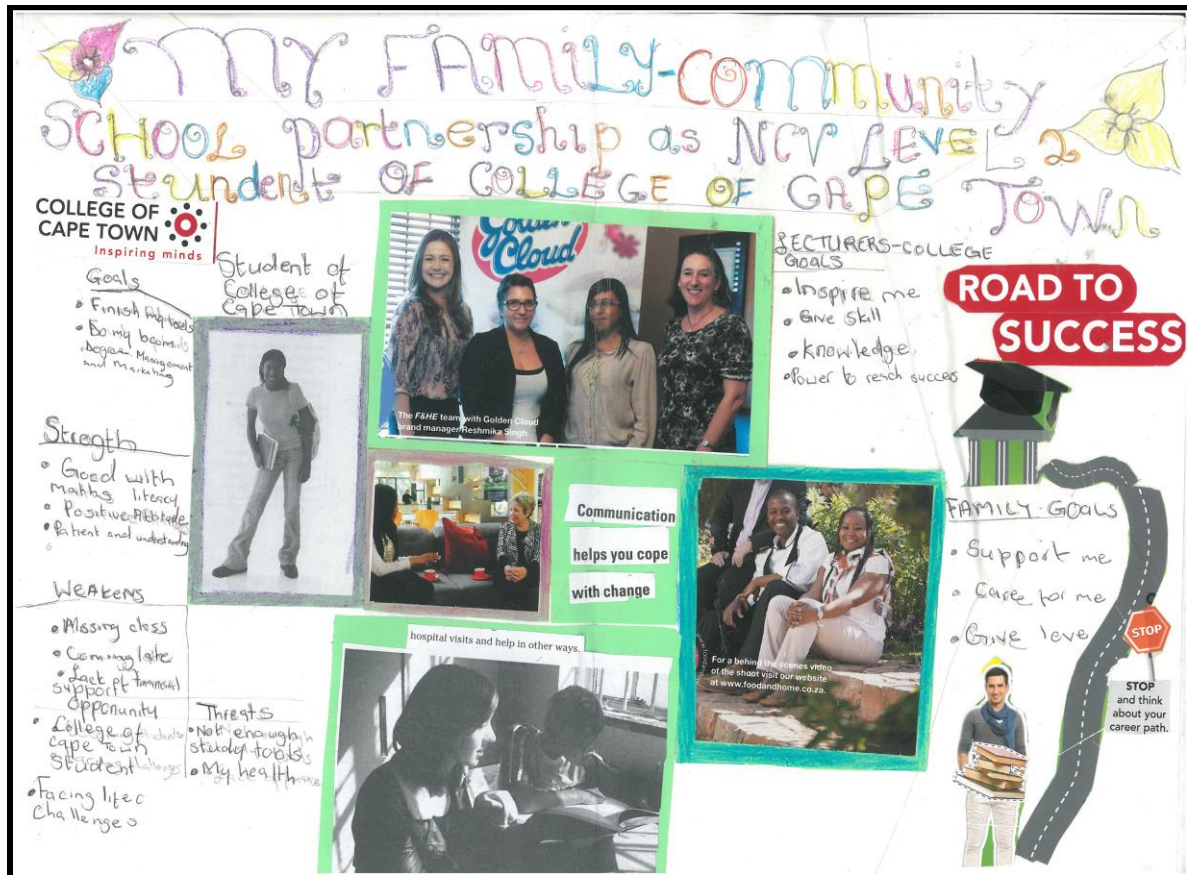


Figure 4.5.1: Rose's collage

Rose, who has Lupus, had many barriers to overcome as a high school student. Due to her illness she would be absent for long periods, resulting in schools refusing to re-admit her. Being enrolled at the College of Cape Town was thus a major accomplishment for her. Rose shared stories of how she handles herself in different communities. She places much emphasis on the support that she receives from her family, the doctors, the Lupus disease community and the college. Rose said though life is often tough that young people should be honest and listen to their parents. She dreams of one day having a NCV Level 4 Generic Management qualification and working in the corporate sector. Speaking off the collage, she attributes her success thus far, to various support structures that include her family, the lecturers who inspired her to achieve good results, the Groote Schuur Hospital staff and supportive peers too. She said that when she was in hospital the doctors would ask about her studies and encourage her to continue working hard. Rose is working towards getting distinctions in all her subjects at the end of the year.

4.5.2: Sam's perception of success and family support

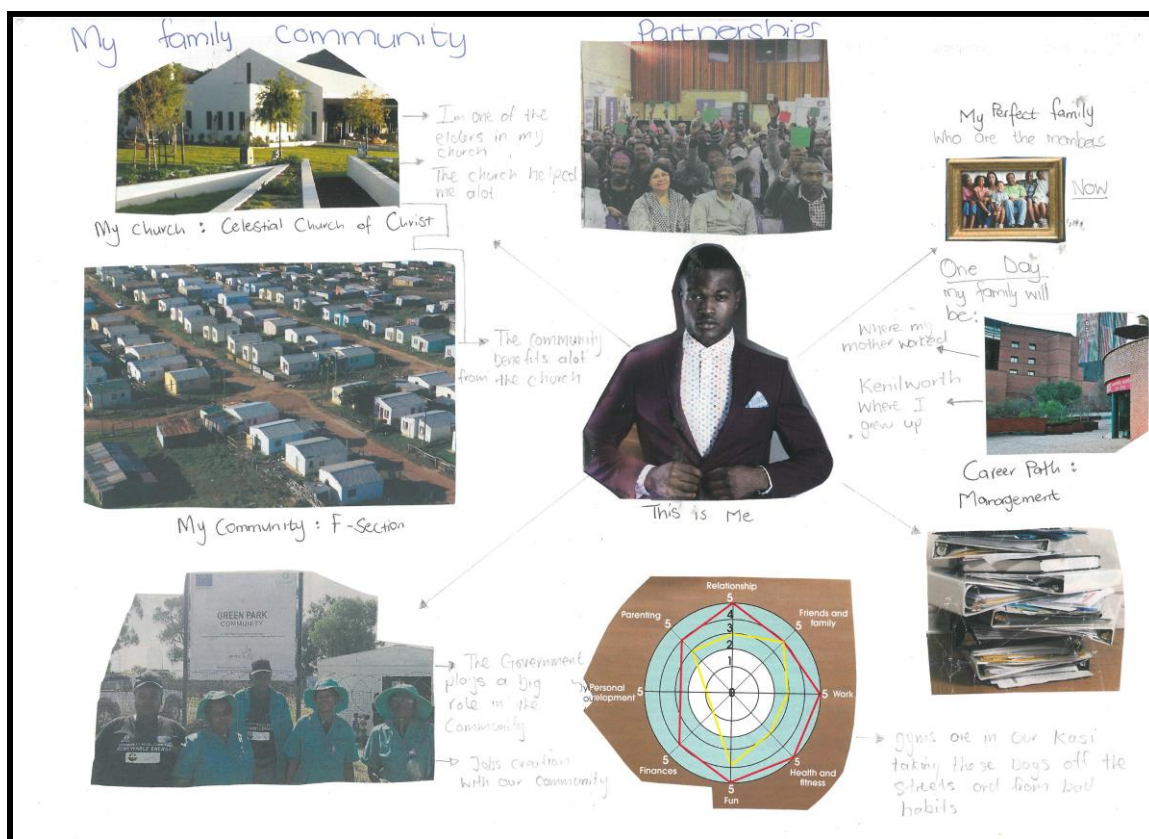


Figure 4.5.2: Sam's collage

The much older Sam dreams of becoming a successful entrepreneur. The others in the group referring to Sam as “chief”, or leader. In his presentation, he described his mother as a good role model that tries to model good values to her children. She helped him to make positive decisions and become resilient in the face of substance abuse and dropping out of college. Sam spoke about how he wants to make both of his parents proud. He eventually wants to return to the Gauteng province, where his father runs a Taxi business. Sam says that choosing the right role model and keeping “busy with church stuff are definitely better choices” children can make when they are raised by single parents (SQ group interview, 2016). He too said that working hard for what you want out of life is another principle that he tries to apply to being the only NCV student in his family.

4.5.3: Nicholas's views on goals, community and ideas around success



Figure 4.5.3: Nicholas's collage

In both the individual and the group interview Nicholas spoke of how he works hard to be successful. He reflected on instances of how his guardian keeps him accountable for getting good results. The 23 year-old Nicholas lives in a home where his much younger niece is a matric student. So when I asked him how his results relate to that of his niece that is currently in matric, he laughed and said that she is young and playful. His collage depicts the sites of learning in his community: the college, the library, his peers and elders. Elders in the community constantly ask about his studies. It appears that Nicholas places a lot of value on the opinion that people in the community have of him. Nicholas finds hope in both the college and residential communities and seems to move between the two communities. In his collage reference is made to his peers and their positive influence on him. He spends a lot of time in the Open Learning Centre of the college library. He also finds his lecturers friendly and helpful at the Gugulethu campus of College of Cape Town.

4.6 Summary

In this chapter I presented the data and engaged in the process of analysis to make sense of it. I identified a number of themes that emerged from the process. These were presented as; narratives on family and community networks; their perceptions on parental support; and how support plays out in them mediating success at a TVET college. In the next chapter, Chapter 5, I discuss the findings and the strength and weakness of the study. I subsequently conclude the study with some recommendations arising from the research.

CHAPTER 5

FINDINGS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this qualitative inquiry was to understand how five students studying at a TVET college in Gugulethu make sense of their parent's contributions to their educational success. Qualitative studies are flexibly in design. For the study I ascribed to the qualitative paradigm, as I wanted to develop an understanding of how these five individuals interact with their social worlds (Merriam, 2009), and make sense of "how" and "why" parents of TVET students support their children's chances of academic and personal success.

The participants in this study had to be information rich subjects, and thus were carefully selected. The researcher purposefully selected them based on the assumption that the five TVET students can best inform her how students relate to their parental involvement in the TVET sector. The case study design was considered most appropriate as design to facilitate the collection of appropriate data to answer the research question. For this inquiry I applied three data collection methods, namely semi-structured individual interviewing, collaging and focus group interviewing. As the instrument of the research, I was involved in every process of this research, and conducted the interviews, transcribed them verbatim and checked the accuracy of my data my making it available to the participants for verification. As data collection and data analysis happens simultaneously, I started the process of analysis immediately after conducting the first interview, and followed an inductively process when analysing the data from my three data sources. The process of analysis involved accounting for the data, and then subjecting it through a process of data reduction, data display and then identifying the emerging patterns and themes (Patton, 2002).

In this chapter I present the research findings as well as discuss the implication of the study. I reflect on the strengths and weaknesses of this inquiry and make recommendations for further research on this phenomenon.

5.2 Interpretation of the findings

The methodology of this research inquiry allowed the five TVET student participants to tell their personal stories of parent support. Though there are similarities in the stories, each participant's story is also unique: some were living in single parent homes, were being raised by a guardian or was navigating education being challenged by poor health, poverty and safety issues while being an NC(V) candidate at the TVET college. In my analysis of the data I clustered it around three areas of interest that I explored, namely, their narratives on family and community networks, their perceptions on parental support, and how support plays out in them mediating success at a TVET college. I then clustered it.

5.2.1 The family background and structure

It was not surprising to find that all five students from the Gugulethu campus of the College of Cape Town, are from isiXhosa descent. Gugulethu is historically an African township, designated during South Africa's apartheid years, for black citizens of African classification. Of the five participants, only one was born in the Western Cape, the other four were raised in Gauteng and the Eastern Cape Province. Listening to their stories, it was clear that their histories are defined by migration. Sometimes whole families move, at other times only individuals, usually children, are sent to other provinces, in search of better opportunities. This seems to be the case for these individuals too. However, what this means is that the family structure is unique to the participant's background. With the exception of Lyndon's family, the other participants' family structure resembled that of an extended family. Nicolas was living with his brother, who is also his guardian; Rose was living with her aunt and her son; Sam and his mother were living in the Western Cape on their own while his father lived permanently in another province. Three participants were part of single parent households, all of them female-headed. The extended family structure is not an uncommon phenomenon in South African black communities' family members often stand in for biological parents and raise children. However, it has implications for how the family is being supported.

5.2.2 Family income and financial support

Their narratives highlight the different supportive roles that parents assume to improve their children's opportunities in life. The home context, within which the students are located, is

defined by low socio-economic conditions. In only Lyndon and Nicolas' families there are stable monthly incomes that are earned by employed adults. In the other families they are dependent on state grants such as pension, disability and child welfare grants. Such families thus are wards of the state. From their data, it is clear that without the College of Cape Town's bursary such students would not be able to continue their education. The supportive attempts of institutions like the College of Cape Town appears to be in line with national and international initiatives of meeting students' academic needs and alleviating barriers to learning related to family's poor socio-economic conditions (Bojuwoye, Moletsane, Stofile, & Frederick, 2014). The participants' knowledge of their families socio-economic positioning, their parent's employment status, and occupation and household incomes influences the lack of demands that they make on the family's financial situation.

What my findings show, is that, despite their family's financial hardships, all said that they enjoy the encouragement and support of their parents and guardians. The students' experience of family support contradicts an international study (Ge, Conger, & Lorenz, 1994) that argues that maternal involvement diminish in economically challenging times. The participants' narratives report on the supportive attempts of single mothers and guardians, and their mediations of their adult children's educational success.

5.2.3 Parent's support guiding their continuation of their studies

The data reports on many different ways and understandings, of how parents support the continuation of their children's studies. This is consistent with the literature of Epstein (1995; 2001) and others (Jeynes 2003; 2005; 2007; Desforges & Abouchaar, 2003) who finds it difficult to conceptualise parental support. In this study parent support represents parental involvement. Parental involvement is a collective term that refers to the multidimensional contributions that parents make to guide their children to success, (Jeynes, 2003). Such involvements, often happens at home or in the community and includes an array of things. The study revealed parents assisted their TVET adult student during enrolment as well as continue to play important roles beyond the classroom. This contradicts the study of Cheung and Pomerantz (2011) that documents a decrease in parent involvement when the student is out of primary school. I found that parents employ different strategies and skills at different stages of the students' lives to guide them.

The support took on different forms. For example, the emotional support that Rose's aunt provided when she had no hope and "felt old and depressed" when mainstream schools refused to enrol her, made her to persevere and enrol at the TVET college as an NCV student. It was that encouragement that led to her integration back into education. Her supportive home context has made it easier for Rose to manage the challenges that poor health pose to her progress. Her being a top performer in the Generic Management Level 2 programme is testimony to her family support.

As 28 and 23-year olds, both Sam and Nicolas are mature students. They reflected on how the encouragement of their families restored their dignity in themselves. Sam felt worthless because he had dropped out of school in Grade 10 and saw no future for himself as a labourer in construction work. When he decided to go back to school, it was with his mother's encouragement, that his hopes were restored. When he became a full time student she agreed that he could move back home and provided accommodation and support to him. Nicolas's family show interest in his progress and praise him when he accomplishes. What the data shows is that it is such collaborative and supportive attempts by parents, non-biological parents, "elders" and members in the community that made the participants persevere and believe that they have an academic future.

5.2.4 Understandings of how parental support facilitate their success

The five TVET students acknowledge their parent's involvements in mediating individual and academic success. They view success in terms of completing their studies, and graduating from the programme. An important aspect was the value that parents attach to education. Rose for example, pointed out that she takes after her aunt, who is very good at mathematics. This aunt prioritised Rose's education over her own dreams of completing a post-matric qualification. So too became it evident from the stories that Sam and Nicolas told that their mother and brother want them to be successful.

Another source of emotional support that was reported on was the community elders' interest in their progress and their encouragement. This aspirational capital that their elders in the home and community shared with them, stand them in good stead to grab educational opportunities at a local TVET college. Furthermore, these emotional and aspirational deposits, happens in contexts where the families' experience economic constraints due to unemployment and being retired parents. The findings support the influence that, community

members and structures could have on students' efforts to be successful second time round. This is in line with a study conducted by Yosso (2005) that reports on the importance of community cultural wealth and how, by pooling resources, the community's cultural capital, young people's chances in life can be improved.

5.3 Limitations of this study

This research inquiry was largely influenced by the scope, with it being a 50% research thesis. Consequently, this placed restrictions on the width and depth of the study. The study limited its focus on the TVET student's perception of their parental involvement. It was delimited to one TVET college and to five purposively selected students.

5.4 Strength and weaknesses of conducting such a study

Conducting research at my place of employment confronted me with a few challenges. One of the challenges that I experienced was with the College of Cape Town's protocol to conduct research. The process was long and it placed a lot of pressure on both me and the participants to complete the action research within the first year of enrolment in their Level 2 NC(V) studies.

However, there were also advantages to being positioned at the Gugulethu campus. I had direct access to the five participants. This facilitated the arrangements with interview times and availability to participate in the focus group. Furthermore, as a lecturer in the programme I had an insider view of how the college works, and what official support was available to students and their families.

5.5 The value of my research inquiry for future research

Most of the international and national research on parent involvement focuses on parent support to the primary school child. Thus, by studying support to the adolescent and adult student, this study thus explores new territory. The inquiry has as population the TVET student and sought to explore their perceptions of the role of parents in older students' educational success. The contribution that this study thus makes is that it reports on a context that is under researched, and contributes to the existing literature on parent support, albeit with a new learner population. The findings could strengthen or inform efforts by colleges to

improve TVET student's academic success, by considering parents as potential collaborators of education.

5.6 Personal journey as a novice researcher

The process of doing a scientific investigation has been both a tedious and invaluable educational journey. I came to the realization that qualitative research is not linear; it is a messy process that led to frustration as well as like now, feelings that comes close to exhilaration. Whilst doing this research I had to constantly reflect on my personal biases. I also reflected on my own life experiences. Consequently, doing a study on the role of parental involvement made me realise how my parents have always been involved in my education. My parents, like the parents of the five participants in the study come from low socio-economic backgrounds. They place great value on education as a tool to counter the detrimental effects that poverty has on society. So today, because of their deposits of aspirational capital into my life, I too can encourage children to achieve their personal and education goals with the support of their parents.

I discovered that one sometimes has an area of personal interest that helps with formulating your study's research question. However, embarking on qualitative research is a scientific process that never happens in a vacuum, and is never a linear, clinical process. Research is about searching for what theorists, educationalists and your supervisor says about your topic under investigation and to then declare your own conceptual positioning. It is about researching the problem in its natural setting and presenting rich, thick descriptions by your research population in a way that makes sense, and remains close to the participant voice (Patton, 2005).

This research has capacitated me with knowledge and a wealth of sources and literature that guides me as a scholar, mother, wife and educationalist at the College of Cape Town. This experience has capacitated me with knowledge about parents and their role in my TVET students' educational success. Finally, the research has strengthened me as educator, and has informed my decision-making about learning and teaching, especially as it relates to vulnerable learner population.

REFERENCES

- Africa, D. o. (2010). Care and Support for Teaching and Learning. *National Support Pack*. Durban, Africa.
- Basit, T. (2012). "My parents have stressed that I was a kid": Young minority ethnic British citizens and the phenomenon of aspirational capital. *Education Citizenship and Social Justice* -, 7 (2), 129-143.
- Baxter, P. (2008). Qualitative Case Study Methodology: Study Design & Implementation for Novice Researchers. *Qualitative Report Volume 13*, 544-559.
- Bojuwoye, O., Moletsane, M., Stofile, S. & Frederick, M. (2014). Learners' experiences of learning support in selected Western Cape schools. *South African Journal of Education*; 34 (1), 1-15.
- Bottrell, D. (2009, October 30). Understanding 'Marginal' Perspectives: Towards a Social Theory of Resilience. *Qualitative Social Work*. SAGE.
- Cecily, M. (2008). Parental Involvement in Public Education: A Literature Review. *Research for Action*, 1 - 8.
- Chao, R. K., Kanatsu, A., Stanoff, N., Padmawidjaja, I. , & Aque, C. (2009). Diversities in meaning and practice: The Parental involvement of Asian immigrants. In Hill, N.E., & Chao, R. K. *Families, schools, and the adolescent: Connecting research, policy, and practice*. (110-115). New York: Teachers College Press.
- Christenson, S. & Godber, Y. (2005). Critical Issues Facing Families and Educators. In E. Patrikakou, W. Roger, & S. & Redding, *School-Family Partnerships for Children's Success* (21-39). New York & London: Teachers College Press.
- Cope, D. (2014, January). Methods and Meanings: Credibility and Trustworthiness of Qualitative Research. *Oncology Nursing Forum*, 41(1), 89-91.
- Cox, D. (2005). Evidence-based interventions using home-school collaboration. *Quarterly School Psychology* 20 (4), 473-497.

- Creswell, J. W. (2011). *Qualitative Inquiry & Research Design*. London: Sage Publications Inc.
- Cuseo, J. (2005). Student Success: Definition, Outcome, Principles & Practices. *College Transitions*.
- Daniels, D. (2004). *Introduction to Research Methodology: Course Outline*. Stellenbosch: Stellenbosch University Press.
- Daniels, D. (2006). Using visual methods to bring marginalized people to the centre. In S. Merriam, & B. Courtenay, *Global Issues and Adult Education: Perspectives from Latin America, South Africa and the United States* . Francisco: Jossey-Bass.
- Daniels, D. (2008). EXPLORING ETHICAL ISSUES WHEN USING VISUAL TOOLS IN EDUCATION. In P. Liamputtong, *Doing Cross-Cultural Research: Ethical & Methodological Considerations* (pp. 119 - 133). Netherlands: Springer.
- Daniels, D. (2015). *Qualitative Research Methodologies*. Class Notes. Stellenbosch.
- Daniels, D. (2017). 'Initiating a different story about immigrant Somali parents' support of their primary school children's education.' *South African Journal of Childhood Education*, 7(1): 2-8.
- Denzin, N. K. & Lincoln, Y. S. (2004). *The SAGE Handbook of Qualitative research*. (3rd Edition). California: Sage Publication, Inc.
- Denzin, N. K. (2009). *The SAGE handbook of qualitative Research*. Sage, 2011 b.
- Desforges, A. & Abouchaar, C. (2003). *The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustments: A Literature Review*. Research Report RR 433: Queens Printer.
- Donalek, J. (2004). *Demistifying nursing research: Phenomenology as a qualitative research method*. Urologic Nursing.
- Eccles, J. & Harold, R. D. (1996). Family involvement in children's and adolescent's schooling. In Booth,A: *Family-school links* (pp. 3-34). Earlbaum.
- Education, D. o. (2005). *Guidelines for inclusive learning programmes*. Pretoria: State Printers

- Education, D. o. (2014, May 1). *Process Definition - 14 SUP Student Support*. Retrieved from www.cct.edu.za: <http://intranet.cct.edu.za/documentsschool.pdf>
- Education, D. o. (July 2001). *Education White Paper 6: Special Needs Education Building an Inclusive Education and Training System*. Pretoria: State Printers
- Epstein, J. L. & Dauber, S.L. (1991). School programs and teacher practices of parent involvement in inner-city elementary and middle schools. *Elementary School Journal*, 91 (3), 289-305.
- Epstein, J. L. (1995). *School/family/community partnerships - Caring for the children we share*. Phi Delta Kappan, 76 (9), 701-712
- Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.
- Epstein, J. L., Sanders, M. G, Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, family, and community partnerships: Your handbook for action*. Second edition. Thousand Oaks, CA: Corwin Press.
- Epstein, J. L. & Salinas, K.C. (2004). Partnering with families and communities. *Educational Leadership*, 61 (8), 12-18.
- Epstein, J. L. (2011). *School, family, and community partnerships. Preparing educators and improving schools*. (2nd ed.). Philadelphia, PA: Westview Press.
- Fan, X. & Chen, M. (2001). Parental involvement and student's academic achievement: A meta-analysis. *Educational Psychology Review* 13, 1-22.
- Fataar, A. (2010). *Education Policy Development In South Africa's Democratic Transition, 1994-1997*. Stellenbosch: Sun Media.
- Fergusson, D. L. (2008). *International Trends in Inclusive Education: The continuing challenge to teach each one and everyone*.
- Frempong, K. C. (2014). The Lived experiences of orphaned learners in South Africa: Implications for the provision of quality education. *International Journal of Inclusive Education*, 686-697.

- Ge, X., Conger, R. D., Lorenz, F. S. & Simons, R. D. (1994). Parent's stress and adolescent depressive symptoms: Mediating processes. *Journal of Health and Social Behaviour*, 28-44.
- (2009). *Government Gazette: Republic of South Africa Vol. 533 NO. 32743*. Pretoria: State Printers.
- Gutman, L. M., Midgley, C. (2000). The role of protective factors in supporting the academic achievement of poor African American students during the middle school transitions. *Journal of Youth and Adolescence*, 20: 223-248.
- Hamptom, F. M., Mumford, D. A. & Bond, L. (1998). Parental involvement in inner city schools. the Project FAST extended family approach to success. *Urban Education*, (33): 410-427.
- Henderson, A. & Berla, N. (1994). *A new generation of evidence: The family is critical to student achievement*. Washington, D.C.: Centre for Law and Education.
- Henderson, A. T. (2002). *A new wave of evidence*. National Center for family and community connections with schools.
- Hitchcock, G. & Huges, D. (1989). *Research and the teacher: A qualitative introduction to school-based research*. New York: Routledge.
- Holloway, S. (2008). Determinants of parental involvement in Early Schooling: Evidence from Japan . *Early Childhood Research and Practice*, Vol 10 (1).
- Hoover-Dempsey, K. V. & Sandler, H. M. (1997). Why do parents become involved in their children's education? *Review of Educational Research*, 67 (1), 3-42.
- Hoover-Dempsey, K. V., Walker, J. M. T., Sandler, H. M., Whetsel, D., Green, C. L., & Wilkins, A. S. (2005). Why do parents become involved? *Elementary School Journal*, 106 (2), 105-130.
- Hornby, G. (2011). *Parental Involvement in Childhood Education*. New York: Springer.
- Hornby, G. (2012). *Oxford Advance Learner Dictionary*. Oxford: Oxford University Press.

- Hyett, N., Kenny, A. & Dickson-Swift, V. (2014). Methodology or method? A critical review of qualitative case study reports. *International Journal of Qualitative Studies on Health and Well-being*, 1 - 11.
- Jeynes, W. H. (2003). A meta-analysis: The effects of parental involvement on minority children's academic achievement. *Education & Urban Society Vol.35*, 202-218.
- Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education*, 40(1), 82-110.
- Jeynes, W. H. (2007). The relation between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban Education*, 42(1), 82-110.
- Joorst, J. (2013). Die selfgeskoolde habitus van jeugdiges op 'n plattelandse dorp (Proefskrif vir Doktorale Studies). University Stellenbosch, Cape Town, South Africa.
- Jordan, C., Orozco, E. & Averret, A. (2001). *Emerging issues in school, family & community connections*. Austin: Southwest Educational Development Laboratory.
- Krauss, S. E. (4 December 2005). Research Paradigms and Meaning Making: A Primer. *The Qualitative Report Vol. 10*, 758-770.
- Krueger, R. (1994). Focus Groups: A practical guide for applied research. *Sage Publications*.
- Kvale, S. (1996). Interviews: *An introduction to qualitative research interviewing*. SAGE.
- Lareau, A. (2003). *Unequal childhoods: Class, race and the family life*. University of California: Berkley, CA.
- Lareau, A. & Horvat, E. M. (1999). Moments of social inclusion and exclusion: Race, class, and cultural capital in family - school relationships. *Sociology of Education*, 72: 37-53.
- Lincoln, Y. S. & Guba, E. (2000). Paradigmatic controversies, contradictions and emerging confluences. *Handbook of qualitative research*, 163-188.
- Mazza, S. O. (2005). An Ecological Transactional understanding of community violence: Theoretical Perspectives. *School Psychology, Quarterly, Vol 18, No 1*, 66-87.
- McLoyd, V. (1997). The impact of poverty and low socio-economic status on the socio-emotional functioning of African-American children and adolescents: Mediating

- effects. In R. & Taylor, *Social and emotional adjustment and family relations in ethnic minority families* (pp. 311-346). Hillsdale: Erlbaum.
- Mda, T. & Mothata, S. (2000). *Critical Issues in South African Education - After 1994*. Cape Town: Juta.
- Merriam, S. B. (2002). *Qualitative research in Practice: Examples for Discussion and Analysis*. San Francisco: Jossey-Bass.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass.
- Merriam, S. B. (2010). *Qualitative Research: A Guide to Design and Implementation*. San Francisco: PB Printing.
- Mncube, V. & Madikizela-Madiya, N. (2013). South Africa: Educational Reform Curriculum, Governance and Teacher Education. In C. Harber, *Education in Southern Africa* (pp. 165-185). New York: Bloomsbury Academic.
- Morrow, S. L. (2005). Quality and Trustworthiness in Qualitative Research in Counseling Psychology. *Journal of Counseling Psychology*, 250-260.
- Mouton, J. (2000). *How to Succeed in Your Master's and Doctoral Studies: A South African Guide Resource Book*. Pretoria: Van Schaik.
- Nzimande, B. (2012). *Green paper for post-school Education and Training - Republic of South Africa*: Department of Higher Education and Training.
- Parikakou, E., Weissberg, R. & Redding, S. (2005). *School-Family Partnerships: Enhancing the Academic, Social and Emotional Learning of Children*. New York and London: Teachers College Press.
- Patton, M. Q. (2002). *Qualitative Research and Evaluation Methods*. Sage Publications.
- Patton, M. Q. (2005). *Qualitative Research & Evaluation Methods*. London, New Delhi: Sage Publications
- Ratelle C., Larose, S., Guay, F. & Senecal, C. (2005). Perceptions of Parental Involvement and Support as Predictors of College Students' Persistence in a Science Curriculum. *Journal of Family Psychology*, 286-293.

- Reimers, T., Lareau, A. & McNamara, E. (1999). Moments of Social Inclusion and Exclusion: Race, Class and Cultural Capital in Family-School Relationships. *Journal of education and Social Research*, 536.
- Reynolds, A. J. & Gill, S. (1994). The role of parental perspectives in school adjustment of inner-city Black children. *Journal of Youth and Adolescence*, 23: 671-695.
- Roux, C. (14 May 2016). Mastering Interviews: The how, The what, The why, The when . *Post Graduate Workshop*, (pp. 1-2). Stellenbosch.
- SAGE. (2011, February). *AERA Code of Ethics: American Research Association*. Educational Researcher. American Education Research Association and SAGE.
- SAGE Dictionary of Social Research Methods*. (2006). Retrieved from <http://srmo.sagepub.com/viwe/the-sage-dictionary-of-social-research-methods/n162.xml>
- Shumow, L. & Lomax, R. (2001). Parents' at-home and at-school academic involvement with young adolescents. *Journal of Early Adolescence*, (2): 127-150.
- Stake, R. (2004). The art of case study research. In: Denzin, N.K & Lincoln, Y.S. (Eds) *The Sage Handbook of Qualitative Research (3rd Edition)*.
- Terre Blanche, M. D. (1998). *Research In Practice*. South Africa: University of KwaZulu-Natal.
- Terre Blanche, M., & Durrheim, K. (2006). *Research in Practice*. Cape Town, South Africa: UCT Press.
- Training, D. o. (2009, February). *Manual for Student Support Services*.
- Trends, C. (2015, June 22). *Child Trends*. Retrieved from Child Trends International: <http://www.childtrends.org/?indicators=parental-involvement-in-schools>
- USAID. (May 2013). A Review Of Published Literature On Supporting and Strengthening Child-Caregiver Relationships (Parenting). *AIDSTAR-One*, 15-186.

Vishnevsky, T. & Beanlands, H. (2004). Qualitative research. *Nephrology Nursing*, 31, 234-238.

Yosso, T. (2005, March). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, Vol. 8 (No. 1): 69-91.

APPENDIX A



UNIVERSITEIT • STELLENBOSCH • UNIVERSITY
jou kennisvenoot • your knowledge partner

The Principal
College of Cape Town
Central Office
Salt River
Cape Town

Dear Mr. Van Niekerk

I Jennifer Esau, a Life Orientation lecturer at the Gugulethu campus, wish to ask your permission to do research at this specific campus of the College of Cape Town. I am currently enrolled for a Master's Degree in Educational Support at the University of Stellenbosch. One of the requirements for this degree is that I complete a research thesis.

The purpose of my research study is to explore how students experience their parents' support to mediate various academic outcomes. I have identified the NCV L2 students at the Gugulethu campus as the potential research population for my study and am seeking your permission to conduct the research there.

Once permission has been granted, NCV L2 students at the Gugulethu campus will be invited to participate in this study. All potential participants will be invited to a briefing session where more information about the aims and purpose of the study will be shared. In the case of minors, their parents' consent will be sought prior to the commencement of the study.

If additional information is needed regarding this research, please do not hesitate to contact my supervisor, Prof D. Daniels, at Stellenbosch University.

Yours in education and support

Jennifer Esau

M Ed Educational Support student

jesau@cct.edu.za

APPENDIX B

SIGNED PERMISSION TO DO RESEARCH AT COLLEGE OF CAPE TOWN



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

DHET 004: APPENDIX 1:
**APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN
PUBLIC COLLEGES**

1. APPLICANT INFORMATION

1.1.	Title (Dr /Mr /Mrs /Ms)	Mrs	
1.2	Name and surname	Jennifer Claudine Esau	
1.3	Postal address	4 Esslingen Way, Silversands, Kuils River	
1.4	Contact details	Tel	None
		Cell	083 701 2025
		Fax	None
		Email	jeau@cct.edu.za/ jesau001@gmail.com
1.5	Name of institution where enrolled	University of Stellenbosch	
1.6	Field of study	Psychology & Education	
1.7	Qualification registered for	Please tick relevant option:	
		Doctoral Degree (PhD)	<input type="checkbox"/>
		Master's Degree	<input checked="" type="checkbox"/>
		Other (please specify)	<input type="checkbox"/>

2. DETAILS OF THE STUDY

2.1	Title of the study
<p>Student perceptions on the role of parental involvement in the educational success of the TVET student: A case study</p>	
2.2	Purpose of the study

DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

The aim of this study is to collect narratives of student perceptions of how their parents has been involved in their first year of studies at a TVET college. Another objective of the study is to produce more literature on this topic. Furthermore could the student perceptions of parental participation assist with forming better partnerships between the TVET college and the student - parent-family community.

3. PARTICIPANTS AND TYPE/S OF ACTIVITIES TO BE UNDERTAKEN IN THE COLLEGE

Please indicate the types of research activities you are planning to undertake in the College, as well as the categories of persons who are expected to participate in your study (for example, lecturers, students, College Principals, Deputy Principals, Campus Heads, Support Staff, Heads of Departments), including the number of participants for each activity.

3.1	Complete questionnaires	Expected participants (e.g. students, lecturers, College Principal)	Number of participants
		a) Not applicable	
		b)	
		c)	
		d)	
3.2	Participate in individual interviews	Expected participants	Number of participants
		a) NCV L2 registered students	5
		b)	
		c)	
		d)	
3.3	Participate in focus group discussions/ workshops	Expected participants	Number of participants
		a) NCV L2 registered students	5
		b)	
		c)	
		d)	
3.4	Complete standardised tests (e.g. Psychometric Tests)	Expected participants	Number of participants
		a) Not applicable	
		b)	
		c)	
		d)	
3.5	Undertake observations <i>Please specify</i>	Not applicable	

DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

3.6	Other <i>Please specify</i>	Not applicable
------------	---------------------------------------	----------------

4. SUPPORT NEEDED FROM THE COLLEGE

<i>Please indicate the type of support required from the College (Please tick relevant option/s)</i>		
Type of support	Yes	No
4.1		✓
4.2		✓
4.3		✓
<i>Please specify the documents required below</i>		
4.4		✓
<i>Please specify the data fields required, below</i>		
4.5		
<i>Other, please specify below</i>		
Assisting with space where the interviews and focus group session can be conducted. to accommodate that students don't miss out on classes or spent additional money for transport		

5. DOCUMENTS TO BE ATTACHED TO THE APPLICATION

<i>The following 2 (two) documents must be attached as a prerequisite for approval to undertake research in the College</i>	
5.1	Ethics Clearance Certificate issued by a University Ethics Committee
5.2	Research proposal approved by a University

DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

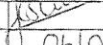
6. DECLARATION BY THE APPLICANT

I undertake to use the information that I acquire through my research, in a balanced and a responsible manner. I furthermore take note of, and agree to adhere to the following conditions:

- a) I will schedule my research activities in consultation with the said College/s and participants in order not to interrupt the programme of the said College/s.
- b) I agree that involvement by participants in my research study is voluntary, and that participants have a right to decline to participate in my research study.
- c) I will obtain signed consent forms from participants prior to any engagement with them.
- d) I will obtain written parental consent of students under 18 years of age, if they are expected to participate in my research.
- e) I will inform participants about the use of recording devices such as tape-recorders and cameras, and participants will be free to reject them if they wish.
- f) I will honour the right of participants to privacy, anonymity, confidentiality and respect for human dignity at all times. Participants will not be identifiable in any way from the results of my research, unless written consent is obtained otherwise.
- g) I will not include the names of the said College/s or research participants in my research report, without the written consent of each of the said individuals and/or College/s.
- h) I will send the draft research report to research participants before finalisation, in order to validate the accuracy of the information in the report.
- i) I will not use the resources of the said College/s in which I am conducting research (such as stationery, photocopies, faxes, and telephones), for my research study.
- j) Should I require data for this study, I will first request data directly from the Department of Higher Education and Training. I will request data from the College/s only if the DHET does not have the required data.
- k) I will include a disclaimer in any report, publication or presentation arising from my research, that the findings and recommendations of the study do not represent the views of the said College/s or the Department of Higher Education and Training.
- l) I will provide a summary of my research report to the Head of the College/s in which I undertook my research, for information purposes.

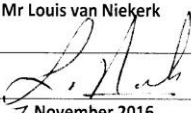
DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

I declare that all statements made in this application are true and accurate. I accept the conditions associated with the granting of approval to conduct research and undertake to abide by them.

SIGNATURE 
 DATE 06/09/2016

FOR OFFICIAL USE

DECISION BY HEAD OF COLLEGE

<i>Please tick relevant decision and provide conditions/reasons where applicable</i>	
Decision	<i>Please tick relevant option below</i>
1 Application approved	<input checked="" type="checkbox"/>
2 Application approved subject to certain conditions. <i>Specify conditions below</i>	<input checked="" type="checkbox"/>
Please note that the DHET policy requires prior permission from parent/guardian for all minors prior to research being undertaken. Please provide a full (electronic) copy of the research proposal for our records, and a copy of the ethical clearance from the University when it becomes available. You are reminded that the College is to receive a copy of the final research report. The College of Cape Town should not be identified by name in your report.	
3 Application not approved. <i>Provide reasons for non-approval below</i>	
NAME OF COLLEGE College of Cape Town for TVET NAME AND SURNAME OF HEAD OF COLLEGE Mr Louis van Niekerk SIGNATURE  DATE 7 November 2016	

APPENDIX C

**SIGNED PERMISSION TO DO RESEARCH AT THE:
GUGULETHU CAMPUS OF COLLEGE OF CAPE TOWN**



UNIVERSITEIT • STELLENBOSCH • UNIVERSITY
jou kennisvenoot • your knowledge partner

The Academic Manager
Gugulethu Campus - College of Cape Town
Cnr Steve Biko Drive & Ngambu Street
Gugulethu

Dear Ma'am

I Jennifer Esau, a Life Orientation lecturer at the Gugulethu campus, wish to ask your permission to do research at Gugulethu Campus of College of Cape Town. I am currently enrolled for a Master's Degree in Educational Support at the University of Stellenbosch. One of the requirements for this degree is that I complete a research thesis.

The purpose of my research study is to explore how students experience their parent's support to mediate various academic outcomes. I seek your permission to conduct the research at this particular institution. If permission is granted, NCV L2 students from the campus will be invited to participate in this study. All potential participants will be invited to a briefing session where the aims and purpose of the study will be explained to them. Should some of the potential participants be minors, their parents' consent will be sought first.

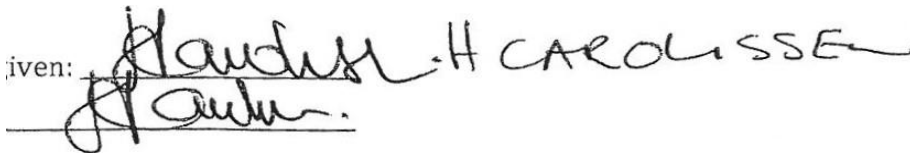
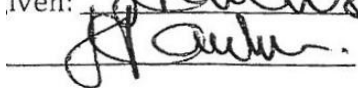
If additional information is needed regarding this research, please do not hesitate to contact my supervisor, Prof D Daniels, at Stellenbosch University, at 021 8082324.

Yours in education and support

Researcher jesau@cct.edu.za

Approval

Signature:

Given: 


APPENDIX D



UNIVERSITEIT • STELLENBOSCH • UNIVERSITY
jou kennisvennoot • your knowledge partner

STELLENBOSCH UNIVERSITY CONSENT TO PARTICIPATE IN RESEARCH

LETTER OF CONSENT

Dear Parent(s)/Guardian

You are hereby asked to consent for the participation of your minor child to participate in a research study on “The role of parent involvement in the success of Technical Vocation Education and Training (TVET) students.” This study will be conducted at one of the campuses of College of Cape Town in Gugulethu.

This study involves written consent of various parties including the parent of a minor student, (a student not yet 18 years of age). This study forms part of a scientific research contribution towards the M Educational degree in the department of Education and Psychology at the University of Stellenbosch. Parents are invited to consent for their minor child’s participation if the student live in the same house with a parent(s) or guardian, and that this particular parent/adult assume a positive role towards his/her minor child.

Aims of the study:

- This study is interested in collecting data on what student’s perspectives are of parent support and how their parent’s involvement has mediated their academic goals.

Procedures

- Participants will be invited to voluntarily (no money will be given in exchange for information), participate in this study
- One-on-one interviews will be conducted with the 6 participants to answer the research question
- A focus group session will be held where all 5 students will participate in a Life Skills activity – mind-mapping their family community support

Agreeing to participate in this study poses a low risk of human harm but the researcher will work closely with the Student Support Officer at Gugulethu campus, as well as the lecturer assigned to assist. As participation is voluntarily, a participant may withdraw at any time from the study. All information shared by the participants will be treated with confidentiality and the researcher will not use the real names of any of the students participating in this study.

With sincere appreciation

Jennifer Esau

Researcher



UNIVERSITEIT • STELLENBOSCH • UNIVERSITY
jou kennisvennoot • your knowledge partner

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to *(include full Name & Surname of Parent/Guardian)* _____ by Jennifer Esau (Researcher) in English and or was satisfactory translated. I am the *(circle the correct option)* parent/guardian of *(full Name & Surname of minor child)* _____ and hereby give my consent to him/her to voluntarily participate in this study. I have been given a copy of this form: *(Only tick the relevant option)*

Yes

No

Name of Participant

Name of Participant/Parent/Guardian/Legal Representative

Signature of Participant/Parent/Guardian/Legal Representative

Date

SIGNATURE OF RESEARCHER

I declare that I explained the information given in this document to _____ *[name of the subject/participant]* and/or *[his/her]* representative _____ *[name of the representative]*. *[He/she]* was encouraged and given ample time to ask me any questions. This conversation was conducted in English and *[no translator was used/this conversation was translated into _____ by _____]*

Signature of Researcher

Date

APPENDIX E



UNIVERSITEIT • STELLENBOSCH • UNIVERSITY
jou kennisvenoot • your knowledge partner

PARTICIPANT RESEARCH INFORMATION AND ASSENT FORM

TITLE OF THE RESEARCH INQUIRY:

STUDENT PERSPECTIVE ON THE ROLE OF PARENTAL INVOLVEMENT IN THE SUCCESS OF TVET STUDENTS: A CASE STUDY

RESEARCHER NAME(S): Jennifer Claudine Esau

CONTACT DETAILS: Email: jesau@cct.edu.za

Cell phone number: 083 701 2025

What is RESEARCH?

Research is something we do to find new knowledge about the way people and things work. We use research inquiries or studies to help us find out more about, perceptions, human behaviour and even interactions between people. Research also helps us to find better ways of understanding complex relationships and to seek solutions to them.

What is this research inquiry all about?

The purpose of my research inquiry is to explore the different types of parental involvement that exist for TVET students. Young adults will be asked to share their stories of how their parents have been involved in their academic success.

Why have I been invited to take part in this research inquiry?

I have invited you to participate in this research inquiry because you are a Level 2 NCV enrolled student at Gugulethu campus, who lives with your parents. You are also invited to participate in this study because your views and experiences on your parent's involvement in your studies could add value to this research inquiry.

Who is doing the research?

This research is done by Mrs. J. Esau as part of the requirements to complete a M.Ed. degree in Educational Support.

What will happen to me in this study?

You will first have to agree to be a participant in this research inquiry. It is also expected of you to attend a briefing session with the other interested participants of the study. You need to participate in a single interview – (this will be done on campus). You will also participate in a focus group activity with 5 other students.

Can anything bad happen to me?

No. This research inquiry is aimed at sharing your experiences. Sometimes people feel extra special because they participate in research and people get to listen to their unique stories. But whatever you tell me during our interview will be kept confidential. Should there be a need to counsel you, the support of the Student Support Officer, Mrs. Adams, will be available to you.

Can anything good happen to me?

You are contributing to valuable information about TVET student's experiences of parent support. Your life stories can help to assist policy makers to understand the importance of parents as partners of the TVET College. Your views and shared experiences on Parental Involvement can also provide a framework to understand the relationship between the student – parent and even assumptions can be derived about the TVET student community.

Will anyone know I am in the study?

Yes. You will be expected to participate with other students in a focus group session; thus your co-participants will know who are in the study. However, I am bound by a confidentiality clause thus your name and the information that you share with me during the interview will be confidential. Interviews will be conducted privately in one of the classes on campus outside of class time.



Who can I talk to about the study?

Mrs. J. Esau

[jesau001@gmail.com/](mailto:jesau001@gmail.com) jesau@cct.edu.za

What if I do not want to do this?

Your participation in this research inquiry is voluntarily. You will not get paid for exchange of information. You are however a valued participant and can withdraw from the study at any time.

. Do you understand this research study?

 YES NO

Has the researcher answered all your questions?

 YES NO

Do you understand that you can pull out of the study at any time?

 YES NO

Is your participation in this study voluntary?

 YES NO

Signature of Participant

Date

APPENDIX F

Structured Interview Guide

(The researcher introduces herself and thanks the participant for agreeing to be interviewed. She checks that the recorder works and explains the research process. She gets the participant's permission to audio record the interview.)

1. Demographic background

1.1 Please introduce yourself to me.

(Interviewer will ask questions to collect information on):

- Full name and surname (allow for age)
- Place of birth (origin): Where were you born?
- Where do you live currently – Do you live there whilst you are studying?
- Any disabilities that you live with?

1.2 Could you tell me about your family unit?

- Who the individuals are in it? (Find out if (s) he lives with parents/siblings/ extended family. Probe if it is unclear or if student is hesitant to talk about the family unit)

2. Family educational Background

Great! I would like to know a bit about your family's background.

- Your parents: Do you live with both of your parents
- If living with guardians enquire who they are – relationship to student
- What do they do for a living? (Find out about parent's job: blue collar; waged worker, salaried, etc. – thus the SES (socio-economic status of family))
- Your siblings: tell me about them? (school, working, unemployed)
- If at school – grades
- If working – what
- Unemployed – Has this been affecting your studies?

3. Let us now focus on you, (say name of the participant).
 - Tell me about your last year of schooling, and when that was. I see that you are (state age) old. (probe to find out reason for not completing high school)
 - Why did you decide to study at a TVET/FET college?
 - Whose decision was it that you enrol at this TVET? (Probe to find out who encouraged; who the role-players were, etc.)
 - Did your parents/family/community have any role in influencing your decision? If so, how?

4. You and your NCV studies

Let's talk next about the National Curriculum Vocational Programme that you are following as an alternative to complete matric qualifications. We will particularly talk about being a student of College of Cape Town and enrolled in the NCV Travel and Tourism Level 2 programme

- How did you come to be enrolled in this specific programme? (Find information on who provided information; the processes, etc.)
- What aspirations do you have, being enrolled in this programme? (If a sibling is unemployed link this question to it – make a change; do not want to be like that, etc.)
- Now that you are halfway through your first year of studies, what have been your experiences? Are you coping/have there been any challenges/barriers? (Would you like to talk about it?)
- What advice would you give to someone who plans to *study* at a TVET college?

5. *Support at home:*

I see that you are living at home. Let us talk about that.

- How do you get to college? (Travel, who funds? Available, etc.)
- Describe your commute (time/challenges) from home to TVET daily. (Do you travel alone?)
- Are there any other students/learners in your household? If so, describe for me what I would see in (NAME) home setup that facilitates a student's success (to do homework/ assignments etc.) (Here probe about place to study; own room? quiet time; computer? Internet? Etc.)

6. *Parent support*

- How have your parents/guardians been involved in your studies? (Probe for financial, social, emotional, academic support)
- Financial: who pays? (if bursary, role of parent in it) (Help participant think: Think about their role in getting you admitted to TVET)
- How have your parents been supportive of your academic goals? (Do you talk about TVET; ask about/ share experiences with them (why not?).
- What do they ask about college/college life? How does it affect you?
- What, for you, is positive involvement by your parents in your studies?

7. *Parent Support as a strategic link to achieve student's success at the TVET college – student perspectives*

Let's talk about how your parents have become partners of the college

- Can you share your experiences where your parents made contact with the college/meet with the lecturers, engaged with the campus manager or just had to come to college? (Never? Do you think that parents of students who perform academically well should come to the college? When and under what circumstances must they see their children)
- Yes - What happened on such occasion(s)
- And tell me ... how did you feel about that/it

And finally (*say name*) ...

8. What are the ways in which parents can best support their TVET child as a student?

(The interviewer sincerely thanks the interviewee for his/her time and for contributing to the research process. She asks if there is anything else that is related to the aspects covered in the interview that the interviewee would like to add. The interviewer also asks if she can contact the interviewee at a convenient time if she would like to clarify what they have discussed/if something is unclear in their recorded conversation).

APPENDIX G

LETTER OF GRATITUDE

Dear parents/guardian and participant

I hereby express my sincerest gratitude for allow your student child to participate in a voluntarily research project relating to the role of parental involvement from a TVET student perspective. During our individual interview, the focus group discussion and conversations around topics relating to the collage activity, I have gained insights into what life is like when you are doing NC (V) Level 2 at the Gugulethu Campus of the College of Cape Town, and the various ways that parents support their children to achieve personal and academic success.

I am thankful for each participant's contribution, the stories, the descriptions and that you allowed me to tell their/your stories.

I wish you all the beauty in life and I pray that you/student child will continue to shine in NC (V) studies, at home and in the community.

Kind regards

Jennifer Esau

Researcher

APPENDIX H

LETTER OF GRATITUDE

Dear Principal and staff

I hereby express my sincerest gratitude for the opportunity to conduct research at the Gugulethu campus of the College of Cape Town. During the research process I collected value data, using three different methods to get to findings that expose the role of parental involvement from a TVET student perspective. The five students engaged in an individual interview, focus group discussion and conversations around topics relating to their collage activity, provided insights into what life is like when you are doing NC(V) Level 2 at the Gugulethu Campus of the College of Cape Town, and the various ways that parents support their children to achieve personal and academic success.

I am thankful for each participant's contribution, the stories, the descriptions and that you allowed me to tell their stories. Further that they have helped me to get closer to my goal of completing a Masters in Educational Support degree at the University of Stellenbosch.

I wish that one day, their stories will be explored within other context than this research inquiry.

Kind regards

Jennifer Esau

Researcher

APPENDIX I

EXAMPLE OF OPEN CODING OF TRANSCRIPT

Individual interview with: Sam

1. R. Before we continue can you just on type agree that I have your permission to do this research?
2. S. hmm, Yes miss you have my permission to continue
3. R. Thank you again for agreeing to be part of this study
4. R. So, Hi let me first take the opportunity to introduce myself...I am Jennifer Esau, you will know me as mrs. Esau your Life Orientation lecturer ne, but I am actually a student too...
5. R. Now to talk about my work or studies, hmm I am studying at University of Stellenbosch and I am doing this research on parental involvement with students studying at a FET also known as a TVET college...
6. Let's get to the questions...
7. Can you please introduce yourself?
8. S. Yes. I am Sam [REDACTED] Student real Surname blacked out
9. R. K. So what name are we using for the research?
10. S. Aaa, its fine if you use my name I don't mind.
11. R. oh is that how you pronounce your surname... nice
12. R. I think I am going to call you Sam Goodman.
13. R. How do you feel about that?
14. S. I like that.
15. R. Goodman can you tell me where you were born?
16. Sam. Yes I was born in Kenilworth. But we come from Johannesburg... but I grew up in Kenilworth. It's a white area.
17. Sam. And I attended school there too. But we don't live there anymore.
18. R. What school did you go to in Kenilworth?
19. Sam. I went to Wittebome High School
20. R. K. Wittebome High you say...
21. R. K. And why are you no longer living there?

Biographic Data:

Name, Surname,
Community

Education:

Previous High School-
Wittebome High School
in Kenilworth

Community:

Johannesburg-
Emotions? Father lives
there

Kenilworth- White is?

Khayelitsha – Unsafe

SES: Mother retrenched, pensioner – unemployed, income?

22. Sam. Miss you actually see that my mother use to work for white people and that is where we lived.

23. R. Now I am very interested to know how you and your mother moved and live in your new community...

24. Sam. My mother wasn't actually retrenched you can say because she is old. She is a pensioner and she stopped working. We then moved to Khayelitsha...

25. R. Did you and your mother move alone and what about your father?

26. Sam. My father lives in Joburg. He is a taxi driver and businessman. He has his own taxis. He thought I was going to following in his footsteps. But I decided that life is not for me.

Participant don't want to follow in father's footsteps – He wants to complete

27. R. So how do you think does your father feel about leaving his family in the Western Cape and him being in another province?

28. Sam. I think my father feels very sad about that. But through having his own business, I mean the taxi's he is able to support his family here.

Family- Family connectedness

29. Sam. My father doesn't have a choice to generate money to feed us he has to be there and us here.

30. R. K. So what is life like in Khayelitsha?

Community: Khayelitsha dangerous, shebeens,

31. Sam. I would say it's dangerous but it's also different.

Sam goes to church in Khayelitsha

32. Where we use to live you cannot play in the streets, no one plays in the streets. But here anything and everything happens in the streets...

33. There is crime here, and there is also a lot of stuff that people can do here. They do a lot of projects in Khayelitsha. And there are also a lot of churches here. I think there is almost just as much churches as shebeens here

34. R. And where do you most of the time hang out?

35. Sam. Hayi miss I am a church man. You can say that I am part of the leaders in the church

Biographical data: Age

36. R. How old are you Goodman? Do you mind me asking your age?

37. Sam. No not at all miss. I am 28 years old. I am like a father in our house

38. R. And your house here in Khayelitsha. Is it big? What is it made off? I mean what material did they use to build your house? Who all live in this house?

SES & Family: Big, comfortable house

39. Sam. Miss you can say that our house is big. Our house has been built with savings money. We have three bedrooms and other rooms too. We have a kitchen and a bathroom and a lounge too.

40. R. Its big Goodman. Too big for two people to live in.

41. Sam. No my **two nieces actually live with us** and then it's my mother and me.

42. R. You say your nieces? Whose children are they?

43. Sam. **My sister**

44. R. So how old is the children?

45. Sam. The **one girl is 6 and the other one is twelve.**

46. R. And their mother where is she living now?

47. Sam. She **stays with her boyfriend.**

48. R. Do you have your own room?

49. Sam. Yes **I have my own room and my nieces they share a room.**

50. Sam. **My mother also has her own room**

51. R. Ok I see. Your family looks after each other. Not all families look after each other.

52. R. So tell me is there anyone in your family that live with a **disability?**

53. **Sam. Actually my niece.**

54. R. What is the nature of her disability?

(hmmm Goodman cleans his throat)

55. Sam. She has one short arm.

56. R. And tell me how does that affect your life? Does it affect your life in any sense?

57. Sam. (hmm) It actually does cos I sometimes have to help her get dress. And she can't wash dishes too I then have to wash the dishes.

58. R. Does she get a grant for her disabled arm?

59. Sam. Yes. Both of them **get a grant.** The other one is still very young so she gets a grant because she is 6 years old without her parents.

60. R. Is that the only income that you guys get? You said that your mother is old. Does she also get pension?

61. Sam. Yes, she **gets old age pension.**

62. R. And your studies who pays for your studies?

63. I got **a bursary.**

64. R. And what about transport? Who helps you with the travelling money?

65. Sam. I get a **travelling allowance from the college.** They give R 750.

66. Sam. **. Gugulethu** and Khayelitsha not too far from each other so I take a taxi and score some money.

67. Sam. But no one works in the house. And it's very difficult at times for me.

68. But the **church they help me.** They help me to know how to spend the money.

Biographical Details:

Two nieces –sister's children

Family: Disability

SES: Support extended family, one disable grandchild

SES: Mother gets old age pension,

Niece: disability grant

SES: Participant is bursary holder, get R750 from for travelling

Church help: How? With what?

Community:

Church, College of Cape Town

