

**PARENTAL SEPARATION AND ITS EFFECTS ON STUDENT EDUCATION  
ACHIEVEMENT**



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**ABSTRACT**

*There is a correlation between the dissolution of the relationship between a child's parents and a slowed rate of intellectual development as well as worse academic accomplishment. It should not come as a surprise that the divorce or separation of a child's parents can have a detrimental impact on the child's motivation, engagement, and behaviour in the classroom that is related to learning. It should not come as a surprise that parental separation has been reported to have this effect because parental separation can result in a multitude of negative effects, including perceived guilt, blame, stressors, and diminished resources for the children. It has been reported to have this effect because parental separation has this effect. Although a number of studies have been carried out to investigate whether or not there is a correlation between the age at which a child's parents divorce and their level of academic success, the results of these studies have been equivocal.*

**Keywords:** *parental separation, student education, achievement*

**INTRODUCTION**

Numerous research in the domains of sociology and demographics have produced clear evidence that children have emotional and social difficulties as a direct result of their parents'

decision to end their marriage. Children who come from families in which the parents are divorced or separated have lower scores on a variety of well-being dimensions when compared with children who come from families in which the parents are still married (Amato and Keith 1991b), attain a lower level of education (Evans, Kelley, and Wanner 2001; Fischer 2007; Fronstin, Greenberg, and Robins 2001; Fuk 2016; Keith and Finlay 1988; Liu 2007), work in occupations with a lower level of prestige (see Kiernan 1997). There is a lack of knowledge regarding long-term patterns and differences in the severity of the impact that parental separation has on children's life chances across countries, despite the fact that it is well-documented that parental separation severely affects children's life chances.

In this study, we build hypotheses on the shift in the degree of the detrimental effect of parental split over successive cohorts of children. These hypotheses are based on previous research that has been conducted. More specifically, we investigate how the effect varies over the course of time. After that, we extend these arguments to differences between countries by relating the variations in the connection between parental split and children's graduation from university to the prevalent divorce rate in each country. This allows us to compare and contrast the various countries' experiences. We put these hypotheses to the test by employing multivariate models with both fixed and random effects, applying these models to data from 13 countries and four birth cohorts obtained from internationally standardised surveys carried out as part of the Generations and Gender Program, and then analysing the results of these applications. We found that the harmful effect of parental separation on children's chances of graduating from university increases over time and is more severe in contexts (countries/birth cohorts) in which parental separation is more widespread. This is something that we discovered. This was one of the discoveries that came out of our research. This conclusion can be linked to the shifting demographics of the population of families that are disintegrating, as well as the declining levels of conflict that precede family disintegration. According to Gahler and Palmtag (2015), when the prevalence of parental separation increases, even couples with a lower degree of conflict are more likely to abandon their relationships. This holds true even when the level of conflict in the relationship is relatively

stable. It is probable that the dissolution of a high-conflict family will be a relief not just for the parents, but also for the child. This is because high-conflict families tend to have a lot of arguments (Amato and Hohmann-Marriott 2007). On the other hand, a child is more likely to suffer adverse impacts as a result of the breakup of a family that has low overall levels of conflict (Amato, Loomis, and Booth 1995; Booth and Amato 2001; Hanson 1999; Jekielek 1998). As the rate of family dissolution rises, there is a corresponding shift in the proportion of couples within disintegrating families that have low vs high levels of conflict. The rate of family instability is rising, which means that more and more families with low levels of conflict are dissolving, and that the negative repercussions of family dissolution are being experienced more frequently.

#### **PARENTAL SEPARATION AND CHILDREN'S SOCIOECONOMIC DISADVANTAGE**

Researchers have proposed three primary reasons to explain why the dissolution of a parental relationship has been shown to adversely connect with children's educational success. One line of reasoning focuses on the strain that is associated with the dissolution of a parental relationship, another emphasises the economic and social deprivation that is associated with the changing household structure, and a third emphasises the selection into the breakup of parents who already possessed particular pre-existing qualities (Amato 1993, 2000). A number of academics are of the opinion that the poor results seen in children may be traced back to parental dispute, both before and during the separation, as well as the stress that this causes (Amato 1993; Biblarz and Raftery 1999). Children are typically harmed not just because they are forced to observe their parents arguing but also because they are personally involved in the conflict and are required to "choose a side." As a consequence of this, the connection that exists between children and their parents weakens. The struggle between parents can also serve as an example of poor behaviour and creative problem-solving (Amato 1993).

The results that children achieve in their education suffer as a direct consequence of this. The parental-adjustment approach, which is an extension of the parental-conflict-and-stress argument, places a strong emphasis on the key role that the psychological adjustment of the custodial parent after separation plays in the overall development of the child (Amato 1993). The effect that the separation has on the kid is contingent on the custodial parent's capacity to deal with the circumstances that have arisen as a direct result of the breakup. The more inadequately the parent is able to deal with the situation, the more severe the negative impact on the children.

This viewpoint is predicated on the assumption that being stressed impedes one's ability to parent effectively (Amato 1993). It is hypothesised that "decrements in the custodial parent's...ability to operate successfully in the parenting role following marital dissolution might affect the well-being of children," given that the breakdown of a family is often a traumatic occurrence (Amato 1993: 28). The breakdown of a couple's relationship almost always results in financial and social hardship, which in turn decreases the resources that can be allocated to the children's education. The custodial parent typically takes on additional responsibilities after the dissolution of a family in order to make up for the loss of income, and as a result, they have less time available to assist their children with their homework and supervise them. This has an indirect impact on the children's academic performance. In addition, if the custodial parent is on a restricted budget, they may be forced to relocate to a cheaper neighbourhood that has schools of a poorer quality (Amato and Booth 1991; Fronstin, Greenberg, and Robins 2001; Garasky 1995; Sun and Li 2001, 2009). In the most dire circumstances, a parent may insist that their adolescent kid quit school and go for work in order to help out with the household expenses (Keith and Finlay 1988). Moreover, children in single-parent families lose frequent contact with one of their parents, which results in a lack of support, effective supervision, self-esteem, and relevant role models; taken together, these factors also have a negative impact on children's life chances refers to this line of reasoning as the "parental loss perspective." The selection argument contends that those who are more likely to end their relationships also have less developed parenting abilities (Amato

2000; Biblarz and Gottainer 2000; Biblarz and Raftery 1999; Holley, Yabiku, and Benin 2006). "People who divorce, for example, are less stable or less skilled at family life," Biblarz and Raftery (1999: 326) said in a summary of their findings. Children who witness the dissolution of their parents' marriage do worse in life not because the divorce itself is to blame but because the children's parents are less capable.... It's possible that the divorce, along with the unfavourable results for the children, was the result of some underlying problems in the family."

### **VARIATIONS IN THE EFFECT OF FAMILY DISRUPTION ON EDUCATIONAL ATTAINMENT**

In the majority of countries, it is becoming increasingly typical for parents to live apart from one another. In this paper, we claim that the increasing frequency of broken families may be having an effect that is shifting on the educational results of children. The majority of hypotheses forecast that the unfavourable impacts of parental divorce on children would lessen with time and among subsequent generations of people living in the same nation. This expectation is the result of three factors: an increase in accepting views and norms, a shift toward more permissive legislation on divorce, and a decrease in the selection for weak parenting abilities. We refer to this anticipation as the straightforward dissociation theory. On the other hand, one might alternatively claim the reverse tendency on the basis of lowering levels of parental conflict that are connected with family disintegration. As a result, more recent cohorts of children of divorced couples contain a larger fraction of children among whom the negative consequences of family dissolution prevail, whereas only a decreasing proportion of children benefit from escaping a stressful family environment. Moreover, the percentage of children who benefit from escaping a stressful family environment is decreasing. This last line of reasoning is what we refer to as the low-conflict family disintegration theory. According to the easy-separation hypothesis, higher rates of dissolution are associated with tolerance, liberal legislation, and reduced selection on parenting skills, whereas lower rates of dissolution correlate with less tolerance, more restrictive legislative regulations, and high levels of selection on poor parenting skills (González and Viitanen

2006; Goode 1993; Kalmijn 2010; Kalmijn and Uunk 2007). These findings were published by González and Viitanen (2006), Kalmijn (2010), and Kalmijn Therefore, the adverse effect of parental separation should be less severe when family breakdown is more widespread since attitudes and norms become more lenient during this time, and disintegrating families are stigmatised during this time.

### **COMPARATIVE RESEARCH ON THE EFFECTS OF SEPARATION**

All of these studies investigated the association between an individual's divorce and well-being found a relatively weak negative association between the size of the divorce effect (i.e., the contrast between the married and the divorced) and the overall tolerance towards divorce in a country. While Stack and Eshleman's (1998) investigation indicated that the effects of marital status on well-being are the same in all countries, Diener and colleagues' findings contradicted those of Stack and Eshleman's findings. The research conducted by Kalmijn (2010) on respondents' psychological well-being involved the interaction of a number of macro-level variables (such as the divorce rate, church attendance, familialism, and approval of divorce) with an individual-level indicator of divorce. They discovered that the individual-level effect of divorce was somewhat diminished when divorce was more common. Examinations of the stability of the impact of separation within countries are similarly uncommon, and this is especially the case when children's education is used as the dependent variable in the study. Results from previous research have been shown to be somewhat unclear. Evans, Kelley, and Wanner (2001) discovered that the detrimental effect of parental divorce on the odds of offspring graduating from secondary school increased over successive birth cohorts in Australia. On the other hand, the effect of divorce on the likelihood of graduating from university did not change over time. Ely and colleagues (1999) studied people born in 1946, 1958, and 1970 in Britain and discovered that the detrimental effect that divorce has on educational attainment has not changed over time.

In a similar vein, found that the effect of divorce did not alter over the course of several cohorts in Britain. Gahler and Garriga (2013), who researched psychological maladjustment

in children, did find a weakening effect of divorce between two Swedish surveys carried out in 1968 and 2000; however, the result was not statistically significant. studied divorce as a potential factor in psychological maladjustment in children. On the other hand, Bernardi and Radl (2014) found in their model of university graduation a small (and marginally statistically significant at the 0.1 level) interaction between parental breakdown and divorce rate.

This interaction was found in the context of the divorce rate. A rising body of data suggests that divorce has increasingly detrimental effects on children, and comparisons of the health and happiness of children raised in divorced homes to those raised in stepfamilies provide some of that evidence. Andersson (2002), for example, found that nations with comparatively greater rates of family breakdown also exhibited relatively higher rates of remarriage. Children who are raised in stepfamilies fare worse than their peers who are raised in families with two biological parents (Garasky 1995; Raley, Frisco, and Wildsmith 2005), and remarriages are less stable than first marriages. Children who are raised in stepfamilies fare worse than their peers who are raised in families with two biological parents (Coleman, Ganong, and Fine 2000; Cherlin 1978, 1981; Furstenberg and Spanier 1984; Halliday 1980). The experience of repeated family changes, rather than the experience of family disintegration or the experience of any particular sort of family, is what some scholars think has the most significant influence on children, rather than any single family type (Aquilino 1996; Raley, Frisco, and Wildsmith 2005). Children of divorced parents may be at a greater disadvantage socioeconomically in contexts with higher rates of divorce (and consequently in contexts of more frequent repartnering and a higher number of transitions experienced in the household composition) than in contexts with lower divorce rates. This may be the case because higher divorce rates are associated with more frequent repartnering and more transitions experienced in the household composition (and therefore less remarriage and more overall stability in the household composition). The empirical evidence on differences in the amount of the effect that family disruption has so far had on children's schooling has been mixed so far (see above), and the purpose of our study is to investigate which of the

hypotheses stated above has the most empirical support. Variations in the magnitude of the breakup impact are related to shifts in the frequency of family disruption, according to both of the hypotheses (the easy-separation hypothesis and the low-conflict family disintegration hypothesis). Is the detrimental impact of a breakup less severe (as expected by the easy-separation hypothesis), or does it have a greater impact (as suggested by the low-conflict disintegration hypothesis) when there is a higher incidence of breakups)

## **REVIEW OF LITERATURE**

In the past quarter of a century and a half, the number of marriages that end in divorce has skyrocketed. Researchers started looking at the impacts of divorce on children in the late 1970s and 1980s, paying special emphasis to how it affected the children's academic performance. The majority of the study that was conducted revealed that there were a great number of detrimental aspects connected to the sort of family dynamic that is represented by divorced families with regard to the offspring of such households. Following a divorce, a child's performance in school may be affected by a variety of other variables. These include things like the gender of the parent who is raising the kid alone, when the parents split up in relation to the child's age and grade level, who gets custody of the child after the divorce, and the socioeconomic position of the family as a whole (Bisnaire, Firestone, & Rynard, 2017) When analysing a child's poor academic performance, it is important to take into account a variety of factors, including those that have been discussed previously, as some of the research that was looked at suggests that the act of divorcing a parent is not the most important factor that determines a child's level of academic achievement (Mulholand, 2018). Throughout the course of the examination of the relevant literature, a closer look will be taken at a number of the aspects connected with divorce in an effort to investigate and get a deeper comprehension of the detrimental consequences that divorce has on children. (Winslow, Wolchik, and Sander, 2004) According to meta-analyses of research done between 1950 and 1999, children who come from homes in which their parents are divorced do less well than children who come from homes in which their parents are still married in a range of disciplines, including intellectual attainment.



(Amato, 2001) carried out a longitudinal research in Sweden, which has a divorce rate comparable to that of other industrial nations such as the United States and Canada. The children of separated parents who participated in the study were followed for a period of up to five years following the separation of their parents. Each kid was paired with two peers of the same sex who were also born around the same time but came from non-divorced households and had a different socioeconomic standing than them. This served as the control group. Report cards and other school records, such as attendance logs, provided access to the information on pupils' academic performance. In addition, the outcomes of standardised and aptitude tests were gathered for inclusion in the compilation of the study's findings. According to the findings of the study, although there was no significant difference in the scores of the children of divorce and the controls, there was a significant difference in the ultimate academic accomplishments of the students whose parents had divorced.

Ham (2003) also examined research that compared the impact of divorce on academic success in countries and societies other than the United States and Canada. Many researchers centre their attention on the fact that the majority of marriages will end in divorce, which will lead to a large number of children experiencing the negative impacts of the disturbance in their parents' relationship. However, it was fascinating to note that in some of Ham's study, in comparison to a kid raised in the United States, a child raised in Japan is four times more likely to be nurtured by both of their parents. It has been said that one of the primary reasons Japanese kids have such a considerably higher rate of academic achievement compared to their counterparts in the United States and Canada is due to the relative calmness of Japanese households. (McManus and others, 1993)

(Jared, 2019) The Massachusetts Family Institute (MFI) is an organisation that works to educate policy makers on the value and importance of marriage and family to society, as well as advance public policies that enhance schools' ability to support those values. Its mission is to educate policy makers on the value and importance of marriage and family to society. MFI is steadfast in its belief that in order to successfully bring up children, the family unit in question must be one that does not include divorce and consist of two biological parents.

According to Willats (1999), decades of research have demonstrated that children do better in traditional families, which are homes where both parents are involved in the child's upbringing and nurturing, and where strong parental involvement in their child's academics is supported by both parents. Traditional families also tend to be more financially stable than non-traditional families. According to the findings of the study, children who have been through a parental divorce tend to have poorer levels of academic accomplishment, particularly in the areas of reading, spelling, and mathematics. At the primary level, fifty percent of the children whose parents were divorced went through practically an entire school year with learning interruptions, which had a negative impact on their academic accomplishments for that specific year.

Cherian (2018) conducted research that compared the academic performance of children whose parents had previously been married to that of children whose parents had previously been divorced. In order to identify youngsters whose parents had divorced or been separated, a questionnaire with nine questions was distributed. According to the findings of the study, there was a statistically significant gap between the two groups of children's mean academic scores even when the researchers did not take into account the children's socioeconomic standing. The scholastic success of children whose parents were no longer married or were divorced was shown to be considerably lower than that of children whose parents were still married.

Cherian (2019) also found that the level of academic accomplishment in children was connected with the instability in the family that was caused by the fractured families that resulted from separation. The anxieties and quarrels of family members are likely to upset the balance of the child's self control, and such pupils attend school worn out, unsettled, or emotionally unstable. Divorced parents can create an emotionally charged family dynamic, which may be associated with poor school performance. This highlights the psychological effects of divorce on the child.

A detailed meta-analysis was conducted in the 1990s by Amato and Keith (1993) of a range

of differences in children from divorced households as opposed to those from intact families.

Telesca (2001) reviewed this meta-analysis. It indicated that children of divorce were experiencing a marginally greater prevalence of mildly poor behavioural outcomes in the 1990s than in the decades prior. In addition, the research revealed that the academic success of children in that decade was much worse compared to that of children who came from homes that were still together. It is possible that new evidence indicating any long-term trends might be uncovered by further investigation of this topic during the 2000s. When conducting studies on the impact of divorce on the academic success of children, a substantial amount of research has been done that takes into account and accounts for a number of different variables. The majority of the research that was looked over for this study concentrated its attention, when doing its analysis of the literature, on the following factors: age, socioeconomic position, gender of the children, and parental conflict prior to divorce and remarriage baker.

## **RESEARCH METHODOLOGY**

According to Creswell and Piano-Clark (2007:4), the process of conducting research is a procedure that entails presenting a problem, narrowing the research problem into a purpose statement, research questions, and hypothesis; using a writing structure that fits the problem and the methodology; and utilising appropriate terminology throughout the process. In addition to this, research is a process that consists of a series of stages to gather and analyse information in order to get a deeper comprehension of a subject or problem (Creswell, 2012:3). As a result, for the purpose of providing illumination on the research topic, the researcher doing this study concentrated on research procedures that are essential and relevant to the case study in question.

## **DATA ANALYSIS**

## **METRO-CENTRAL EDUCATION DISTRICT AS A STUDY SETTING**

Table 4.1 below shows the sum of secondary, primary, and special schools in Metro-Central Education District as per circuit to give a picture of the study population. This education district has six circuits.

#### Metro-Central Education District Schools

Circuit ( C )	Secondary schools	Primary schools	Special schools
C1	14	19	6
C2	15	29	3
C3	8	28	3
C4	10	26	2
C5	8	22	3
C6	6	27	1
TOTAL	61	151	18

#### Discussion:

The Metro-Central Education District is a mega education district located in the Western Cape Province. It is comprised of 230 schools, of which 26.5% are secondary schools, 65.7% are primary schools, and 7.8% are special schools. The races, cultures, and religions of the people who live there are diverse. Within the scope of this study, the population was gathered in and around Circuit 4 in Langa Township, which is located within the Metro-Central Education District. Even though the district's secondary schools have varying academic pass rates, the Metro-Central Education District is comprised of many different cultures and ethnic groups (including Whites, Coloreds, Africans, and Indians). As a result, the teaching and

learning that takes place there is of a high quality. There are ten (10) secondary schools spread over Circuit 4 and Langa Township. As a result, for the purpose of the sample, two secondary schools located in Langa Township were chosen.

### 4.3 LANGA TOWNSHIPS AS A STUDY SITE

Within the population of Langa, there is a large disparity in terms of the various income levels that are present. There are other those whose salaries are about in the middle of the range. The neighbourhood known as Settlers is home to a population with a middling income, and it is situated in close proximity to the schools that are the focus of this campaign. Despite this, the majority of individuals who live in Langa do so in appallingly poor conditions as a direct result of the legacy of apartheid legislation. The conditions in which they live are a direct effect of the fact that they live in Langa. In addition to a higher rate of unemployment, a lower percentage of residents in Langa Township have access to educational opportunities, and the quality of housing in the area is subpar. Despite this, education has always been one of the top priorities in Langa Township, and even in the present day, it remains one of the township's top priorities. This is evidenced not only by the great quality of the school buildings, but also by the vast number of educational institutions that are located in this region.

#### Characteristics of participating schools

School	Principals' tenure (years)	Location	Economic status	Feeder area	School fees /voluntary contribution	Languages
A	25	Suburb (township)	Middle and low	Immediate neighbourhood	R400	Xhosa, English and Afrikaans

			income	,buses, trains and taxis from townships		
B	21	Suburb (township)	Middle and low income	Immediate neighbourhood  ,buses, trains and taxis from townships	R450	Xhosa, English and Afrikaans

**Discussion:**

Schools A and B may be found in close proximity to one another in the same neighbourhood in the City of Cape Town. This neighbourhood is located close to the commercial and industrial regions of the Cape Flats. This neighbourhood is home to a diverse collection of businesses of all shapes and sizes. On the other hand, the vast majority of people who live in the neighbourhood of Langa are employed in some capacity, either as professionals or as general labourers. Additionally, the neighbourhood is home to a hospital, schools, a community library, a community museum, a police station, and a train station. One third of the pupils come from the neighbourhood immediately adjacent to the school, which is made up of houses, flats, and dormitories. The remaining two-thirds of pupils live in areas outside than Langa Township, and they get to school using modes of transportation such as buses, trains, and taxis. A few of these children travel to school by foot. The socioeconomic status of this neighbourhood places these schools in the third quintile, which shows that they serve a community that is neither extraordinarily affluent nor excessively disadvantaged. In other words, they serve a community that is somewhere in between the two extremes. On the other hand, the vast majority of individuals who call Langa home do so in extremely impoverished circumstances, which is directly attributable to the legacy of apartheid legislation. Despite the fact that this area is surrounded by many different kinds of enterprises, the unemployment rate is high, the locals do not have a high level of education, and the majority of the students live in housing that does not meet acceptable standards. Despite this, it is impossible to place

enough emphasis on the significance of education in the Langa Township. This was something that the researcher discovered while they were looking at the number of schools and churches in this area as well as the state of the school buildings. In addition, they were also looking at the condition of the church structures. The vast majority of Langa schools were founded in South Africa at a time when missionary education was widely practised.

The school fees that were discussed are optional contributions that are given by each individual student on a yearly basis. These prices do not take into account the expense of stationery or books. Even though Spanish, French, and English are all spoken at the school, English is the language that is utilised for instruction and the language that students study in (First Additional Language). Xhosa is taught in both schools as the major language because it is the language that is spoken at home, whereas Afrikaans is taught as the third language.

#### Data in participating schools

Area observed	School A	School B
Buildings	Solid first brick	Solid first brick
Security	Proper fencing and solid gates	Proper fencing and remote gates
Grounds	Clean paving, green grass, well cared for sports field and beautiful flowers	Clean paving, green grass, well cared for sports field and beautiful flowers
School teachers	Proper dress code, showing professionalism	Proper dress code, showing professionalism
Learners	Neat in prescribed school uniform	Neat in prescribed school uniform

Number of classrooms	35	46
Computer laboratory	2	2
Science laboratory	4	3
School Library	1	1
Number of teachers	28	37
Number of non-teaching staff	6	7
Total number of learners	866	1360

**Discussion:**

These educational institutions provide an atmosphere that is conducive to both teaching and learning. This was seen while examining the school buildings (which were made of solid first brick), the appropriate fence for the safety of the pupils, the non-teaching personnel, as well as the instructors, and the sturdy gates. Additionally, learning and teaching are also strong points at both institutions. However, improving the school's performance in both internal and external evaluations may be accomplished via collaborative efforts with the local community.

***THE DATA COLLECTION PREPARATION PROCESSES***



#### Building trust and gaining access at targeted schools

The researcher was aware that developing a relationship of trust with the participating schools was extremely vital to the outcome of this study. According to Creswell (2005:63), one factor that can assist establish whether or not a researcher is capable of investigating a problem is that researcher's capacity to reach relevant persons and locations. Therefore, in order to try and gain access to sites, the researcher called the principals of the schools in the area, provided a brief explanation of what this research project was about and the reason for the visit, and negotiated convenient times and dates for the meeting to take place at their respective schools. In addition, "this access frequently necessitates the consent of numerous levels of school personnel, including but not limited to district officials, principals, teachers, parents, and students." (Creswell, 2005:63).

The principals of both schools were quite excited to talk to the researcher. This allowed the researcher to become more familiar with them, and the fact that they were able to have a dialogue with each other in person helped to establish a foundation of trust. After then, several times and days were decided upon for the meetings to take place. School A was the first school to decide on a date, and it was on the 30th of March 2014 at 15:30 in the office of the principle. The date was chosen in the principal's office. At School B, the time and date that were decided upon was the 5th of April 2014 at 15:00. According to the terms and circumstances set out by the Department of Education in order to provide approval for the research project [refer to appendix (c)], all negotiated discussions took place after school contact time. Because of this, it was simple for the researcher to keep his meetings with the participants without interfering with the activities of learning and teaching that were already taking place. In addition to this, the researcher developed a relationship of familiarity and trust with the school principals during the course of face-to-face dialogue between them.

#### 4.4.2 The delivering of permission letters

In order to do research on a matter, investigators need to obtain authorization to visit the

areas where the study will take place and include individuals who live in the area (Creswell, 2005:63). As a result, the researcher handed over all of the essential materials to the secondary schools that were the focus of her investigation. Therefore, clearance letters to conduct the study were supplied by the Western Cape Government Education (WCGE), as well as confirmation from the University of South Africa (UNISA). In an effort to provide as much information as possible regarding this study, a number of documents, including individual interview protocols, consent forms, and observation schedules for parent meetings, school governing body meetings, and the previous year's minute books (refer to Appendix A and Appendix B), were made available to the public. Additionally, the researcher distributed copies of the research proposal to the school principals so that the principals would be familiar with and able to comprehend the framework of the proposed research. After that, the researcher was able to enter the site and gather the necessary data.

All of the negotiated dates, which are specified in section 4.2.1, were adhered to by the principals of the schools that participated. During the initial meeting, the principal of School A expressed their enthusiasm in participating in this study endeavour. They accepted it without any difficulty and even offered the researcher some words of encouragement, stating something along the lines of "Do not be frightened, we will assist you well, we support academic researchers in our school." The researcher felt a sense of relief and was driven to continue with the process of performing this research as a result of these statements. The principal of School A was able to quickly determine convenient days and hours for conducting interviews, and he or she pledged to organise teachers to be present at school and ready for face-to-face interviews on the dates and times that were agreed upon. As this was an ethical need, the letter of consent, which had been signed by the principal, was given to the researcher. Then, after that, there were going to be two different dates for the observations and the document readings. The researcher immediately got the impression that there was a good interaction between the school principal, instructors, and parents who served on the school governing body in this particular school. This demonstrated the high level of confidence that exists between the school administrator, the personnel, and the chairwoman

of the school governing body. However, throughout the parent-teacher meetings, meetings of the school governing body, and minutes book, it was intended to be proven that there was a constructive interaction between the two.

The principal at School B did not take accepting the project very lightly and did so only after asking a number of questions about it. However, the researcher was able to respond to the principal's queries in a manner that was professional because the principle at school A was the one who inspired him to perform the research. In addition, the researcher had conducted a comprehensive examination of the relevant literature. In the end, the principle at School B felt confident enough to make a commitment to the researcher that she would meet with employees on the 25th of May to acquire their perspectives on this project, and that she would then notify the researcher about the results of the meeting. However, the principal did not call the researcher as promised, despite the fact that the researcher's contact information was included on the cover page of the study proposal that was left behind during the initial meeting on the 5th of April 2014 at 15:00. The researcher went back to see the principal of School B after waiting a month without receiving a response on the consent to perform the study there. During the course of this visit, the principal offered their condolences to the researcher on account of the delay. After then, dates for data collection were established.

### ***DATA COLLECTED THROUGH ANALYSIS OF DOCUMENTS***

In order to find a solution to the study dilemma, the researcher looked to school policies as an alternate source of data. In their article "A researcher can use multiple existing documents as their source of data," Bertram and Christiansen (2014:97) indicate that this is possible. The following are some examples: test papers, daily notebooks kept by instructors, learners' work books, and documents pertaining to the school policy. Bertram and Christiansen (ibid) elaborate further, stating that "when the researcher is using documents, he or she is not creating new data (through interviews or questionnaires) from scratch but rather using documents as a source of data, and this method is called document analysis."

The agendas and minutes of school governing body meetings, letters to parents and annual reports to parents, school improvement plan, and school policies, in particular those pertaining to parent involvement and homework policy in each participating school were the primary sources of artefacts that were read for this particular investigation. The researcher was allowed to study school regulations, information from the minutes book of the school governing body, as well as meetings between parents and teachers in each school.

#### **4.6 SCHOOL A, DOCUMENTS**

### **CONCLUSION**

This chapter's objective is to provide a concise summary of the complete research project and to provide recommendations based on the findings. The recommendations will centre on how school employees can increase parents' involvement tactics to enhance the academic performance of pupils. The following questions were answered by the current study based on the findings of the literature review, the site observations, and the voices of the participants during the face-to-face interviews.

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