IJIET, e-ISSN 2548-8430, p-ISSN 2548-8422, Vol. 9, No. 2, July 2025, pp. 409-421

International Journal of Indonesian Education and Teaching
http://e-journal.usd.ac.id/index.php/IJIET
Sanata Dharma University, Yogyakarta, Indonesia

THE HINDRANCES OF PARENTAL SUPPORT IN ENHANCING THE ACADEMIC PERFORMANCE OF GRADE 9 LEARNERS IN A SECONDARY SCHOOL

Ntombifuthi Innocentia Msibi[1*] and Nonhlanhla Desiree Maseko[2]
[1,2]University of Johannesburg, South Africa
Ntombi.nmnm39@gmail.com[1] and maseknd@unisa.ac.za[2]
*correspondence: ntombi.nmnm39@gmail.com
https://doi.org/10.24071/ijiet.v9i2.11281
received 22 January 2025; accepted 30 July 2025

Abstract
The study focuses on parental involvement and its impact on the academic performance of grade nine learners in Bronkhorstspruit, Gauteng province. It highlights that many parents in the area tend to defer responsibility for their children's academic success solely to educators, expecting schools to address any challenges. This reliance is compounded by low attendance at parent meetings and minimal participation in school activities. Consequently, academic performance suffers among grade nine learners in the region. The research aims to offer effective strategies for parents to enhance their children's academic outcomes and to advise schools on fostering better parental involvement. Following a qualitative approach within the Interpretivism paradigm, data was gathered through semi-structured interviews and document analysis involving ten purposefully selected parents, though only five participated. The study is theoretically grounded in the Hoover-Dempsey & Sandler Model of Parental Involvement, which explores parental motivations and perceptions regarding involvement in their children's education. Key findings indicate that issues such as parental knowledge gaps and strained relationships between schools and parents contribute significantly to the lack of parental support in Bronkhorstspruit schools.

Keywords: academic performance, educational stakeholder, parental support, secondary school

Introduction

The academic performance of learners in secondary schools is significantly influenced by the level of parental involvement in their education. Despite the recognized importance of parental support, many learners in African countries, particularly in South African township secondary schools, face barriers to learning due to insufficient parental engagement (Hill, 2022; Ruesket, 2019). Studies have shown that learners with supportive parents tend to perform better academically (Diravian, 2017), underscoring the critical role parents play in their children's educational success.

This work is licensed under CC BY-SA.
Creative Commons Attribution-ShareAlike 4.0 International License.

However, there remains a notable gap in research specifically targeting the dynamics of parental involvement for grade nine learners. While existing literature highlights the general benefits of parental support and challenges faced by parents, such as work dynamics and socio-economic issues (Ciliers & Chiuvanwindi, 2020; Gedfie et al., 2021), there is a need for a deeper understanding of how these factors uniquely impact grade nine learners and their parents.

This study aims to bridge this gap by investigating the role of parents in enhancing the academic performance of grade nine learners in township secondary schools. By exploring the challenges faced by parents and identifying effective strategies for parental involvement, this research seeks to contribute valuable insights into improving educational outcomes for learners in these settings. Furthermore, the study will consider multiple perspectives, including those of parents, teachers, and learners, to provide a comprehensive understanding of parental involvement in grade nine education.

Through this investigation, the study aims to inform future research and interventions designed to foster greater parental engagement and support for learners in secondary schools, ultimately enhancing their academic performance and educational experience.

Research aims and questions

The primary aim of this study is to investigate and to understand the parental support requirements in enhancing the academic performance of grade 9 learners in secondary schools. To achieve the aim of the study the primary research question of this study was, 'How are parents currently supportive in enhancing the academic performance of grade 9 learners in a secondary school?' To answer the main research question, the study was guided by the following sub-research questions:

1. What are the challenges that are faced by parents in enhancing the academic performance of grade 9 learners in a secondary school?
2. Which strategies can be used by parents in enhancing the academic performance of grade 9 learners in a secondary school?

Theoretical framework

A theoretical framework is an essential review of existing theories that serves as a guide for developing the arguments you will use in your own work (Vinz, 2022). This study is based on Hoover-Dempsey and Sandler Model of the Parental Involvement Process (Hoover-Dempsey et al., 2005). According to Hoover-Dempsey et al. (2007), although parent involvement is an essential component of children's educational experiences, little is known about the psychological factors that motivate parents to engage in such practices. As a result, Hoover-Dempsey et al. (2007) presented a comprehensive model of the process of parent involvement that is based on psychological and educational research (Sheldon, 2002) and has been empirically tested by researchers (Hoover-Dempsey et al., 2007). This theorist believes in the positive contribution of parents, family, school staff members, self-efficacy of learners and perceptions to enhance the academic performance of learners at schools.

Teachers in schools that serve underprivileged communities are more likely to perceive parental involvement negatively; frequently characterizing it as less uplifting and less remunerating regarding propelling children learning and ignoring

parents' potential to oversee students and participate in school activities (Munje & Mncube, 2018). This clearly demonstrates that teacher training programs and teacher education curricula do not specifically prepare educators to deal with family-school-community partnerships issues (Epstein, 2018). The significance of parental involvement for both learners' academic outcomes and the life of the schools their children attend makes teacher effort relevant (Epstein, 2018). This serves as evidence that teachers will barely enhance academic performance without the parents' involvement. Parents need to build a good relationship with teachers and work together in enhancing the learners' academic performance at schools (Msila, 2012).

Hoover-Dempsey and Sandler's parent involvement model

This model, which is based on psychological theory, not only challenges particular forms of parent involvement but also tries to explain why parents choose to be involved, how they choose particular forms of involvement, and how parent involvement affects outcomes (Hoover-Dempsey & Sandler, 1995). Hoover-Dempsey and Sandler (1997) suggested that parents frequently become involved in their children's education by focusing on the most five (5) prominent levels of the parent involvement process. Which is level 1: Personal Motivators Parent's Perceptions of Invitations to be Involved Life Context Variables, level 2: Learning Mechanisms Used by Parents during Involvement Activities, level 3: (Mediated by) learners Perceptions of Learning Mechanisms Used by Parents, level 4: Student Attributes Conducive to Achievement and level 5: learners Achievement. This theory clarifies about the influences of parental involvement in schools and how it affects the academic performance of learners. Parents in this context do not only refer to biological parents but the primary caregivers of the learners (Msila, 2012).

Level 1: Personal motivators, parent's perceptions of invitations to be involved and life context variables

This model is influenced by three factors namely personal motivators, perceptions of invitations to be involved and life context variables.

1. Personal motivators

Personal motivation is a condition within us that desires a change, either in the self or the environment, whether we define it as a drive or a need (Souders, 2019). Parent's motivation to be involved in their children academics is influenced by their childhood experiences, current family structures and academic level (Hoover-Dempsey et al., 2005). If parents were not given support in their academics by their parents in the past, they are less likely to support their children's academics as well as they perceive lack of parental involvement as a norm. If parents are surrounded by family members who are not involved in their children academics, they won't see the importance of parental involvement in their children academics. Parents who have not finished school lack understanding and drive to involve themselves in their children academics (Hoover-Dempsey et al., 2005). This study looked at the how families of the learners perceive education and check how family structures and parents' level of education influences the parental involvement in learners' academics. Perception of invitations to be involved.

If parents have bad experience of the encounter with school staff such as management, educators or general workers they won't be interested in honouring the meeting invitations (Hoover-Dempsey et al., 2005). Factors such as the atmosphere of the school and conduct of staff members play a crucial role. The school staff must be welcoming in the schools which make it easy for parents to be comfortable and enjoy attending school meetings. This study looked at the reasons why parents are not honouring the school meeting invitations and further look at how the relationship between school staff members and parents affects the parents' meeting attendance at schools.

2. Life context variables

Parent's beliefs greatly influence parental involvement (Hoover-Dempsey et al., 2005). If parents believe they have skills and abilities to support their children academics, they are more likely to act but if they believe they don't have adequate skills they won't take actions in supporting their children's academics. This study looked at parent's beliefs about supporting their children academics.

Level 2: Learning mechanisms used by parents during involvement activities

Learning mechanism is to be able to learn qualities from examples and to be able to generalize based on similarity in quality (Vinz, 2021). This model argues that four distinct types of activities influence the learner attributes necessary for school success (Hoover-Dempsey et al., 2005). These are the "active ingredients": instruction, modelling, reinforcement, and encouragement. If parents give their children instructions to do their schoolwork or take their schoolwork serious, children are likely to follow instructions given by their parents (Hoover-Dempsey et al., 2005). When parents check children academic progress regularly from their teachers, children will start regarding education as important, that is modelling good practices. Parents who motivate their children through rewards for obtaining good results are more likely to enhance the children's academic performance and that reinforcement serves as an encouragement to do better. This level looks at how instructions, modelling, reinforcing and encouragement by parents enhance the learners' academic results.

Level 3: (Mediated by) learners' perceptions of learning mechanisms used by parents

The process by which a person selects, organizes, and interprets stimuli into a meaningful and coherent picture of the world is called perception (Epstein, 2015). Unless students perceive the actions of their parents, these mechanisms remain inactive. As a result, students' perceptions of how their parents use the four mechanisms (instruction, modelling, reinforcement and encouragement) are a crucial channel through which parents' beliefs and actions are transformed into characteristics that contribute to academic success (Hoover-Dempsey et al., 2005).

Level 4: Learners attributes conducive to achievement

Learner's attributes conducive to achievement is closely related to self-efficacy. The term self-efficacy refers to an individual's confidence in their ability to complete a task or achieve a goal (Hopper, 2021). When students perceive they are capable of learning or doing good to achieve good results, they are most likely

going to work hard and do well in their academics (Hoover-Dempsey et al., 2005). If they think they are not capable then they will not work hard to get good results. Learner's goals and future plans can encourage the learner to study hard in order to make sure that goal becomes a reality.

Level 5: Learner's achievement

The amount of academic material a student learns in a given time period is called academic achievement (Barowski, 2021). Any way a student has accomplished short-term or long-term academic objectives in an academic setting qualifies as this (Hoover-Dempsey et al., 2005). Learners' academic achievement is greatly influenced by parental involvement in schools (Msila, 2012). If parents are involved in their children academics, they are likely to perform well at school.

A review of local and international literature

The impact of socioeconomic status on parental support for academic achievement is profound. Williams-Johnson and Gonzalaz-DeHass (2022) emphasize that parental involvement significantly enhances the academic performance of learners, yet disadvantaged communities often lack this due to socio-economic challenges. Megwe (2023) confirms minimal parental engagement among low socio-economic backgrounds, hindered by factors like illiteracy and long work hours. Mijlof, Roman and Edna (2020) note that poverty correlates with less supportive parenting, affecting academic outcomes. Economic constraints also limit parental capacity, with studies highlighting disparities in educational attainment (Hill, 2022; Megwe, 2023; Williams-Johnson & Gonzalaz-DeHass, 2020). Higher socio-economic status enables outsourcing of support, though direct involvement may be limited (Munir et al., 2023).

Teacher's attitude toward parental support

Parental support in schools faces significant barriers including teachers' negative attitudes, dismissal of parental input, school management conflicts, and inadequate teacher training on parental engagement (Oranga et al., 2022). Despite parents' crucial role in student success, teachers often lack the skills to effectively collaborate with them, particularly when parents are unfamiliar with the educational system (Mbhiza&Nkambule, 2022). Some educators perceive parental involvement as a threat, leading to minimal interaction with parents and feelings of marginalization (Govender, 2021). Economic challenges exacerbate these issues, contributing to strained teacher resources and limited parent-teacher communication (Anastasiou & Papagianni, 2020). In some cases, this results in educators feeling overburdened, and a disconnect between schools and families occurs (Govender, 2021).

Cultural impact on parental involvement

Cultural background significantly influences parental involvement in students' academic performance (Williams-Johnson & Gonzalaz-DeHass, 2020). Hill (2022) argues that cultural beliefs can either facilitate or hinder parental engagement in education, with some Chinese parents feeling disconnected from Western educational values. Kim and Brand (2023) argue that while certain cultural beliefs, such as those in some African communities, may discourage a girl child's

academic achievement, not all cultural norms impede parental involvement. For instance, they believe a girl child is expected to get married and take care of her family rather than focusing on her studies. Richards (2020) highlights how historical inequalities in South Africa shape cultural attitudes towards education. Cultural diversity shapes parental attitudes and behaviours toward school participation, highlighting the need for culturally sensitive approaches to enhance educational outcomes.

Lack of effective policies

Effective parental support in education requires clear policy guidance (Govender, 2021). Policies govern school operations and facilitate communication between parents and schools, fostering positive relationships crucial for student academic success (Marschall & Shah, 2020). Ethnically aligned school leaders tend to develop more effective parental involvement policies, enhancing collaboration and inclusive practices (Govender, 2021; Marschall & Shah, 2020). Schools lack formal and ethnically aligned policies, hindering parental engagement efforts (Myende & Nhlumayo, 2020). Govender (2021) advocates for nationally developed policies to standardize and support parental involvement across schools, emphasizing the need for partnerships with parents and communities to implement these policies effectively.

Lack of transportation

Govender (2021) highlights that there are various parents that face challenges attending school meetings and events due to long distances and limited transportation options. Seeking better education, parents often choose schools far from home, making it difficult to participate regularly. Low-income families especially struggle with the cost of transportation, exacerbated by weather conditions that further deter attendance (Posey-Maddox & Haley-Lock, 2020). These factors collectively hinder parental support in school activities, underscoring the need for accessible and inclusive approaches to engage all parents effectively in their children's education.

Parents' working conditions.

According to Govender (2021), many parents face barriers to participating in school activities due to demanding work conditions. Low-income parents often hold physically demanding jobs that exhaust their time and energy, leaving them with little opportunity to assist their children academically (Oranga et al., 2022). These jobs typically do not offer flexible hours or the ability to take time off, making it challenging for parents to attend school meetings and their children's extracurricular activities (Oranga et al., 2022). Early morning departures and late returns further limit their involvement in monitoring their children's academic progress (Posey-Maddox & Haley-Lock, 2020).

Method

A qualitative method was used to investigate parental support to enhance the academic performance of learners. The reason for choosing this method is because it focuses on how individuals view and perceive their world experiences then constructing a meaning (Tenny, 2022). The qualitative method is significant for my

study because the researcher seeks to get the views of parents on their experiences and hindrances in enhancing the academic performance of their children and how they perceive parental involvement.

The instrument used in this study was semi-structured interviews. This instrument allowed the researcher to gather in-depth information about parents' experiences, perceptions, and views on parental involvement in enhancing academic performance.This instrument enabled the researcher to gather rich, qualitative data that provided a nuanced understanding of parental support and its impact on learners' academic performance.The data collected through this instrument was analyzed to identify themes, patterns, and insights that informed the decision-making. The researcher identified the common challenges faced by parents in supporting their children's academic performance, which informed the development of targeted interventions or support programs. The study could highlighted the effective strategies used by parents to support their children's academics, which could be shared with other parents or educators to improve parental involvement.

Research paradigm

According to Keong et al., (2023) a paradigm consists of a set of assumptions that offer a conceptual framework or philosophical foundation for a worldview, which enables researchers to develop organised studies globally. In this study Interpretivism research paradigm will be used. Interpretivism consider truth as a set of certain beliefs confined in a specific context (Keong et al., 2023). Interpretivists accept that various individuals in the society experience and figure out reality in various ways - while there might be "one" reality, everybody interpret it as per their own view (Proofed, 2023).

Participants

The sampling for collecting data focused on one secondary school which is in Bronkhorstspruit, Zithobeni township. The school is no-fee-paying in quintile one. 10 parents were invited to participate in this study of which 5 parents are part of the School governing body (SGB) who parents are also grade 9 learners, with the other five parents of which 2 of the parents have learners who are doing well in academics and 3 parents have learners who are not doing well in their academics. The reason why I chose the parents of grade 9 who are serving in the SGB is because they represent all the parents at the school, and they serve as the voice of parents' concerns. The other two parents who have learners who are doing well in their academics were chosen to understand what support they give to their children to enhance their academics, lastly, the 3 parents of learners who are not doing well in academics were chosen to understand their challenges in enhancing the children academics This school was chosen because the researcher is aware that the school is facing challenges of parental involvement in enhancing learners' academic performance and it is the closest school to my area. Predetermined criteria were used to choose participants for data collection to ensure that they provided tangible information (Tennyet al., 2022). The participants have children in the chosen school various age groups will be chosen.

Table 1. The number of participants and pseudonyms

Participant	Age	Occupation	Role at the school
1	37	General worker	Parent
2	43	Unemployed	SGB member
3	46	Unemployed	Parent
4	36	Unemployed	SGB member
5	52	Electrician	SGB member

Data collection instrument

The systematic process of gathering measurements or observations is known as data collection (Shona, 2019). Whether you are carrying out groundwork for business, administrative or scholastic purposes, information assortment permits you to acquire direct information and unique experiences into your research problem (Bhandari, 2022). The data was collected using semi-structured interviews and document analysis to explore the hindrances of parents to support the academic performance of learners.

Semi-structured interviews

A method for gathering data that relies on asking questions within a predetermined thematic framework is called a semi-structured interview (George & Merkus, 2022). Semi-structured interviews are much of the time subjective in nature (Tenny et al., 2022). The research interviews were conducted with five parents of learners who are not performing well in grade nine. The interview questions were formulated before the actual interview, and they were formulated using the research questions. The participants were allowed to withdraw from the interview at any time when they felt threatened at anyhow. The interviews were face to face after 15h00 in a school called Zithobeni Secondary School and it took 20-30 minute for each interview. The interviews were conducted in five consecutive days. The notebook and cell phone were used to record information.

Documents analysis

The attendance registers, meeting invitation and minutes of parent's meetings was requested to check the rate of attendance and apologies received from parents who did not attend meetings. The meeting invitation letter was requested to check if parents do receive the invitation for the meetings on time. The reason for analysing the attendance registers was to check if parents of grade nine learners do attend meetings when they are invited because it will give me an insight on the support parents give to their children academics. The grade nine EMS marksheets for term one 2024 was also requested to check if the academic performance of those learners whose parents do not attend meeting is good or not in EMS subject.

Ethics considerations in the study

Research permission was requested from the Gauteng department of education, school SGB and the selected school principal. Once the permission was granted the identified participants were given letters that serve as a request for participation in the study. Participants were made aware that the data collected from them will remain confidential and they have a right to withdraw from participating in the interview if they no longer feel comfortable. Written consent was given to

the participants of the study, once they have given consent for interviews then they were informed that information gathered from this research will be made available to them once the research has been finalised. Participants participation was voluntary, and participants remained anonyms throughout the study. All the documents that were used to transcribe are in the researcher's locker and audio records are stored in the locked folder to maintain the confidentiality of the participants. The documents will be stored there for one year then after that they will be destroyed.

Data analysis

Qualitative analysis

In research, data analysis is the process of turning raw data into meaningful insights that help answer questions or achieve goals (Dudovskiy, 2022). Qualitative data analysis was used to collect information. According to Creswell (2017) the identification, examination, and interpretation of data patterns and themes, as well as the determination of how these patterns and themes contribute to answering the research questions at hand, are all components of qualitative data analysis.

After conducting the study, ideas, thoughts, and perceptions were broken down into smaller segments. As a result, the data that was gathered in this study allowed for the identification of recurring themes in the participants' perceptions of their experiences. The themes were then formed from the common information gathered from the discussion of the findings. The collected data was read, and various responses were taken into consideration. Following that, data was grouped and narrowed based on how similar the responses are. After that, the data was divided into smaller groups. Lastly, potential themes were discovered.

Findings and Discussion

The findings revealed parental challenges that prevent parents from supporting their ninth-grade learners' academics in secondary school. These perceived challenges, which hinder parental support, include a lack of resources, changes in the syllabus, a lack of knowledge, learners' lack of interest in involving their parents, parents' attitude towards teachers, and an unwelcoming school environment. Participants suggested several strategies that schools can adopt to influence parents to support learners' academic performance. Parents participants mentioned three strategies that can be used by the schools to encourage parental support, as follows: educational campaigns, school and parents' partnerships, and creating a welcoming environment to enhance parental support in learner's academics. Strong collaborations between communities, parents, and schools also act as catalysts for social progress (Eden et al., 2024). These collaborations support the development of strong and resilient communities by fostering inclusion, diversity, and respect for one another.

Discussion

The above findings reveal that parental involvement is not a result of ignorant parents or parents who do not want to be initially involved. However, the socio-economic issues such as illiteracy, poverty and unemployment are some common hinders that affect effective parental involvement. Parents do not understand the current curriculum and they have no relationship with the school. this lack of

relationship or interaction between parents and school community has resulted in compromised learners' academic performance. Regardless of all the challenges that parents face in supporting the children's academics, they are trying their best to support their children academics by being part of the school governing body and finding necessary knowledgeable people to help their children with the homework. The policy makers need to develop necessary policies that will enhance the relationship between teachers and parents. All stakeholders in education need to recognise the importance and value parental involvement adds to the academic performance of learners at schools.

Limitation of the study

The limitation of this study was that 10 participants were selected by only 5 of the participants participated the other 5 participants withdrew from the study because of the language barrier that was used to conduct the interviews. One participant out of the five that participated asked the researcher to allow her to respond in vernacular as she understands English, but it is difficult to respond. The venue of the interview was not clean because the general worker was on sick leave and teachers kept moving inside the venue as they were working after hours doing marking. The findings are based on few participants therefore they cannot be generalised as the experiences and challenges of all grade nine parents in secondary schools.

Recommendations

1. Majority of the parents do not have a positive relationship with the teachers of their children and that affect their willingness to support the children academics, therefore school-parent partnerships must be created through social events that will bring the teachers and parents together.
2. Most school lack resources such as textbooks which makes it difficult for the parents to assist the children at home. Textbook must be made available to all learners at schools and avoid sharing of textbook to allow parents to assist their children.
3. The socio-economic issues that parents are facing are affecting how parents perceive education, therefore educational programs must be available to parents.
4. Lack of time management during the school meetings is another issue that demotivate parents from being involved, the school management team must plan, start their meetings on time and avoid prolonging meetings. Parents must find the school staff ready for them at the meeting venue not the other way around.

Conclusion

The participants felt that school environment and culture doe does not encourage parental involvement. They further indicated that teachers do not create a welcoming space for them to form a partnership in improving the academic results of the learners. For parents to effectively support their children academics, school and parents' partnership must be formulated. Parents must be made aware of strategies that they can use to support their children academics. Therefore,

collaboration is effective to enhance the academic performance of learners at schools.

References

Anastasiou, S., & Papagianni, A. (2020). Parents', teachers' and principals' views on parental involvement in secondary education schools in Greece. *Education Sciences, 10*(3), 69. https://doi.org/10.3390/educsci10030069

Artzi, G., & Greenbank, A. (2023). Teachers' attitudes towards parental involvement in Israel: Comparing teachers in general education and in special education. *School Community Journal, 33*(1), 141-163.

Barowski, B. (2021). What is academic achievement? Retrieved from Academic Achievement Overview & Factors | What is Academic Achievement? - Video & Lesson Transcript | Study.com

Bhandari, P. (2022). Data collection / definition methods & examples. Retrieved from https://www.scribbr.com/methodology/data-collection/

Bhandari, P. (2022). Ethical considerations in research / types & examples. Retrieved from https://www.scribbr.com/methodology/research-ethics/

Cilliers, L., & Chinyamurindi, W. (2020). Perceptions of cyber bullying in primary and secondary schools among student teachers in the Eastern Cape Province of South Africa. *The Electronic Journal of Information Systems in Developing Countries, 86*(4), e12131. https://doi.org/10.1002/isd2.12131

Diranian, S. (2017). How does a lack of parenting at home affect children's grades at school? Retrieved from How Does a Lack of Parenting at Home Affect Children's Grades in School? | Healthfully

Eden, C., Chisom, O., & Adeniyi, I. (2024). Parent and community involvement in education: Strengthening partnerships for social improvement. International *Journal of Applied Research in Social Sciences, 6*(3), 372-382. http://dx.doi.org/10.51594/ijarss.v6i3.894

Epstein, J. (2018). *School, family and community partnerships: Preparing educators and improving schools*. New York: Routledge. https://doi.org/10.4324/9780429494673

Gan, Y., & Bilige, S. (2019). Parental involvement in home-based education and children's academic achievement in China. *Social Behavior and Personality An International Journal, 47*(12), 1-15. http://dx.doi.org/10.2224/sbp.8491

Gedfie, M., Getahun, D. A., & Negassa, D. (2021). Barriers to and strategies for parental involvement in the education of children with disabilities in primary schools in Bahir Dar City Administration, Ethiopia. *British Journal of Special Education, 48*(2), 235-258. http://dx.doi.org/10.1111/1467-8578.12360

George, T., & Merkus, J. (2022, December 07). Structured interview. Definition Guide & Examples. Retrieved from https://www.scribbr.com/methodology/structured-interview

Govender, K. (2021). *Exploring school principals' experiences of parental involvement in primary schools situated in low-income communities* (Dissertation, University of Kwazulu-Natal, South Africa).

Hill, N. (2022). Parental involvement in education: Toward a more inclusive understanding of parents' role construction. *Educational Psychologist, 57*(4), 309–314. https://doi.org/10.1080/00461520.2022.2129652

Hoover-Dempsey, K. V., & Sandler, H. M. (1995). Parental involvement in children's education: Why does it make a difference? *Teachers College Record, 97*(2), 310–331. https://doi.org/10.1177/016146819509700202

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. https://doi.org/10.3102/00346543067001003

Hoover-Dempsey, K. V., Walker, J. M. T., & Sandler, H. M. (2005). School-family partnerships fostering children's school success. In E.N. Patrikakou, R.P. Weisberg, S. Redding, & H.J. Walberg (Eds.), *School-family partnerships fostering children's school success* (pp. 40-56). New York: Teachers College Press.

Hoover-Dempsey, K. Walker, J. M. T., Sandler, H., Whetsel, D., Green, C.L., Wilkins, A. S., & Closson, K. (2007). Why do parents become involved? Research findings and implications. *The Elementary School Journal, 106* (2), 105-130.

Hoover - Dempsey, K. V., Walker, J. M. T., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S., & Closson, K. (2005). Why do parents become involved? research findings and implications. *The Elementary School Journal 106*(2), 105–130. https://doi.org/10.1086/499194.

Hopper, E. (2021). Understanding self-efficacy. Retrieved from http://dx.doi.org/10.1037/fam0000838

Keong, Y., Husin, M., & Kamarudin, S. (2023). Understanding research paradigms: A scientific guide. *Journal of Contemporary Issues in Business and Government, 27*(2), 5857-5865. https://doi.org/10.47750/cibg.2021.27.02.588

Kim, H., & Brand, S. (2023). Parent involvement in early childhood education: Exploring cultural beliefs and practices through the figured worlds approach to support learning success for all children. *International Journal of the Whole Child, 8*(1), 10-21.

Llego, M. (2022). The importance of parental involvement in education. Retrieved from Teacherph: https://www.teacherph.com/parental-involvement-education

Marschall, M., & Shah, P. (2020). Linking the process and outcomes of parent involvement policy to the parent involvement gap. *Urban Education, 55*(5), 699-729. https://doi.org/10.1177/0042085916661386

Mbhiza, H., & Nkambule, T. (2023). Grade 4 rural learners' views and learning experiences that address social justice in postapartheid South Africa. *Educational Research for Social Change, 12*(2), 96-113. http://dx.doi.org/10.17159/2221-4070/2023/v12i2a7

Mekgwe, T., Maseko, N., & Sedibe, M. (2024). Parental involvement in supporting academic performance of intermediate phase learners in a low socio-economic context. *Studies in Learning and Teaching, 5*(2), 309-321. https://doi.org/10.46627/silet.v5i2.354

Mijlof, S., Roman, N. V., & Rich, E. G. (2020). Understanding the parent-child relationship in a South African context. A review of parenting and culture in family practice. In *A closer look at parenting styles and practices.* New York: NovaScience Publishers.

Msila, V. (2012). Black parental involvement in South African rural schools: Will parents ever help in enhancing effective school management? *Journal of Educational and Social Research*, *2*(2), 303-313. http://dx.doi.org/10.5901/jesr.2012.v2n2.303

Munir, J., Faiza, M., & Daud, S. (2023). The impact of socio-economic status on academic achievement. *Journal of Social Sciences Review, 3*(2) 695-705. http://dx.doi.org/10.54183/jssr.v3i2.308

Munje, P. N., & Mncube, V. (2018). The lack of parent involvement as hindrance in selected public primary schools in South Africa: The voices of educators. *Perspectives in Education, 36*(1), 80-93. http://dx.doi.org/10.18820/2519593X/pie.v36i1.6

Myende, P., & Nhlumayo, B. (2022). Enhancing parent–teacher collaboration in rural schools: Parents' voices and implications for schools. International *Journal of Leadership in Education,* 490-514. http://dx.doi.org/10.1080/13603124.2020.1731764

Oranga, J., Obuba, E., &Boinett, F. (2022). Barriers to parental involvement in the education of learners with intellectual disabilities. *Open Journal of Social Sciences, 10*(2), 410-423. https://doi.org/10.4236/jss.2022.102029

Posey-Maddox, L., & Haley-Lock, A. (2020). One size does not fit all: Understanding parent engagement in the contexts of work, family, and public schooling. *Urban Education, 55*(5), 671–698. https://doi.org/10.1177/0042085916660348

Richard's, A. (2020). Girls' education: Challenges and recommendations. Retrieved from https://www.rightsofequality.com/girls-education-challenges-and-recommendations/

Rueckert, P. (2019). 10 barriers to education that children living in poverty face. Retrieved from https://www.globalcitizen.org/en/content/10-barriers-to-education-around-the-world-2/

Shona, M. (2019). Sampling methods: Types, techniques and examples. Retrieved from https://www.scribbr.com/methodology/sampling-methods/

Tenny, S., Brannan, J.M., Brannan G.D., Qualitative Study. [Updated 2022 Sep 18]. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2024 Jan-. Available from: https://www.ncbi.nlm.nih.gov/books/NBK470395/

Vinz, S. (2022). What is a theoretical framework? | Guide to Organizing. https://www.scribbr.com/dissertation/theoretical-framework/

Williams-Johnson, M., & Gonzalez-DeHass, A. (2022). Parental role construction leading to parental involvement in culturally distinct communities. *Educational Psychologist, 57*(4), 231-237. http://dx.doi.org/10.1080/00461520.2022.2131554

Wodon, Q., Male, C., Montenegro, C., Nayihouba, A. (2018). *The price of exclusion: Disability and education: The challenge of inclusive education in sub-Saharan Africa*. World Bank & USAID.