

Art. #2546, 9 pages, <https://doi.org/10.15700/saje.v46n1a2546>

## Parental home- and school-based involvement in rural schools in the Limpopo province, South Africa

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### Abstract

Parental involvement increases academic success for learners, especially in early childhood education. This is true for contexts with limited resources where learners often only have their teachers and parents as resources. In these contexts, parental involvement can mitigate the effects of few resources on educational success. With this study we aimed to explore the challenges of and opportunities for parental home- and school-based involvement in rural schools in the Hlanganani school district of the Limpopo province, South Africa. A qualitative research approach and a case study design was applied in the study. The study was theoretically framed by Park and Holloway's (2018) model of parental involvement. Data were collected from 4 schools. Three focus group interviews were conducted with parent members of the school governing body and 1 focus group interview with parents not on the school governing body. The findings indicate that parents in the Hlanganani district had different ways of parental engagement, including engagement with school activities, collaboration with educators, and leadership in the school governing body. While parents valued parent-school partnerships, these were met with some key challenges and implications for promoting parental involvement in rural schools, which are discussed.

**Keywords:** collaboration; family-school partnerships; parental involvement; resources; rural schools; school governing body

### Introduction

South African rural schools often lack important resources for successful teaching and learning. The involvement of all stakeholders, including parents, can be vital to augment limited resources. Parental involvement is also key as it is considered important in children's intellectual development and academic success, particularly in their early years of school (Boonk, Gijsselaers, Ritzen & Brand-Gruwel, 2018; Hoover-Dempsey & Sandler, 1997; Lara & Saracostti, 2019). Parents who have children in rural South African schools have mixed beliefs about who is responsible for their children's educational success (Madima & Makananise, 2021). These beliefs are influenced mainly by parental self-efficacy in educating their children, with parents with higher education showing confidence that they influence their children's academic development (Madima & Makananise, 2021). Parental perceptions can also be shaped by the school's attitude towards parents: schools with a welcoming ethos create a sense of partnership and collaboration, while schools with a negative view towards parents create anxiety and disengagement. Despite noted challenges, parents in African rural schools see the value of education, are increasing school enrolment and are helping their children with school-related activities (Erlendsdóttir, Macdonald, Jónsdóttir & Mtika, 2022). It is also our experience that parents in rural schools are eager to contribute towards the academic success of their children. In this article we explore parental involvement in rural schools in the Hlanganani school district of the Limpopo province, South Africa. The article contributes to knowledge on parental involvement, engagement and participation in African rural schools, as many African schools share commonalities in school-related opportunities and challenges. For example, African schools in rural areas are often characterised by poor infrastructure, a limited number of qualified educators, a lack of educational resources and overcrowded classrooms (Erlendsdóttir et al., 2022). These conditions often challenge the teaching and learning of learners, and the involvement and participation of their parents.

Educators, school administrators and scholars across the African continent are interested in increasing the engagement and participation of parents in learners' education and socialisation, and they are addressing these issues in their contexts (for example, Abdirahman, Fleming & Jacobsen, 2013; Donkor, 2010; Erlendsdóttir et al., 2022). This article adds to the knowledge of parental involvement strategies that may be implemented across similar contexts in African schools. Parental involvement is a multifaceted construct that includes parental engagement, parental participation and parental socialisation (Benner, Boyle & Sadler, 2016). Boonk et al. (2018) provide a straightforward definition of parental involvement that encapsulates all parental activities that promote the education of their children. They define involvement as home-based and school-based involvement. Home-based involvement is how parents take part in their children's educational activities at home, for example, helping with or monitoring homework, assignments and providing educationally enriching resources (Boonk et al., 2018). In this definition, home-based involvement includes academic socialisation, which is the impressions that parents give their children about the importance of education and the academic expectations they give of

their children (Benner et al., 2016; Boonk et al., 2018). School-based involvement, on the other hand, is how parents take part in children's education within the school setting, for example, volunteering at the school, attending parent-teacher conferences and participating in school governance (Boonk et al., 2018).

### Literature Review

In this literature review we discuss home-based and school-based involvement, as well as the opportunities and challenges that are experienced in each dimension.

Research found that parental involvement at home, such as helping with homework, school projects, and online research for school assignments, favours learners' academic performance (Benner et al., 2016; Boonk et al., 2018; Tinajero, An & Tinajero, 2023). The literature shows that parental engagement in the home setting can be influenced by various factors such as parental beliefs on their ability to assist with homework (Giallo, Treyvaud, Cooklin & Wade, 2013), parental beliefs on their children's ability to do school work (Falanga, Gonida & Stamovlasis, 2023), parenting style (Fernández-Alonso, Álvarez-Díaz, Woitschach, Suárez-Álvarez & Cuesta, 2017), socio-economic standing (Crosnoe, 2015; Erlendsdóttir et al., 2022), cultural values and norms (Chun & Devall, 2019; Holloway & Kunesh, 2015), and parental literacy levels (Madima & Makananise, 2021). These variables are also experienced by parents in rural schools in South Africa and the rest of Africa. For example, parents in rural schools in Malawi reported that they monitored their children's schoolwork and assisted with homework when needed (Erlendsdóttir et al., 2022). Parents with children in rural schools in South Africa reported that they assisted their children in learning English as a second language by reading English books with them and helping them with homework (Madima & Makananise, 2021).

Home-based involvement can be influenced by parental self-efficacy. Parental confidence in their own abilities impacts involvement and learners' academic behaviour (Bubić, Tošić & Mišetić, 2021). Parents who have confidence in their parenting role show constructive and adaptive parenting styles and strategies, including confidence in assisting with schoolwork (Bubić et al., 2021). Parents with lower levels of educational attainment may show low levels of parental self-efficacy about helping their children with subject-related homework. They may feel unsure of how to provide direct subject-related support, as they may not feel that they possess the relevant content knowledge to help. Low self-efficacy in this context should not be regarded as overall low levels of parental confidence.

One of the challenges of parental involvement is that teachers and parents may hold contradictory perceptions of parental home- and school-based involvement. Parents report that they value education, and teachers report that parents and community members do not take education seriously (Erlendsdóttir et al., 2022). Erlendsdóttir et al. (2022) report that teachers gave limited homework due to their beliefs that parents were illiterate and apathetic towards learner education. Such different perceptions may lead to communication barriers and a mistrust between parents and teachers. Teachers who believe that parents are "apathetic and illiterate" hold a diminished view of parental engagement and may be reluctant to work with them.

Parents who are considered illiterate and perhaps treated as such may show low confidence levels in contributing towards their children's education. Parental confidence is also influenced by parental educational levels. Madima and Makananise (2021) show that, in contrast to parents with higher levels of education, parents with low levels of education deferred academic success to teachers and the government. Đurišić and Bunijevac (2017) indicate that parents with high self-efficacy are more likely to participate in both home-based and school-based involvement. Schools should work to promote parental self-efficacy and not diminish it.

Hill, Witherspoon and Bartz (2018) regard school-based involvement as a form of communication. The most significant impact on learner achievement is the quality of interaction and communication between teachers and parents (Padgett, 2006, cited in Tinajero et al., 2023). Schools with an ethos of respect towards parents create a willingness in parents to become involved in the school (Đurišić & Bunijevac, 2017). This is not surprising because respect allows parents to act and express themselves freely and participate using whatever skills they possess. For example, parents in rural areas often hold limited academic qualifications, but when schools are respectful, these parents can use whatever talents they have in school-based involvement without fear of prejudice. Furthermore, research shows that schools with an open and welcoming model enable parents to look for opportunities for active involvement in the educational community without force or pressure from the teachers (Tinajero et al., 2023). An important research finding is that parents report that schools only communicate problems with their children, but not successes (Erlendsdóttir et al., 2022). This one-sided communication may create tension between parents and teachers. Teachers are encouraged not to wait until the end of the term to communicate successes; parents are eager to know when their children are doing well and/or improving in identified challenges.

Communicating positive academic progress provides an opportunity for positive interaction between teachers and parents and may enhance family-school collaboration.

One key collaborative activity between South African families, communities and schools is the school governing bodies (SGB). Participation in SGBs includes opportunities to help the school leadership with finances (Dlomo, Buthelezi, Mhlongo & Ajani, 2022), school governance and management (Msila, 2012), and the management of the school's discipline. Most parents value their contribution to the SGB and appreciate the recognition that the school and government afford them for inputs (Quan-Baffour, 2020). Although SGBs have been found to be a positive opportunity for school involvement, it can be hindered by school and community factors.

Parental engagement in the school and at home is compromised by micro- to meso-systemic challenges. On the micro level, parents can be limited by the perspective that they are illiterate, therefore, believe that they have less to contribute towards their child's education (Mbhiza & Nkambule, 2022). This belief is sometimes shared by the teachers who label parents as illiterate and, therefore, unable to make a significant contribution (Msila, 2012; Munje & Mncube, 2018). This is a sad and debilitating perspective. One crucial barrier to parental involvement at this level is the implementation of educational policies in low-income contexts (Msila, 2012). Although educational research and policies suggest that family-school partnership and school-based involvement are critical for academic success, qualitative research reports often reveal tension-filled relationships between families and schools in low-income contexts (Crosnoe, 2015). Families living in poverty lack the resources to help the school with much-needed financial support; this may cause tension between the school and the parents who both recognise the importance of working infrastructure and schools in good physical conditions (Msila, 2012).

Another challenge is that, due to their limited financial resources, strict work schedules, and language barriers, some parents cannot consistently participate in their children's education (Cozett & Roman, 2022). Parents in rural areas often work long hours, far from home and are not always available to participate in school-based activities. Some communities and schools have come up with ways to mitigate this challenge, such as sending extended family members to represent them at important school meetings and activities. Crosnoe (2015:61) notes that "parental involvement in education ... has always been a two-way street between home and school ... One issue is that, despite the rhetoric about the need to incorporate both sides of the family-school exchange, research

still tends to focus on one side or the other." With this study we assert that academic success rests on both home- and school-based involvement, and we sought to explore both home-based and school-based involvement in rural schools in South Africa. We provide findings on parental engagement in rural South African households, communities, and schools.

#### Theoretical Framework

This study is informed by Park and Holloway's (2018) model of parental involvement, which is particularly relevant for understanding the drivers of parental engagement in low-income contexts. Given that this research was done in rural areas of South Africa where poverty significantly affects educational experiences, the model offers a valuable framework for interpreting the dynamics of parental involvement in such settings. Park and Holloway (2018) identify parental role construction, defined as parents' beliefs about their responsibilities in supporting their children's education, as a central determinant of involvement. These belief systems influence how parents engage in their children's learning, both within the home and in school-based contexts. The model posits that role construction is shaped by school-related factors, particularly the degree to which schools foster a welcoming atmosphere, maintain clear and informative communication, and promote parental satisfaction. These factors directly impact parents' perceptions of their roles and responsibilities. The literature suggests that schools can either enable or inhibit parental involvement depending on how inclusive and supportive their environments are perceived to be. Park and Holloway (2018) found that a welcoming school environment significantly increases school-based involvement, while clear communication fosters home- and school-based engagement, including academic socialisation. Conversely, when parents are dissatisfied with the school, their involvement at home and at school tends to decrease. Park and Holloway's (2018) model is applied in this study to examine and critically reflect on the factors that influence parental involvement in rural South African schools. We explore parental beliefs about educational responsibilities, the school environment, communication practices, and satisfaction with the school – each of which plays a critical role in shaping parental engagement at home and in the school setting.

To study the experiences of parents in rural schools and the themes important for parental involvement, we relied on the following research questions:

- 1) How are parents in rural Limpopo involved in their children's education?
- 2) What are the challenges that parents encounter in participating in activities of parental involvement?

## Methodology

The research findings presented in this article is part of a larger community engagement project in the Hlanganani school district in the Limpopo province. Within the larger project, we explored the experiences of parents, teachers, and principals regarding parental involvement. In this article we report only on the parents' experiences.

### Research Approach and Design

A qualitative research approach was employed to answer the research questions. This approach enabled us to explore the parents' lived experiences of involvement in their children's education at home and in school contexts.

A case study design was used to explore the nature of parental engagement in the Hlanganani school district. We consider the Hlanganani school district to be the case under exploration, and the schools within the district as units of analysis. When researchers are interested in exploring the same issue across different locations, they may use a single case study with embedded units of analysis (Baxter & Jack, 2008). This design enabled us to study the experiences of parents across the Hlanganani school district (single case), comparing parental experiences across four schools in the district (embedded units). This allowed for diverse representation of parents' voices across the school district.

### Sample and Sampling

Purposive sampling was used to select the study participants. We included parents from three primary schools and one secondary school from the Hlanganani school district in Tzaneen in the Limpopo province. Although primary and secondary schooling occur at different educational levels, parental involvement across both contexts tends to reflect similar characteristics. For example, parents of learners in both contexts are generally expected to provide academic support at home (i.e. homework, helping with school projects) and may also participate in school-based activities, such as volunteering. These overlapping forms of involvement suggest that the core functions of parental engagement remain consistent across school levels. For this reason, we have included primary and secondary schools as units of analysis.

We conducted one focus group interview per school; three focus groups included parent members of the school governing body (SGB), and one focus group included parents who were not members of the SGB. Within the South African school system, the term "quantile" describes the tuition structure. All schools were no-fee-paying schools – quintile 3 and 4 schools. The Hlanganani district is in a low-income rural area. Overcrowded classrooms, insufficiently qualified teachers, a

shortage of teaching and learning materials, and poor and broken infrastructure characterised the schools in the district. Participant demographics across the focus groups were as follows: most participants were mothers with an average age of 45 years; 72% of parents had completed Grade 12 (which was the highest qualification in the group); and 66% were unemployed.

### Data Collection

Data were collected through focus group interviews using an open-ended interview guide constructed by the research team. Each focus group lasted approximately 60 minutes. The focus group discussions and interviews were audio-recorded with the participants' permission. Three of the four focus groups included parents who served on SGBs. Parents on SGBs are school leaders who doubtlessly value parental involvement, which may increase their bias towards parental involvement. Data were collected in English with parents who were members of the SGB and in XiTsonga with parents who were not on the SGB. XiTsonga interviews were translated and transcribed into English. One limitation of conducting interviews in English was that participants were unable to provide in-depth responses to the questions since English was not their mother tongue or first language. Retrospectively, the research team agrees that the interviews would have been richer had they been conducted in XiTsonga. One member of the research team spoke fluent XiTsonga and was able to fill in the gaps.

### Data Analysis

We followed the thematic analysis procedure proposed by Braun and Clarke (2006). Thematic analysis was employed to identify, analyse, and report on themes that were not theoretically bound but emerged from the data. We followed five analytical steps: (1) familiarisation with the data by reading the transcripts and noting initial ideas; (2) generation of initial codes by constructing codes according to the ideas they represented; (3) categorisation of initial codes by organising them into conceptual units; (4) identification of themes by clustering categories into organised units, and (5) defining and naming themes by giving meaning to categories.

### Ethical Considerations

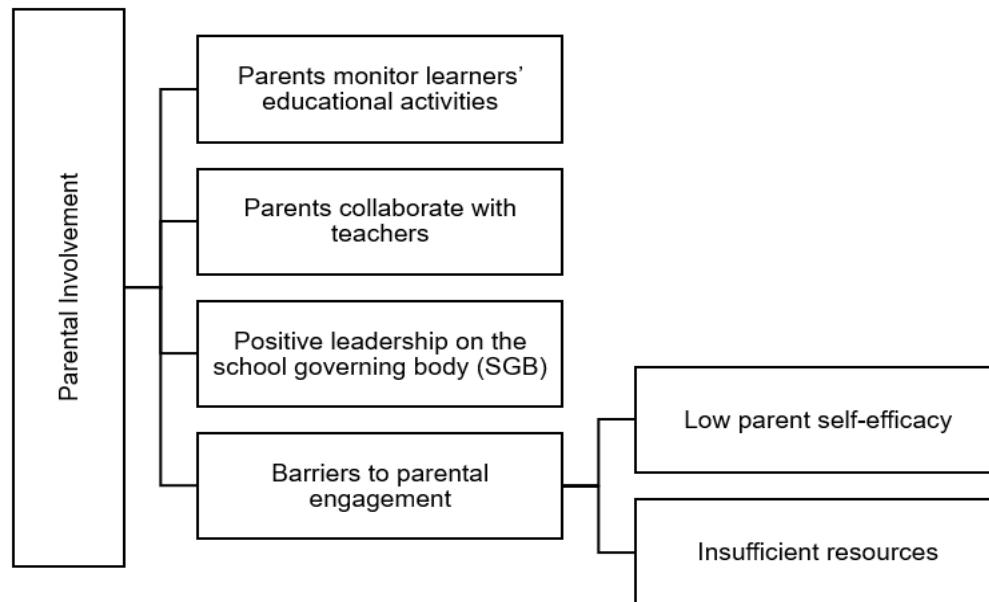
Ethical clearance for the research was obtained from the College of Education at the University of South Africa (reference number 2016/09/14/90171969/35/MC). The nature and purpose of the study were explained to the participants at the beginning of each focus group. Written consent for participation was then obtained from each participant. Anonymity and confidentiality were

ensured, and participation was voluntary.

### Findings

In this section, the research findings are presented and supported with direct quotes of the participants' responses. Four major themes and their sub-themes related to the nature of parental

involvement emerged from this study: (1) parents monitor learners' educational activities, (2) parents collaborate with teachers, (3) positive leadership on the school governing body (SGB), and (4) barriers to parental engagement. Figure 1 illustrates the major themes and sub-themes and the findings are discussed in the section that follows.



**Figure 1** Major and sub-themes of parental involvement in the Hlanganani school district

#### Theme 1: Parents Monitor Learners' Educational Activities

Parents in this study reported that they regarded it their responsibility to monitor their children's educational activities at home and in collaboration with the school. They carried out this responsibility by helping their children with homework and monitoring their academic progress at school. One participant remarked: "When he returns from school, I ask him if he has homework. If he says yes, I give him at least an hour to rest. After an hour, I call him so that I can help him [with homework]" (P4). Another participant remarked that "I come to school to check my children's performance and they show me. For the one who don't perform well we agree with teachers how we are going to help him" (P2). These parents took a proactive role in both home- and school-based involvement. Parents also encouraged their children to attend to schoolwork despite environmental barriers. One parent noted that "I encourage my child to do her work in such a situation [noise from the neighbourhood]" (P6). These parents often looked forward to their children's educational progress and took pride in the school's achievements.

#### Theme 2: Parents Collaborate with Teachers on Diverse Issues

Parents reported working with the teachers to resolve diverse learner challenges. They regarded it as critical to collaborate with teachers on academic matters and to resolve various other challenges, including behavioural ones. One parent recounted: "We go to the principal, who directs us to the teacher. In most cases, teachers know about our children's problems that we come with. For instance, I have a child in Grade 5 who was not able to read and write. When I talked to the teacher, we agreed that my child will attend extra classes in another school that helped him a lot" (P1). This participant showed the proactive role of parents in the community. The excerpt also suggests a positive relationship between parents and teachers, which is underpinned by openness and mutual respect (Đurišić & Bunijevac, 2017).

Parents were also willing to support the school in managing learners' behaviour. One parent reported: "I have two children in this school. Teachers do intervene when they see a problem with our children. They once called me about my son who was starting to befriend wrong people. They talked to him, and I too talked to him" (P2).

When parents respond negatively to issues brought up by teachers, it creates barriers to learning. However, as suggested by Park and Holloways' framework (2018), open communication increases parental involvement and partnerships between parents and teachers.

Parents also collaborated with the school by managing poor school-related conduct in the community. One participant reported that “[o]ne child once came back from school with an intention of banking school. She told her parents that she was chased away by the teacher. I immediately intervened and told the parent that the child is not telling the truth because there’s no policy of sending children away. When the parent brought the child to school, they confirm what I told them” (P3). This excerpt suggests cooperation between the school and the parents beyond the school gates. This study shows that parent-school collaboration is fostered in different areas of learner outcomes, including academic and behavioural development.

### Theme 3: Positive Leadership on the School Governing Body (SGB)

Parents on the SGB reported various benefits of leadership on the SGB. Firstly, because of their involvement in school-related activities, they were able to closely monitor learners’ academic progress and celebrate their successes. One participant remarked: “It is nice being an SGB member, I enjoy it; we see the school’s victory performance of children and good relationship between teachers, children and parents” (P3). SGB participation allowed parents to witness and celebrate learners’ academic progress and to be part of the partnerships between different school community members. Secondly, leadership on the SGB allowed participants to contribute towards learner well-being. A participant reflected that “It is good we look at a child’s well-being and the environment around him” (P5). This participant highlighted that since the school environment contributed significantly towards learner success, parents should become involved in improving the school environment. Thirdly, SGB participation fosters cooperation between the parents and the school. One participant emphasised: “It must be noted that whenever we hold a meeting with the school management as a community, the SGB is there and there is a good relationship between the community, SGB and the school management” (P1). Another participant stated that “even the tribal leaders are involved” (P2). Parents in this study used their roles on the SGB to promote a positive school environment where learner success is celebrated to promote learner well-being, and to foster positive relationships with the teachers.

### Theme 4: Barriers to Parental Involvement

Parental involvement in this district came with challenges: (1) low parental self-efficacy, and (2) insufficient resources.

#### Sub-theme 4.1: Low parental self-efficacy

Parents reported that while they were willing to help the learners with school activities, they felt unsure about how to support them. Parents were particularly apprehensive about their limited knowledge of the content of the school subjects. One participant commented as follows:

*I can help him. I do help him where I can, but there are questions which I am not able to do/answer, especially since today’s curriculum differs from what we learnt. I call those who can help to help him with his homework. (P8)*

This statement suggests that while parents may not be able to help learners with subject content, they are not always discouraged to continue with home-based involvement. Another parent commented as follows: “I do help my child, but I don’t get examples or guidance on how to help him especially that what I learnt during my school days differs from what is learned today” (P2).

These parents centred their perceptions on the differences between what they were taught as learners and what learners were currently being taught. This is natural, as communities globally are aware of, and indeed experiencing, generational differences in educational systems.

#### Sub-theme 4.2: Insufficient resources

While participating in the SGB was experienced positively, parents were frustrated by was the lack of resources that the district office provided to the school. One participant stressed that being a parent and an SGB member was good and sometimes not good. “It becomes difficult when the government does not provide for the school. Now our children are packed in the class whereby some classes are used as [a] staff room” (P2). As part of the school leadership, parents got to experience the real impact of limited resources on teaching and learning. We also had a sense that parents felt empowered by the school but became disempowered by the lack of resources: “This school treats us well. The problem is [the] lack of facilities” (P4).

Parents in this community did not have the financial means to mitigate the lack of resources provided by the district office. When parents were asked about buying reading and other materials for their children, one participant responded: “We cannot afford” (P1) and another stated: “I bought a dictionary” (P7). According to the participants, they had no funds to spend on leisure materials or

additional resources, they could only afford learning materials prescribed by the school, such as dictionaries. Although research (i.e. Quan-Baffour; 2020) sites low levels of education among SGB members in the rural communities as an impediment to participation, this has not prevented the parents in the Hlanganani district from participating in SGBs.

### Discussion and Recommendations

In this section, we discuss the findings and put forth recommendations for parental involvement in rural contexts. While research suggests that parental engagement in rural South African communities has been difficult (Myende & Nhlumayo, 2022), we report on the themes that may be important for parental engagement in rural contexts.

Firstly, parents monitor learners' educational activities at home and endeavour to assist them with homework. This finding contradicts the widespread belief by teachers that parents want to leave education to teachers and are detached from their children's learning processes and activities. For example, teachers in a study by Erlendsdóttir et al. (2022) reported that they did not give learners homework due to the parents' lack of interest in school-related activities or due to illiteracy. Our study shows that even though most parents in this study had lower levels of education, they considered it their responsibility to assist learners with schoolwork and took an active role in helping their children with school activities, including homework, and following up on the learners' school performance. We recommended that rural schools find creative ways to develop parental skills such as monitoring homework without helping with content (i.e. signing homework diary) and creating the time and space for learners to do homework at school.

Secondly, parents collaborated with teachers to address the academic and other behavioural issues that disrupt teaching and learning. Parents in this study enjoyed a positive relationship with teachers which was underpinned by openness and mutual respect, which research found important for effective family-parent collaboration (Đurišić & Bunijevac, 2017). Parents in this community showed that parent-teacher partnerships in South Africa could be functional, contrary to reports by Sibanda (2021) that parent-teacher relationships in South African schools are dysfunctional. We recommend that schools create a welcoming and respectful environment towards parents so that communication and collaboration can be realised.

Thirdly, most of the parents in this study were SGB members. They experienced participating in the SGB as positive and purposeful. The purpose and function of the SGB is to assist schools in managing and running the school by promoting the

school's best interests, ensuring quality education, and supporting learner well-being (Karlsson, 2002). Parents on the SGBs were zealous about improving the school's functionality, including improving the school's infrastructure and resources, as well as improving learners' personal well-being and academic achievements. These findings concur with literature reports that participation in the SGB encourages and promotes productive parental involvement (Quan-Baffour, 2020), and it is affirmed in this study that SGBs play a critical role in parental involvement in South African rural schools.

Lastly, despite their commitment to involvement, parents faced challenges, which hindered participation. With home-based involvement, parents were doubtful about their ability to help learners with content-based homework since they believed that the learners were taught significantly differently from how they were taught. We contend that this doubt of knowledge is a natural barrier to parental engagement and not disinterest or neglect, as it is often the perceptions of teachers and school management (as reported in Myende & Nhlumayo, 2022). Parents experienced challenges with school-based involvement due to a lack of resources available in the school and in most schools in the district. The lack of resources is associated with weaker educational outcomes and lower expectations (McNeal, 2015). Thus, the lack of facilities is a valid point of concern and frustration for the parents, as the lack of resources negatively impact the learners' achievement. We suggest that parents, schools and communities should partner with local authorities and businesses to add to the financial support for the schools.

### Conclusion

Parents in the Hlanagnani school district participated in both home-based and school-based involvement. Home-based involvement was challenged by parental self-efficacy and a lack of resources. Despite these challenges, parents persevered to the best of their ability, including asking neighbours for help with homework and buying the essential educational resources to promote learning. The Hlanagnani school district is a rural area and may be considered as a community with limited resources. The lack of resources in the community and the school was a frustration and barrier to school-based involvement. However, parent and teacher collaboration prevailed and enabled parents to assist the school in resolving diverse issues faced by the school. Overall, a welcoming school environment contributed towards healthy parent-school partnership and parental participation on the SGB.

A hospitable environment is where parents feel welcome in the school space and are treated

with friendliness by the school staff (Park & Holloway, 2018). In this study, the principals were eager for us to engage with the parents and encouraged parents to participate in the workshops. The schools offered their physical resources, including a space to conduct workshops and research interviews, and their material resources, such as catering facilities, printers, and printing materials. It was apparent in how these schools interacted with the parents that parents were “at home” at the school. Furthermore, parents in this study who participated in the school leadership as SGB members affirmed that they experienced a positive and productive relationship with the school. These findings concur with literature reports that participation in the SGB encourages and promotes productive parental involvement (Quan-Baffour, 2020). This study adds that for SGBs to be fruitful, the school environment should be welcoming.

### Authors' Contributions

CMS collected the data, conducted the data analysis, and wrote parts of the manuscript. SBM collected data and wrote parts of the manuscript. Both authors reviewed the final manuscript and have read and agreed to the published version of the manuscript.

### Notes

- i. Published under a Creative Commons Attribution Licence.
- ii. DATES: Received: 5 October 2023; Revised: 7 November 2025; Accepted: 19 November 2025; Published: 28 February 2026.

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