

relationship of the primary agents the learners interact with has to be a good and constructive one if they are to have such an influence on the learners. This relationship is crucial because in some instances learners, particularly in the context of this study do not have parents who necessarily know about higher education and all it entails therefore requiring more of the teacher.

Life Orientation teachers and the principals of the respective schools reported having a good relationship with their Grade 12s. One of the principals reported that her relationship with the grade 12s was up and down because she pushes them. Literature stipulates that effective teachers should have high expectations and that learners see caring teachers as those who set limits for them, provide them with structure and hold high expectations for them to achieve.

Learners reported that some teachers, through their efforts, motivation and resources they make available to motivate them in the form of negative comments in the classroom and in learners feel their teachers go beyond the call of duty because they teach



Literature states that learners who do not have family members who studied in institutions of higher learning often look towards the school as their main support; therefore teachers, guidance counsellors and administrators need to motivate learners to complete college applications and financial aid applications. Teachers and principals reported that they provide their learners with sufficient information about higher education institutions. Teachers, principals and learners reported that learners go to career days where they get exposed to a variety of career options. They stated that representatives visit their respective schools and inform them about the various courses offered at their institutions, including the entry requirements. They also reported the involvement of Gadra finishing school and its mentoring of some grade 12 learners at both schools. Teachers, principals and learners also made mention of their participation in the telematics program which is interactive lessons

organised by Stellenbosch University through a screen. Learners also reported that their teachers provided them with information about bursaries and applications for higher education institutions.

One of the teachers reported that she uses herself as an example when she motivates the learners because she comes from a similar background. The principals stated that they bring in motivation speakers to speak to them and also expose them to opportunities. Bringing the school's alumni to speak to the learners is also an initiative one of the principals has introduced in her school. According to literature, in motivating learners, schools should develop social networks that can reach out beyond the local neighbourhood to provide disadvantaged children and help young people with a diverse range of contacts, inspiration, information and opportunities.

Both schools make a great effort to foster a functioning meso-system. Literature states that for teachers to be effective they must be prepared to collaborate with families to support learner success. In both schools they invite parents to attend meetings. Teachers stressed parent involvement and the fact that it needs to begin at an earlier stage than grade 12. They encourage parents to ask any questions they are unclear about as well as setting time aside to see teachers individually. In one of the schools they expect the parent to fetch the learner's report so that they have the opportunity to discuss the report. One of the principals reported that Gdra finishing school has an initiative where it works with a couple of parents and provides them with suggestions of how they can be more involved in their child's academic life.

Some parents and learners feel that some teachers make an effort to involve their parents; some do not. One of the learners stated that teachers do not involve their parents but will rather call them aside to speak to them about the matter. One of the parents reported being

given the opportunity to sit in his child's desk to go through his books during one of the meetings, providing him with an opportunity to see what happens in the classroom. Literature stipulates that teachers are more likely to communicate with parents when their children misbehave or face significant academic problems. Some learners reported that some teachers only involve their parents for negative reasons such as them failing or not doing their homework; rather than positive things, such as them passing very well. One of the learners also reported that they involve their parents when they are performing poorly academically, to perhaps assess if anything at home may be contributing to that.

All teachers and principals are hoping that their grade 12 learners will pass with quality passes. One of the principals acknowledges that not every learner wants to go to university and so encourages them to follow their dreams. One of the teachers reported that she hopes they will study further so that they can change their home circumstances. Literature states that high dropout rates, lower rates of college applications, and low-self-confidence is associated with low-income learners.

The teachers and one of the principals feel like they do extra at the schools they teach at. They feel like they do things they would not be doing if they were at affluent schools. One of the principals however did not feel like she was doing anything differently particularly since she was previously a principal at an affluent school. She reported that she did home visits there and she still does them at this school; she states that there are challenges learners face regardless of their socio-economic status. One of the principals reported that they do not have designated roles, they do everything; they are a nurse, a social worker, a policeman, a psychologist, a teacher, a mother, a father; they are involved in the life of their learners.

When queried about how sufficient the resources these teachers have at their disposal; one of the principals reported that they do not have enough admin staff and that the resources for their learners are limited. One of the teachers stated that she cannot take learners to workshops and trainings because they would have to walk, resulting in missing a whole day of school; therefore they need more resources to assist with that. The other teacher and principal reported having sufficient resources at their disposal.

When teachers and principals were provided the opportunity to state the support they required in order to be of better assistance to the learners, one of the principals mentioned she needed subject advisors from the district office because they are the ones with the knowledge and expertise. She also stated that she needs committed and dedicated teachers and parents; she also emphasized the need for a safe environment for the learners. The other principal felt she should look after herself because there is no use in running empty whilst trying to assist others. According to literature there are still a number of schools with insufficient resources and this affects the academic outcomes of learners. One of the teachers stipulated that she gets support from the Department of Education and her school, but she is not getting enough resources. One of the teachers stated that she would like to attend more seminars, workshops and teacher forums where learner issues can be discussed because currently they only occur once in two years.

6.3.4 Theme 4: Aspirations and goals of the learners

The Chrono-system in Bronfenbrenner's Ecological Systems theory speaks of how changes in the family structure, socioeconomic status or even employment can influence the individual. It then becomes vital to understand the learner's chrono-system because of the impact it has on the learner's aspirations. As discussed in this study the learner's aspirations

are influenced by the fact that they are raised by single parents, the employment status of their parents as well as their socioeconomic status. Teachers need to be cognizant of this particularly when doing career planning with their learners.

Literature stipulates that although there is compelling evidence of disadvantaged young people having low aspirations there is other research that conflicts this by the ambitious aspirations of disadvantaged young people. A number of learners would like to go to university after grade 12, however a number of them are concerned about how they will pay for their tuition. Some of the learners reported wanting to go to a college because they perceive university as being too expensive for their parents. Other learners want to go to university so that they can better their lives and that of their family members. Some of the learners want to go to university because they will be the first to not only pass matric, but to go to university.

According to literature while a number of working class parents have children enrolling into higher education institutions, their children often become overwhelmed by the sacrifices their parents had to make. Some learners would like to work next year because they feel indebted to their parent because of all the sacrifices they have made. Some of the learners want to work for their parents and then after a year or two when they have saved enough money they intend on going to university or college. One of the learners stated that she does want to study but does not know how she would do that because her mother is ill. Another learner wants to go to university but she is also concerned about her child; she feels she may need to work to support her child.

Learners provided some reasons for their chosen goals: want to go to university because they want better jobs than those of their family members; want a bright future; want to be able to support their families; and wanted professions that will give them an opportunity to care and

help others. Literature states that low-income learners are likely to pursue career paths that will provide immediate benefits and rewards. Some of the learners want to enrol at a police college because they get a form of stipend or pay whilst they are in training. For other learners selecting their goal was influenced by their community.

Contrary to popular belief that learners from disadvantaged communities have low aspirations, quite a number of learners have high aspirations. However what was noteworthy was that they envisioned having expensive material possessions in ten years' time; this included having the financial capacity to buy these expensive material possessions for their parents and families. There were some learners who made mention of how far they would be in their career; others even envisioned themselves being overseas. It was also notable that some learners were unrealistic about what they would have in ten years' time, when looking at their career choice. One learner wants to be a social worker, but in ten years' time she envisions being a millionaire with numerous cars. There was one learner who stuck out; he understood that ten years was not long and so he gave a realistic response of where he is likely to be, and what he would have.

One of the principals reported that their learners have high aspirations; however they do not quite understand the reality of what it is going to take to get there. The other principal stated that learners want various things such as working or studying, but those that want to study are concerned about finances. One of the teachers feels that learners are already at a disadvantage because of back logs in their education from their primary years.

Through this study, the researcher acknowledges that being reared in a single-parent household and attending schools in a disadvantaged community influences one's decision to enrol at a higher education institution. In this view, the following recommendations are made to different stakeholders.

6.4 Recommendations

The researcher developed three sets of recommendations which included recommendations for (a) Department of Education, (b) high schools in disadvantaged areas (c) Higher Education Institutions to decrease the barriers against enrolling at higher education institutions and to improve the quality of education. Recommendations for future research are also presented.

6.4.1 Department of Education

- There is great concern about resources at these schools. Literature states that teachers are more likely to leave schools that have limited resources because it limits them. The DoE needs to conduct a needs assessment and provide schools with the necessary resources. This includes teachers and administrative staff.
- There should be a registered Educational Psychologist at every school.
- Schools teachers from disadvantaged communities need better training regarding the psycho-social issues their learners face.
- There needs to be more contact between subject advisors from the DoE and teachers because they have the expertise.
- The DoE needs to provide training, debriefings, self-care workshops and seminars on how to manage the issues learners face and how teachers can cope and take care of themselves. When teachers are better equipped to take care of themselves, they will take better care of the learners.
- The DoE needs to provide better incentives for good teachers to stay at these schools because currently they are moving to more affluent schools. This results in a higher

percentage of unskilled teachers teaching a larger cohort of learners with greater needs.

6.4.2 Higher Education Institutions

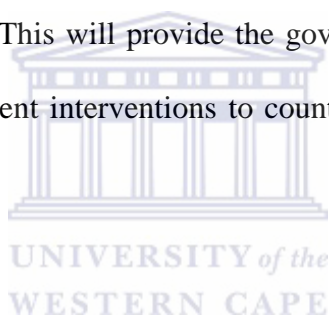
- Higher Education Institutions need to do an analysis of what the barriers to enrolling into university and college are at schools.
- Higher Education Institutions need to tailor-make their information sessions with high school learners so that they have all the necessary information before learners assume enrolling at higher education institutions is inconceivable.

6.4.3 High schools from disadvantaged communities

- Teachers and principals at these schools need to stress and explain the significance of parent involvement from grade one.
- Schools need to find ways of involving single parents in the learner's academic life; however they first need to fully comprehend the barriers to parent involvement and then find ways to meet them halfway.
- Schools need to provide the necessary information about university and college, including available funding to learners and their parents from a younger grade. This will be of use to those who genuinely want to study further but are concerned about finances.
- Teachers and principals need to realise the great influence they have on these learners; therefore they need to constantly motivate them, encourage them to dream big, be their source of information and constantly be aware of their well-being.

6.4.4 Future research

- Studies on a larger scale on the barriers of parent involvement of single parents need to be conducted as they may yield information that will aid schools with the necessary information for programs to be implemented to improve parent involvement.
- Quantitative studies on the barriers to the enrolment into university and college for learners from disadvantaged areas need to be conducted so that it can provide schools, DoE, higher education institutions and the government with a basis to create relevant interventions.
- Qualitative studies on the reasons teachers leave schools in disadvantaged areas should be conducted. This will provide the government with accurate reasons so that they may implement interventions to counteract the move as it affects these schools negatively.



6.5 Conclusion

The research aim and objectives were achieved and the research question answered through qualitative enquiry which was considered the most suitable research approach for this study as it required rich comprehensive data. The findings of this study provided insightful knowledge on how single parenting in a disadvantaged community influences a learner's decision to enrol at a higher education institution.

This final chapter provided the reader with a summary and conclusions of the above-mentioned chapters from the introduction, literature review, applied methodology to the major research findings. It is based on the findings of this study that the researcher made recommendations for the Department of Education, higher education institutions, high schools in disadvantaged communities and future research. In conclusion, the researcher

hopes that this study provided insight into factors that influence a learner who is raised by a single parent in a disadvantaged community when they are deciding whether to enrol into an institution of higher learning. The researcher hopes the study made it clear that the level of investment parents, teachers and caregivers have in a child's education will influence their outcome therefore showing the necessity of the Department of Education, teachers and parents to invest more in the academics of these learners.



Reference List

- Acker-Ball, S.L (2007). *A case study of the influence on first generation college students' educational aspirations post high school*, University of Maryland. Retrieved May 4, 2014, from <http://drum.lib.umd.edu/bitstream/1903/7708/1/umi-umd-4985.pdf>
- Al-Jarwarneh, A.Q. (2010). *Sociocultural theory by Lev Vygotsky*. Retrieved August 3, 2015, from https://drbalakidd.files.wordpress.com/2010/11/sociocultural_theory.pp
- Amato, P.R. (2005). The impact of family formation change on the cognitive, social, and emotional well-being of the next generation. *Future of Children*, 15(2), 75-96.
- Ambeken, U. D., Joseph, U.K. & Agwanyang, F.O. (2012) Parental socio-economic background as a determinant of student's academic performance in selected public secondary schools in Calabar municipal local government area, Cross River State, Nigeria. *Journal of Education and Practice*, 3(16), 129- 135.
- Anderson, K. (2003). Family structure, schooling outcomes and investment in education in South Africa. *Population Studies Center at the Institute for Social Research*. University of Michigan.
- Anderson, K. & Minke, K. (2010). Parent involvement in education: Toward an understanding of parents' decision making. *The Journal of Education Research*, 100 (5), 311-323. doi: 10.3200/JOER.100.5.311-323
- Andrews, M. (2012). *Exploring play for early childhood studies*. London: Sage.
- Atherton, G., Cymbir, E., Roberts, K., Page, L. & Remedios, R. (2009). *How young people formulate their views about the future: Exploratory research*. London: Department for Children, Schools and Families.
- Arnarsson, B.T., & Arsaell, M. (2011). Joint physical custody and communication with parents: a cross-national study of children in 36 Western Countries. *Journal of Comparative Family Studies*, 42(6), 871-891.
- Arends, F. & Arends, F. (2011). *Teacher shortages? The need for more reliable information at school level*. Retrieved from <http://www.hsrc.ac.za/en/research-data/view/5368>
- Babbie, E. & Mouton J. (2004). *The practice of social research*. Cape Town: Oxford Press.
- Babbie, E. (2007). *The practice of social research*. (11th ed.). Belmont: Thomson Wadsworth.
- Babbie, E. (2013). *The practice of social research*. (13th ed.). Australia: Wadsworth.
- Baharudin, R., Hong, C.Y., Jing, L.S. & Zulkefly, N.S. (2010). Educational goals, parenting practices and adolescents' academic achievement. *Asian Social Science*, 6(12), 144- 152.
- Bandura, A. (1997). *Self-efficacy: the exercise of control*. New York: Freeman.
- Ballinger, C. (2008). Over-rapport. In L. Given (Ed.). *The SAGE encyclopedia of qualitative research methods*. (p. 591). Thousand Oaks, CA: SAGE Publications.
- Barajas, S. (2011). Academic achievement of children in single-parent homes: A critical review. *The Hilltop Review* 1(5), 13- 21.
- Bassani, C. (2008). The influence of financial, human and social capital on Japanese men's and women's health in single- and two-parent family structures. *Social Indicators Research*, 85(2), 191-209.
- Battle, J. & Coates, D. L. (2004). Father-only, mother-only, single-parent family status of black girls and achievement in grade twelve and at two years post high school. *Journal of Negro Education*, 73, 392 –407.
- Bhat, S. & Reed, J. (2014). Unlocking opportunities: services that help poor children succeed

- in the classroom: How poverty affects a child's ability to learn. *Fiscal Policy Institute*. Retrieved July 7, 2015, from <http://www.dcfpi.org/wp-content/uploads/2014/05/Part-I-Poverty-and-Childrens-Learning-Final.pdf>.
- Bee, L. & Boyd, D. (2007). *The developing child*. Boston: Pearson/Allyn & Bacon.
- Bennett, S. (2008). Contextual affordances of rural Appalachian individuals. *Journal of Career Development, 34*(3), 241- 262. doi: 10.1177/0894845307311252
- Berger, L.M. (2007). Socio-economic factors and sub-standard parenting. *Social Service Review, 81* (3), 485-522.
- Bertram, C. (2010). Methods of collecting data. In I. Christiansen, C. Bertram & S. Land (Eds.), *Understanding research* (pp. 55-101). University of KwaZulu- Natal: Scottville.
- Bjarnason, T., Thorlindsson, T., Sigfusdottir, I.D. & Welch, M.R. (2005). Familial and religious influences on adolescent alcohol use: a multi-level study of students and school communities. *Social Forces, 84*, 375-390.
- Bloom, J. (2007). (Mis) reading social class in the journey towards college: Youth development in urban America. *Teachers College Record, 109*(2), 343-368.
- Bloomberg, L. & Volpe, M. (2008). *Completing your qualitative dissertation: a roadmap from beginning to end*. Los Angeles: Sage Publishing.
- Boeije, H. 2010. *Analysis in qualitative research*. London: Sage Publications Ltd.
- Borg, J., Borg, M. & Stranahan, H. (2012). Closing the achievement gap between high-poverty schools and low-poverty schools. *Research in Business and Economics Journal, 5*, 1- 24.
- Borman, G. D., & Dowling, N. M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research, 78*(3), 367–409. doi:10.3102/0034654308321455
- Bowden, M.P. & Doughney, J. (2010). Socio-economic status, cultural diversity and the aspirations of secondary students in the Western Suburbs of Melbourne, Australia. *Higher Education, 59*, 115–129.
- Brenner, M. (2006). Interviewing in educational research. In L. Green, G. Camilli & B. Elmore (Eds.), *Handbook of complementary methods in education research* (pp.357-370). Washington: American Educational Research Association.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments in nature and design*. Cambridge, MA: Harvard University Press.
- Bronfenbrenner, U. (1974). Developmental research, public policy and the ecology of childhood. *Child Development, 45*(1), 1- 5.
- Bronfenbrenner, U. (1976). The experimental ecology of education. *Educational Researcher, 5*(9), 5- 15.
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychology, 32*, 513- 531.
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Development Psychology, 6*(22), 723- 742.
- Bronfenbrenner, U. (1988). Interacting systems in human development: Research paradigms, present and future. In N. Bolger, A. Caspi, G. Downey, & M. Moorehouse (eds.). *Persons in context: Developmental processes. (200- 213)*, Cambridge: Cambridge University Press.
- Bronfenbrenner, U. (1989). Ecological systems theory. In: R. Vasta,(Ed.). *Six theories of child development revised formulations and current issues*. Greenwich, Connecticut: JAI Press.
- Bronfenbrenner, U. (1994). Ecological models of human development. In International

- Encyclopedia of Education of Education, 3, (2nd ed.). Oxford: Elsevier. Reprinted in: Gauvin, M. & Cole, M. (Eds.), *Readings on the development of children*, (2nd ed.). (1993, pp. 37- 43). NY: Freeman.
- Bronfenbrenner, U. (2005). *Making human beings human: Bio-ecological perspectives on human development*. Thousand Oaks, CA: Sage Publications.
- Brown, S.L. (2004). Family structure and child well-being: The significance of parental cohabitation. *Journal of Marriage and Family*, 66(2). 351-367.
- Bryman, A. & Bell, E. (2003). *Business research methods*. New York: Oxford University Press. Retrieved April 14, 2015, from: <http://common.books24x7.com>.
- Burns, N. & Grove, S.K. (2003). *Understanding nursing research* (3rd ed.). Philadelphia: Saunders.
- Cancian, M. & Reed. (2009). Family structure, child-bearing, and parental employment: Implications for the level and trend in poverty. *Focus (Institute for Research on Poverty)*, 26 (2), 21–26.
- Caspe, M., Lopez, E., Chu, A. & Weiss, H. (2011). Teaching the teachers: Preparing educators to engage families for student achievement. Issues Brief. Harvard Family Research Project
- Chenoweth, E. & Galliher, R. V. (2004). Factors influencing college aspirations of rural West Virginia high school students. *Journal of Research in Rural Education*, 19(2), 1-14. doi:10.1177/089484530731125.2
- Chaleunvong, K. (2009). Data collection techniques. Retrieved November 12, 2015, from http://www.gfmer.ch/Activites_internationales_Fr/Laos/PDF/Data_collection_tecniques_Chaleunvong_Laos_2009.pdf
- Chohan, B. & Khan, R. (2010). Impact of parental support on the academic performance and self-concept of the student. *Journal of Research and Reflection in Education*, 4(1), 14- 26.
- Clotfelter, C.T., Ladd, H.F., Vigdor, J.L. & Wheeler, J. (2006). High poverty schools and the distribution of teachers and principals. *North Carolina Law Review*, 85, 1346- 1369.
- Cohen, L., Manion, L. & Morrison, K., (2007). *Research Methods in Education* (6th ed.). London: Routledge/Falmer.
- Cohen, L., Manion, L. & Morrison, K. (2011). *Research methods in education*. (7th ed.). London: Routledge.
- Colclough, C.A., Samarraï, S., Rose, P. & Tembo, M. (2003). *Achieving schooling for all in Africa*. Ashgate: Burlington.
- Coleman, M. (2013). Benefits of family involvement for children in empowering family-teacher partnerships: Building connections within diverse communities. 447-70. Thousand Oaks, CA: SAGE Publications, Inc. doi: <http://dx.doi.org/10.4135/9781452240510.n3>.
- Coles, R. L. (2015). Single father families: A review of the literature. *Journal of Family Theory and Review*, 144- 166.
- Cooper, C. & Crosnoe, R. (2007). The engagement in schooling of academically disadvantaged parents and children. *Youth and Society*, 38(3), 372- 391. doi: 10.1177/0044118X06289999.
- Creswel, J.W. (1998). *Qualitative inquiry and research design choosing among five traditions*. London: Sage.
- Creswel, J.W. (2007). *Qualitative inquiry and research design: Choosing among five traditions*. London: Sage.
- Creswell, J.W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed*

- methods approaches* (3rd ed.). USA: Sage Publications.
- Crosnoe, R., Mistry, R., Glen, H. & Elder, J. (2002). Economic disadvantage, family dynamics and adolescent enrollment in higher education. *Journal of Marriage and Family*, 64(3), 690- 702.
- Curtis, D. & McMillan, J. (2008). *School non-completers: Profiles and initial destinations: Longitudinal surveys of Australian youth research report (No. 54)*. Camberwell: Australian Council for Educational Research. Retrieved May 13, 2015, from http://research.acer.edu.au/cgi/viewcontent.cgi?article=1003&context=lsay_research.
- Cuthbert, C. & Hatch, R. (2009). *Educational aspiration and attainment amongst young people in deprived communities*. Edinburgh: Centre for Research on Families and Relationships.
- D'Cruz, H. & Jones, M. (2004). *Social work research: Ethical and political contexts*. California: Sage Publications.
- Daft R., & Marcic, D. (2009). *Understanding Management*. USA: Cengage Learning.
- Davids, E. & Roman, N. (2013). Does family structure matter? Comparing the life goals and aspirations of learners in secondary schools. *South African Journal of Education*, 33(3), 1- 12.
- Deci, E.L. & Ryan, R.M. (2000). The 'what' and 'why' of goal pursuits: Human needs and the self determination of behaviour. *Psychological Inquiry: An International Journal for the Advancement of Psychological Theory*, 11, 227-268. doi: 10.1207/S15327965PLI1104_01.
- De Sousa, C.P. & Boas, L.P. (2012). Evaluation of teacher training: a psychosocial perspective *Cad. Pesqui.*, 42(147), 772-789. doi.org/10.1590/S0100-15742012000300007.
- Denscombe, M. (2010) *The good research guide: for small scale research projects*. (4th ed.) Maidenhead: McGraw-Hill Open University Press.
- Department of Basic Education (2013). Annual Report 2012/2013. Retrieved April 17, 2015, from <http://www.education.gov.za/LinkClick.aspx?fileticket=kiF59Co3OWA%3D>.
- Department of Education (2008). Ministerial committee on learner retention in the South African schooling system. Retrieved May 13, 2015, from <http://resep.sun.ac.za/wp-content/uploads/2012/07/DOe-2008-Learner-Retention-report.pdf>
- Department of Education and Training (2005). Professional learning in effective schools: The seven principles of highly effective professional learning. Retrieved October 20, 2015, from <http://www.education.vic.gov.au/Documents/school/teachers/profdev/proflearningeffective.pdf>.
- Department of Social Development. (2012). *White Paper on Families in South Africa*. Retrieved from http://www.dsd.gov.za/index.php?option=com_docman&task=cat_view&gid=33&Itemid=39.
- De Vos, A.S., Strydom, H., Fouche, C.D. & Delpont, C.S. (2005). *Research at grassroots: for the social sciences and human services professions* (4th ed.). Pretoria: Van Schaik Publishers.
- De Vos, A.S., Strydom, H., Fouché, C.B. & Delpont, C.S.L. (2011). *Research at grass roots: For the social sciences and human service professions* (4th ed.). Pretoria: Van Schaik Publishers.
- Derksen, T. (2010). The influence of ecological theory in child and youth care: a review of the literature. *International Journal of Child, Youth & Studies*, 3 (1), 326- 339.

- Desforges C., Abouchaar, A., (2003). *The impact of parental involvement, parental support and family education on pupil achievement and adjustment: A literature review*. DfES Research Report 433.
- Dieltiens, V. & Meny-Gibert, S. (2012). In class? Poverty, social exclusion and school access in South Africa *Journal of Education.*, (55), 128- 144.
- Driessen, G., Smit, F. & Slegers, P. (2005) Parental involvement and educational achievement. *British Educational Research Journal*, 31(4), 509–532.
- Elliot, W., Sherraden, M.S., Johnson, L., Johnson, S. & Peterson, S. (2007). College expectations among young children: The potential role of savings. [Working Paper No. 07-06] St. Louis: Center for Social Development, Washington University in St. Louis.
- Elliott, W. & Wagner, K. (2007). Increasing parent expectations via college savings: Closing the achievement gap. Working Paper 07-08 Retrieved October 16, 2015, from <http://gwbweb.wustl.edu/csd/Publications/2007/WP07-08.pdf>.
- Ellis, C. & Adams, W. (2009). *Families, households and children*. Retrieved October, 20, 2015 from www.dsd.gov.za.
- Epstein, J. L. (2007). Improving family and community involvement in secondary schools. *Principal Leadership*, 8(2), 16-22.
- Feltey, K. (2003). Single-parent families. International Encyclopedia and Family. Retrieved May 5, 2015, from <http://www.encyclopedia.com/doc/1G2-3406900405.html>.
- Fan, W. & Williams, C. (2010). The effects of parental involvement on students' academic self-efficacy, engagement and intrinsic motivation. *Educational Psychology*, 30(1), 53-74. doi: 10.1080/01443410903353302.
- Finn, J.D. (2006). *The adult lives of at-risk students*. (NCES report 2006-328). Washington, DC: U.S. Department of Education, Institute of Education Sciences. National Center for Education Statistics.
- Fizer, D. (2013). *Factors affecting career choices of college students enrolled in agriculture*. A Research Paper Presented for the Master of Science in Agriculture and Natural Resources Degree. Retrieved August 14, 2015, from https://www.utm.edu/departments/msanr/pdfs/Fizer_Research_Project_Final.pdf.
- Fleisch, B. (2008). *Primary education in crisis: Why South African school children underachieve in reading and mathematics*. South Africa: Juta & Company Ltd.
- Foster, L. (2013). What a pilot study is and what it is not. *Journal for Specialists in Paediatric Nursing*, 18, 1-3. doi: 10.1111/jspn.12015
- Frigo, T., Bryce, J., Anderson, M. & McKenzie, P. (2007). Australian young people, their families and post-school plans: a research review. Retrieved June 23, 2015, from http://research.acer.edu.au/transitions_misc/1.
- Froiland, J.M. & Oros, E. (2012). Intrinsic motivation, perceived competence and classroom engagement as longitudinal predictors of adolescent reading achievement. *Educational Psychology* 34(2), 119- 132.
- Garg, R., Melanson, S. & Levin, E. (2007). Educational aspirations of male and female adolescents from single-parent and two-biological parent families: A comparison of influential factors. *Journal of Youth & Adolescence*, 36, 1010–1023.
- Ghazi, S., Ali, R., Shahzad, S., Khan, M. & Hukamdad, A. (2010). Parental involvement in children's academic motivation. *Asian Social Science*, 6(4), 93- 99.
- Gill, P., Stewart, K., Treasure, E. & Chadwick, B. (2008). Methods of data collection in qualitative research: interviews and focus groups. *British Journal*, 204(6), 291- 295. doi: 10.1038/bdj.2008.192
- Gingerbread. (2012). *The only way is up: The employment aspirations of single parents*. Retrieved June 17, 2015, from www.gingerbread.org.uk/file_download.aspx?id=7866.

- Ginther, D. K., & Pollak, R. A. (2003). *Does family structure affect children's educational outcomes?* National Bureau of Economic Research, Working Paper 9628.
- Goldhaber, D. & Hannaway, J. (Ed.). (2009). *Creating a new teaching profession*. Washington, DC: Urban Institute Press.
- Gonzalez-DeHass, A., Willems, P. & Holbein, M. (2005) Involvement and student motivation. *Educational Psychology Review*, 17 (2). doi: 10.1007/s10648-005-3949-7
- Gorard, S., See, B. H. & Davies, P. (2012). *The impact of attitudes and aspirations on educational attainment and participation*. York: Joseph Rowntree Foundation. Retrieved October 20, 2015, from www.jrf.org.uk/publications/aspirations-educational-attainment-participation.
- Greenstein, R. (2003) Research methods manual. Sociology 306: Researching Social Life. Johannesburg: University of the Witwatersrand
- Grinnell, R.M. & Unrau, Y.A. (2008) Social work research and evaluation: Foundations of evidence-based practice. London: Oxford University Press.
- Grove, S. K, Burns, N. & Gray, J. (2013). *The practice of nursing research*. St. Louis, Mo.: Elsevier/Saunders Print.
- Gutman, L. & Akerman, R., (2008), *Determinants of aspirations*. Centre for Research on the Wider Benefits of Learning, London.
- Hair, J.F., Celsi, W.M., Money, A.H., Samouel, P. & Page, M.J. (2015). *Essentials of business research methods*. USA: Routledge.
- Haivas, S.M., Hofmans, J. & Pepermans, R. (2012). Self-determination theory as a framework for exploring the impact of the organizational context on volunteer motivation: A study of Romanian volunteers. *Non-profit and Voluntary Sector Quarterly*, 41(6), 1195–1214.
- Hall, K. & Woolard, I. (2012) Children and inequality: An introduction and overview. In: K. Hall, I. Woolard, L. Lake & C. Smith (eds.). *South African Child Gauge*. Cape Town: Children's Institute, UCT.
- Hall, K, Woolard I., Lake, L., & Smith, C. (Eds.). (2012). *South African Child Gauge* Children's Institute, University of Cape Town.
- Hanushek, E. (2009). Teacher deselection. In Dan Goldhaber and Jane Hannaway (Eds.). *Creating a New Teaching Profession*. Washington, D.C.: Urban Institute Press. Retrieved November 20, 2015, from <http://hanushek.stanford.edu/publications/teacher-deselection>.
- Harkonen, U. (2007). The Bronfenbrenner ecological systems theory of human development. Retrieved March 16, 2015, from http://wanda.uef.fi/~uharkone/tuotoksia/Bronfenbrenner_in_%20English_07_sent.pdf.
- Harris, Y. & Graham, J. (2014). *The American child: Development and challenges* (2nd ed.). USA: Springer Publishing Company.
- Heard, H. E. (2007). Fathers, mothers, and family structure: Family trajectories, parent gender, and adolescent schooling. *Journal of Marriage and Family*, 69(2), 435-450.
- Heffernan, T.M. 2005. *A student's guide to psychology*. Hove, UK: Psychology Press.
- Henderson, A. T. & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.
- Henderson, T., Hill, C. & Norton, K. (2014). *The connection between missing school and health: A review of chronic absenteeism and student health in Oregon*. Upstream Public Health.
- Henkel, C. (2015). Latest school performance grades release, high poverty schools receive lowest grades. Retrieved March 7, 2016, from

- <http://pulse.ncpolicywatch.org/2015/09/02/latest-school-performance-grades-released-high-poverty-schools-receive-lowest-grades/>
- Henning, E. (2004). *Finding your way in qualitative research*. Pretoria: Van Schaik.
- Hess, F. (2007). The case for educational entrepreneurship: Hard truths about risk, reform and reinvention. *Phi Delta Kappan*, 89(1), 1- 13.
- Hetherington, E.M. & Clingempeel, W. G. (1992) Coping with marital transitions: a family systems perspective. *Monographs of the Society for Research in Child Development*, 57, 2 -3.
- Hill, N. E. & Taylor, L. C. (2004). Parental school involvement and children's academic achievement: Pragmatics and issues. *Current Directions in Psychological Science*, 13, 161–164.
- Hill, N. E., Tyson, D. F. & Bromell, L. (2009). Parental involvement in middle school: Developmentally appropriate strategies across SES and ethnicity. In N. E. Hill & R. K. Chao (Eds.), *Families, schools, and the adolescent: Connecting research, policy, and practice* (pp. 53–72). New York: Teachers College Press
- Holborn, L. & Eddy, G. (2011) *First steps to healing the South African family*. Johannesburg: South African Institute of Race Relations.
- Hox, J.J. & Boeijs, H.R. (2005). Data collection, primary versus secondary. Pp. 593-599 in K. Kempf-Leonard (Ed.). *Encyclopedia of Social Measurement*. San Diego, CA: Academic Press.
- Holloway, I. (2005). *Qualitative research in health care*. London: Open University Press.
- Hsiung, P. (2008). Teaching reflexivity in qualitative interviewing. Retrieved September 11, 2015, from <http://www.ccqhr.utoronto.ca/sites/default/files/PCHsiung-paper-for-CQ-site.pdf>.
- Hungerford, A. & Cox, M.J. (2006). Family factors in child care research. *Evaluation Review*, 30(5), 631-655. doi: 10.1177/0193481X06291532.
- Hughes, R. (2005). *The effects of divorce on children*. Urbana, IL: University of Illinois Extension.
- Ingrid, B., Majda, R. & Dubravka, M. (2009). Life goals and well-being: Are extrinsic aspirations always detrimental to well-being? *Psychological Topics*, 18(3), 17-334.
- Jacob, M. (2010). *Parental expectations and aspirations for their children's educational attainment: An examination of the college-going mind-set among parents*. Retrieved September 11, 2015, from https://conservancy.umn.edu/bitstream/handle/11299/93924/Jacob_umn_0130E_10989.pdf?sequence=1.
- Janeiro, I. (2010). Motivational dynamics in the development of career attitudes among adolescents. *Journal of Vocational Behaviour*, 76, 170–177.
- Jensen, E. (2013). How poverty affects classroom engagement. *Educational Leadership*, 70 (8), 24-30.
- Ji, C.S. & Koblinsky, S.A. (2009). Parent involvement in children's education: An explanatory study of urban, Chinese immigrant families. *Urban Education*. 44 (6) 687- 709.
- Kamper, G. (2008). A profile of effective leadership in some South African high-poverty Schools. *South African Journal of Education*, 28(1), 1- 18.
- Karckainen, R., Raty, H. & Kasanen, K. (2009). Parents' perceptions of their child's resilience and competencies. *European Journal of Psychology of Education*, 24(3), 405- 419.
- Kezar, A., Frank, V., Lester, J. & Yang, H. (2007). Why is education important for your

- future and how can education IDAs help you reach your educational goals? Amazonaws. Retrieved November 12, 2015, from https://www.usc.edu/dept/chepa/IDApays/resources/education_important.pdf.
- Kelly, K. (2006). From encounter to text: Collecting data in qualitative research. In *Research in practice: Applied methods for the social science*. Edited by M. Terreblanche, K. Durrheim, & D. Painter. Cape Town, South Africa: UCT Press.
- Kern, L. & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behaviour. *Psychology in the Schools*, 44, 65-75.
- Kintrea, K., St Clair, R. & Houston, M. (2011). *The influence of parents, places and poverty on educational attitudes and aspiration*. York: Joseph Rowntree Foundation.
- Kobus, M., Creswell, J.W., Ebersohn I., Eloff, R., Ferreira, N.V., Ivankova, J.D., Jansen., Nieuwenhuis, J., Pietersen, V. L., Plano Clark, C. & Van der Westhuizen. (2007). *First Steps in Research*. Pretoria. Van Schaik.
- Koerber, A. & McMichael, L. (2008). Qualitative sampling methods: A primer for technical communicators. *Journal of Business and Technical Communication*, 22(4), 454- 473.
- Koppich, J. (2014). *Out-of school influences and academic success – Background, parental influence, family economic status, preparing for school, physical and mental health*. Retrieved November 6, 2015, from <http://education.stateuniversity.com/pages/2306/Out-SchoolInfluences-Academic-Success.html>.
- Kosine, N.R. (2007). Preparing students with learning disabilities for post-secondary education: What the research literature tells us about transition programs. *Journal of Special Education Leadership*, 20(2), 93- 104.
- Kreider, H., Caspe, M., Kennedy, S. & Weiss, H.B. (2007). *Family involvement in middle and high school students' education*. Cambridge, MA: Harvard Family Research Project.
- Krishnan, V. (2010). *Early childhood development: A conceptual model*. Retrieved October 3, 2014, from www.content/uploads/2013/04/ConceptualModelCUPwebsite_10April13.pdf.
- Kuhn, L. (2008). *Differentiation and integration: applying an interdisciplinary systems perspective to spiritual growth* (Doctoral dissertation). Retrieved from Azusa Pacific University, United States.
- Kumar, R. (2011). *Research methodology a step-by-step guide for beginners*. London: Sage Publishers.
- Kvale, S. (2007). *Doing interviews*. Thousand Oaks, CA: Sage.
- Ladd, H. F. (2011). Teachers' perceptions of their working conditions. *Educational Evaluation and Policy Analysis*, 33(2), 235–261.
- Laforest, J. (2009). Guide to organising semi-structured interviews with key informant: Safety diagnosis toolkit for local communities. Charting a course to save living. Retrieved October 06, 2015, Retrieved from <http://docplayer.net/5434009-Guide-to-organizing-semi-structured-interviews-with-key-informants.html>
- Lamb, S., Walstab, A., Teese, R., Vickers, M., & Rumberger, R. (2004). In *staying on at school: Improving student retention in Australia: Report for the Queensland Department of Education and the Arts* (pp. 19-32). Centre for Post-compulsory Education and Lifelong Learning, The University of Melbourne: Queensland Department of Education and the Arts.
- Langford, P. E. (2005). *Vygotsky's developmental and educational psychology*. USA: Psychology Press.
- Latham, G. P. & Locke, E. A. (2006). Enhancing the benefits and overcoming the pitfalls of goal-setting. *Organizational Dynamics*, 35(4), 332–340.

- Leon, L. (2003). Parents and secondary schools. *Principal Leadership (High School Ed.)*, 4(4), 32-7.
- Lewin, K. (1946). Behavior and development as a function of the total situation. In K. Lewin (Ed.), *Field theory in social science* (pp. 238-305). New York: Harper & Row.
- Lewin, K. (1951) *Field theory in social science; selected theoretical papers*. D. Cartwright (ed.). New York: Harper & Row.
- Lewthwaite, B.E., McMillan, B. & Renaud, R. (2011). Learners and learning in middle-years classrooms in Nunavut: In B.E. Lewthwaite, (Ed.) University of Manitoba Centre for Research in Youth, Science Teaching and Learning: Applications and utility of Urie Bronfenbrenner's bio-ecological theory (pp.24-33). Winnipeg, MB. MERN.
- Lincoln, Y. S. & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA:Sage Publications
- Little, O., Goe, L. & Bell, C. (2009). A practical guide to evaluating teacher effectiveness. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved November 11, 2015, from <http://files.eric.ed.gov/fulltext/ED543776.pdf>.
- Livingston, G. (2013). The rise of single fathers: A ninefold increase since 1960. Washington DC. *Pew Research Center*. Retrieved February 8, 2016, from <http://www.pewsocialtrends.org/2013/07/02/the-rise-of-single-fathers/>
- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in educational research: From theory to practice* (2nd ed.). San Francisco, CA: Jossey-Bass
- Longhurst, R. (2010). Semi-structured interviews and focus groups. In N. Clifford, S. French, & Valentine, G. (Eds.), *Key Methods in Geography* (2nd ed.). London: SAGE.
- Louie, V. (2007). Who makes the transition to college? Why we should care? What we know, and what we need to do. *Teachers College Record*, 109(10), 2-3.
- Lupton, R. (2004). Schools in disadvantaged areas: recognising context and raising quality. Case paper, case/76. Centre for analysis of social exclusion, London School of Economics and Political Science, London, UK.
- Lupton, R. (2005) Social justice and school improvement: improving the quality of schooling in the poorest neighbourhoods, *British Educational Research Journal*, 31(5),589-604, doi: 10.1080/01411920500240759
- Mack, N., Woodsong, C., MacQueen, K., Guest, G. & Namey, E. (2005). *Qualitative research methods: A data collector's field guide*: USA: Family Health International
- Magkato, M. & Mji, A. (2006). Factors associated with high school learners' poor performance: a spotlight on mathematics and physical science. *South African Journal of Education*, 22(2), 253- 256.
- Manuel, T. (2011). *National planning commission: Diagnostic overview*. Retrieved August 20, 2015, from <http://www.education.gov.za/LinkClick.aspx?fileticket=FdWq5BIbHkY=&tabid=889>
- Mather, M. (2010). *U.S. children in single-mother families*. Retrieved October 19, 2015, from <http://www.prb.org/pdf10/single-motherfamilies.pdf>.
- Mayer, S.E. (2003). *What is a disadvantaged group?* Retrieved from http://www.effectivecommunities.com/pdfs/ECP_DisadvantagedGroup.pdf.
- Maynard, M (1994). Methods, practice and epistemology: the debate about feminism and research. In Maynard, M., & Purvis, J. (Eds.), *Researching women's lives from a feminist perspective* (pp10-27). London: Taylor and Francis.
- Mathers, N., Fox, N., & Hunn, A. (2002). *Using interviews in a research project*. Sheffield: Trent Focus Group.
- McCreary, L. & Dancy, L. (2004). Dimensions of family functioning: Perspectives of low-

- income African American single-parent families. *Journal of Marriage and Family*, 66(3), 690- 701. doi: 10.1111/j.0022-2445.2004.00047.x
- Meintjies, H. & Hall, K. (2013). Demography of South Africa's children. In L. Berry, L. Biersteket, A. Dawes, L. Lake, & C. S. (Eds.), *Child Gauge 2013* (pp. 86 - 89). Cape Town: Children's Institute, University of Cape Town.
- Merriam, S. B. A (2002). *Qualitative research in practice: Examples for discussion and analysis*. San Francisco.CA: Jossey- Bass.
- McLeod, S. (2012). *Zone of proximal development: Simply psychology*. Retrieved July 26, 2015, from <http://www.simplypsychology.org/Zone-of-Proximal-Development.html>.
- McMillan, J.H. & Schumacher, S. (2006). *Research in education: evidence-based inquiry*. (6th ed.). Boston: Pearson Education Ltd.
- Mgibisa, M. (2009). *South Africa: a fateful decision*. Chalkboard. Retrieved November 13, 2015, from <http://chalkboard.tol.org/south-africa>.
- Mitchell, P. (2004). *An organisation development intervention in a previously disadvantaged school in the Eastern Cape (Master's thesis)*. Research Gate. Rhodes University. Grahamstown.
- Minnesota Parent Center (2010). *Parents play vital role in teenagers' education: Try these ideas to help your teen*. Retrieved from <http://www.pacer.org/mpc/pdf/mpc-73.pdf>.
- Modisaotsile, B. R. (2012). *The failing standard of basic education in South Africa*. Africa Institute of South Africa. Policy Brief No. 72. March. Retrieved November 20, 2015, from <http://www.ai.org.za/wpcontent/uploads/downloads/2012/03/No.-72.The-Failing-Standard-of-Basic-Education-in-SouthAfrica1.pdf>.
- Molher, M. (2004). *Benefits to being a single parent*. Retrieved October 23, 2015, from <http://www.parents.com/parenting/dynamics/single-parenting/single-parent-benefits/>
- Moreno, C., Sánchez-Queija, I., Muñoz-Tinoco, V., Gaspar de Matos, M., Dallago, L., Ter Bogt, T., Camacho, I. & Rivera, F. (2009) Cross-national associations between parent and peer communication and psychological complaints. *International Journal of Public Health*. 54, 235-242.
- Morisano, D., Hirsh, J., Peterson, J., Pihl, R. & Shore, B. (2010). Setting, elaborating, and reflecting on personal goals improves academic performance. *Journal of Applied Psychology*, 95, 255-264. doi: 10.1037/a0018478.
- Mouton, J. 2003. *How to succeed in your Masters & Doctoral Studies. A South African Guide and Resource book*. Pretoria: Van Schaik.
- Mouton, J. (2006). *How to succeed in your Master's and Doctoral studies: a South African guide and resource book*. Pretoria: Van Schaik Publishers.
- Morse, J. M., Barrett, M., Mayan, M., Olson, K. & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International Journal of Qualitative Methods*, 1(2),1-19.
- Mudzielwana, N. (2014). The role of parents in developing reading skills of their children in the foundation phase. *Journal of Social Sciences*. 41(2), 253- 264.
- Mundy, S. (2011). Education: Decline of standards leaves learners at the bottom of the league. Retrieved October 6, 2015 from, <http://www.ft.com/intl/cms/s/0/4ab617d4-cf3f-11df-9be2-00144feab49a.html#axzz1muQO6NJE>.
- Mueller, D.K. (2011). Pampered children and the impact of parenting styles. Retrieved August 16, 2015, from <http://alfredadler.edu/sites/default/files/Mueller%20MP%202011.pdf>
- Murray, C. & Malmgren, K. (2005). Implementing a teacher–student relationship program in a high-poverty urban school: Effects on social, emotional, and academic adjustment and lessons learned. *Journal of School Psychology*, 43(2), 137-152.

- Musick, K. & Meier, A. (2010). Are both parents always better than one? Parental conflict and young adults' well-being. *Social Science Research*, 39(5), 814- 830.
doi: 10.1016/j.ssresearch.2010.03.002.
- Naoum, S.G. (2007). *Dissertation research and writing for construction students*. (2nd ed.). Oxford: Butterworth Heinemann.
- Nelson Mandela Foundation. (2005). *Emerging voices: a report on education in South African rural communities*. Cape Town: HSRC Press.
- Neuman, L. W. (1997). *Social research methods: qualitative and quantitative approaches*. Boston: Allyn & Bacon Publications.
- Neuman, W., L. (2003). *Social research methods: Qualitative and quantitative approaches* (5th ed.). Boston: Allyn and Bacon.
- Neuman, L. W. (2006). *Social research methods: Qualitative and quantitative approaches*. Boston: Pearson Education.
- Nieuwenhuis, J. (2007). Qualitative research designs and data-gathering techniques. In K. Maree (ed.), *First steps in research* (69-97). Pretoria: Van Schaik.
- Nojaja, J.M. (2009). *A model for parent involvement in disadvantaged South African schools* (Doctoral dissertation). Retrieved February 16, 2015, from <http://dspace.nwu.ac.za/handle/10394/3104>
- O'Leary, A. (2004). *The essential guide to doing research*. London: SAGE Publications.
- Organisation for Economic Co-operation and Development (OECD). (2012). Equity and quality in education: Supporting disadvantaged students and schools. Retrieved February 3, 2015, from <http://dx.doi.org/10.1787/9789264130852-en>.
- Osunloye, A. (2008) Family background and student academic performance. Retrieved 20 June, 2015, from <http://socyberty.com/education/family-background-and-student-academic-performance/>.
- Padgett, R. (2006). Best ways to involve parents. *ERIC*, 72(3). 44-45.
- Panday, D. (2007). Teachers' perspectives on the implementation of Life Orientation as a learning area. An Article submitted in partial fulfilment for degree of Magister Educationis (Curriculum Policy, Development and Management) Faculty of Education Nelson Mandela Metropolitan University.
- Pandey, S. & Patnaik, S. (2014). Establishing reliability and validity in qualitative inquiry: a critical examination. *Jharkhand Journal of Development and Management Studies*, 12(1), 5743- 5753.
- Panel, C. (2008). The rise and fall of comparative education in teacher training; should it rise again as comparative pedagogy?. *ERIC*, 3(4), 385- 399.
- Paquette, D. & Ryan, J. (2009). Bronfenbrenner's Ecological Systems Theory. Retrieved from http://www.dropoutprevention.org/sites/default/files/paquetteryanwebquest_20091110.pdf.
- Park, H. (2008). Effects of single parenthood on educational aspiration and student disengagement in Korea. *Demographic Research*, 18, 377-408.
- Paton, G. (2014). Schools 'not to blame' for poor grades in deprived areas. Retrieved 7 March, 2016, from <http://www.telegraph.co.uk/education/educationnews/11114469/Schools-not-to-blame-for-poor-grades-in-deprived-areas.html>
- Patrikakou, E. (2008). The power of parent involvement: Evidence, ideas, and tolls for student success. Retrieved May 13, 2015, from http://education.praguesummerschools.org/images/education/readings/2014/Patrikaku_Power_of_parent_involvement.pdf.
- Perceman, E., & Curran, S.R. (Eds.). (2006). *A handbook for social science field research*:

- Essays & bibliographic sources on research design and methods.* Thousand Oaks, Perna, L.W. (2006). Studying college access and choice: A proposed conceptual model. In Smart, J.C. (Ed.), *Higher Education Handbook of Theory and Research*, 21, 99-157. Netherlands: Springer.
- CA: Sage.
- Peters, M., Seeds, L., Goldstein, L. & Colman, N. (2008). Parental involvement in children's education (Research Report). London, UK: Department of Children Schools & Families RR034.
- Pintrich, P.R. (2004). A conceptual framework for assessing motivation and self-regulated learning in college students. *Educational Psychology Review*, 16(4), 385-407.
- Poland, M. & Mare, C. (2005). Defining geographic communities. Motu Working Paper No. 05-09 Retrieved August 3, 2015, from : <http://ssrn.com/abstract=911070>.
- Polit, D.F. & Hungler B.P. (2004). *Nursing research: Principles and methods.* (7th ed.). Philadelphia: Lippincott.
- Pong, S., Donkers, J. & Hampden-Thompson, G. (2003). Family policies and children's school achievement in single versus two-parent families. *Journal of Marriage and Family*, 65(3), 681- 699.
- Presten, N. & Lester, S. (2014). Do contextual stressors affect parenting behaviours and child aggression in South African townships? Retrieved November 20, 2015, from http://www.psychology.uct.ac.za/sites/default/files/image_tool/images/117/Soraya.Lester.pdf.
- Raley, K., Frisco, M. & Wildsmith, E. (2005). Maternal cohabitation and educational success. *Sociology of Education*, 78, 144- 146. doi:10.1177/003804070507800203
- Ramadikela, P.H. (2012). *The management of parent involvement in historically disadvantaged secondary schools in Tshwane-West district, Gauteng* (Masters Dissertation). Retrieved May 20, 2015, from http://uir.unisa.ac.za/bitstream/handle/10500/7048/dissertation_ramadikela_pm.pdf?sequence=1.
- Randy, A., & Carr, M. (2012). Low-wage and low-income workers in the U.S., 1979-2009. Center for Social Policy, Working Paper 2012-1. Retrieved from http://scholarworks.umb.edu/cgi/viewcontent.cgi?article=1059&context=csp_pubs.
- Ray, D. (2006). Aspirations, poverty, and economic change. In A. V. Banerjee, R. Benabou, & D. Mookherjee (Eds.), *Understanding Poverty* (pp. 409 –422). Oxford: Oxford University Press.
- Ricciuti, H. N. (2004). Single parenthood, achievement, and problem behavior in White, Black, and Hispanic children. *Journal of Educational Research*, 97 (4), 196-206.
- Robb, K. A., Simon, A. E. & Wardle, J. (2009). Socio-economic disparities in optimism and pessimism. *International Journal of Behavioral Medicine*, 16(4), 331–338.
- Rooney, G.J. (2008). *Low-income, first-generation, African American and Latino students' perceptions of influencing factors on their successful path to enrolment in a four year college* (Doctoral dissertation). Retrieved from ProQuest. (3307619.)
- Roman, N. (2011). Maternal parenting in single and two-parent families in South Africa from a child's perspective. *Social Behaviour and Personality*, 39(5), 577- 586. doi 10.2224/sbp.2011.39.5.577.
- Rowan-Kenyon, H.T., Bell, A.D. & Perna, L.W. (2008). Contextual influences on parental involvement in college going: variations by socio-economics class. *The Journal of Higher Education*, 79(5), 564-586. doi:10.1353/jhe.0.00.20
- Rubin, A. & Babbie, E.R. (2005). *Research methods for social work* (5th ed.). Belmont, CA: Books/Cole.

- Salkind, J. (2012). *100 questions and answers about research methods*. Thousand Oaks: Sage Publications.
- Sandefur, G.D., Meier, A.N. & Campbell, M.E. (2006). Family resources, social capital, and college attendance. *Social Science Research* 35(2), 525-553.
- Saunders, M.N.K., Lewis, P. & Thornhill, A. (2009). *Research methods for business students* (5th ed.). Harlow, United Kingdom: FT Prentice Hall.
- Schaefer, V. & Meece, J. (2009) *Facing an uncertain future: Aspirations and achievement of rural youth*. National Research Center on Rural Education Support University of North Carolina, Chapel Hill. Paper presented at the Annual Meeting of the American Educational Research Association San Diego, CA, April 12-17, 2009.
- Schmidt, N. & Brown, J. (Eds.) (2015). *Evidence-based practice for nurses: Appraisal and application for research* (3rd ed.). USA: Jones and Bartlett Learning.
- Schneider, B., Atteberry, A. & Owens, A. (2005). Family matters: Family structure and child outcomes. Alabama Policy Institute. Retrieved October 16, 2015, from <https://www.acpeds.org/wordpress/wp-content/uploads/FamilyMatters.pdf>.
- Seaman, P., Turner, K., Hill, M., Stafford, A. & Walker. (2006). Parenting and children's resilience in disadvantaged communities. Retrieved July 17, 2015, from <http://www.jrf.org.uk/sites/default/files/jrf/migrated/files/0096.pdf>.
- Sedibe, M. (2011). Inequality of access to resources in previously disadvantaged South African high schools. *Journal of Social Sciences*, 28(2), 129- 135.
- Sigle-Rushton, W. & McLanahan, S. (2004). Father absence and child wellbeing: a critical review In: D.P. Moynihan, L. Rainwater.& T. Smeeding,(Eds.). *The future of the family*. Russell Sage Foundation, New York, USA, 116- 155.
- Sincero, S. (2012). Ecological Systems Theory. Retrieved May 07, 2015, from Explorable.com: <https://explorable.com/ecological-systems-theory>.
- Shaffer, D. (2008). *Social and personality development* (6th ed.). USA: Cengage Learning.
- Shento, A. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22 (2), 63-73.
- Shank, G. & Brown, L. (2007). *Exploring educational research literacy*. New York: Routledge.
- Sim, J. & Sharp, K. (1998). A critical appraisal of the role of triangulation in nursing research. *International Journal of Nursing Studies*, 35(1-2) 23- 31.
- Simon, B. (2004). High school outreach and family involvement. *Social Psychology of Education*, 7, 185- 209.
- Smith, J.G. (2006). Parental involvement in education among low – income families: A case study. *The School Community Journal*, 16(1). 43 – 56.
- Smith, D. (2013). How poverty affects the learner. Retrieved November 11, 2015, from [https://ecampus.esc13.net/media_libraries/DyslexiaCoordinatorsMeetings/doc/How%20Poverty%20Affects%20the%20Learner%20HO%20\[Read-Only\].pdf](https://ecampus.esc13.net/media_libraries/DyslexiaCoordinatorsMeetings/doc/How%20Poverty%20Affects%20the%20Learner%20HO%20[Read-Only].pdf).
- Spaull, N. (2013). Poverty & privilege: Primary school inequality in South Africa. *International Journal of Educational Development*, 33, 436-447.
- Spencer, N. (2004). Does material disadvantage explain the increased risk of adverse health, educational and educational and behavioural outcomes among children in lone parent households in Britain? A cross-sectional study. *J Epidemiol Community Health*, 59,152- 157. doi: 10.1136/jech.2004.020248.
- Spera, C. (2006). Adolescents' perceptions of parental goals, practices, and styles in relation to their motivation and achievement. *Journal of Early Adolescence*, 26, 456-490.
- Spielberg, L. (2011). Successful family engagement in the classroom: What teachers need to know and be able to do to engage families in raising student achievement. Retrieved November 26, 2015, from <http://eric.ed.gov/?id=ED517975>.

- Strassburg, S., Meny-Gibert, S. & Russell, B. (2010). More than getting through the school gates. *Access to Education Series*, 3, Johannesburg: Social Surveys Africa.
- Strayhorn, T. (2010). The roles of schools, families, psychological variables on math achievement of black high school students. *The High School Journal*, 93 (4), 177-194).
- Steinberg, L., Dornbush, S.M., & Brown, B.B. (1992). Ethnic differences in adolescent achievement. An ecological perspective. *American Psychology*, 47(6), 723- 729.
- Sussman, M., Steinmetz, S., Peterson, G. (Eds). (1999). *Handbook of marriage and the family* (2nd ed.) New York: Plenum.
- Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I. & Taggart, B. (2004). The Effective provision of pre-school education: Final report, SSU/FR/2004/01, Nottingham: Department for Education & Skills Publications. Retrieved November 23, 2015, from https://www.ioe.ac.uk/RB_Final_Report_3-7.pdf.
- Taylor-Powell, E. & Renner, M. (2003) *Analyzing qualitative data*. Madison, WI: University of Wisconsin Extension. Retrieved March 19, 2014, from <http://learningstore.uwex.edu/pdf/G3658-12.pdf>
- Taylor, P., Parker, K., Morin, R., Cohn, D., & Wang, W. (2013). The new American father, Washington DC. *Pew Research Center*. Retrieved February 8, 2016, from http://pewsocialtrends.org/files/2013/06/FINAL_Fathers_report.pdf
- Taylor, S. & Yu, D. (2009). *The importance of socio-economic status in determining educational achievement in South Africa*. Working Papers 01/2009. Stellenbosch University, Department of Economics.
- Temple, S.L (2009). Factors that influence students' desires to attend higher education, Seton Hall University. (Doctoral Dissertation). Retrieved March 19, 2014, from <http://scholarship.shu.edu/cgi/viewcontent.cgi?article=1420&context=dissertations>
- Tierney, W. G., Bailey, T., Constantine, J., Finkelstein, N. & Hurd, N. F. (2009). Helping students navigate the path to college: What high schools can do: A practice guide . Retrieved June 20, 2015, from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/higher_ed_pg_091509.pdf.
- Thompson, S., Greer, J. G. & Greer, B. B. (2004). Highly qualified for successful teaching: Characteristics every teacher should possess. Retrieved November 17, 2015 from <http://www.usca.edu/essays/vol102004/thompson.pdf>.
- Turner, D. W. (2010). Qualitative interview design: A practical guide for novice investigators. *The Qualitative Report*, 15(3), 754-760.
- Turner, M.A. & Berube, A. (2009). Vibrant neighborhoods, successful schools: What the government can do to foster both. Urban Institute. Retrieved October 13, 2015, from <http://www.urban.org/research/publication/vibrant-neighborhoods-successful-schools>.
- Trochim, W. M. K. & Donnelly, J. (2007). *The research methods knowledge ase*. (3rd ed.), Mason, OH: Thomson Custom Publishing.
- UNECA (2009). *African Women's Report 2009*. Addis Ababa: United Nations Economic Commission for Africa.
- UNESCO [United Nations Educational, Scientific and Cultural Organization]. (2005). *Education for All Global Monitoring Report – The Quality Imperative*. Paris: United Nations Educational, Scientific and Cultural Organization. Retrieved October 10, 2015, from <http://unesdoc.unesco.org/images/0013/001373/137333e.pdf>.
- Unity, O., Osagiobare, O. & Edith, O. (2013). The influence of poverty on students behaviour and academic achievement. *Educational Research international*, 2 (1), 151-160.
- Ushie, M. A., Onongha, G. I., Owolabi, E. O. & Emeka, J. O. (2012). Influence of family

- structure on students' academic performance in Agege local government area, Lagos State, Nigeria. *European Journal of Educational Studies*, 4(2),177- 187.
- Van der Berg, S. (2008). How effective are poor schools? Poverty and educational outcomes in South Africa. *Studies in Educational Evaluation*, 34, 145-154.
- Van der Berg, S. (2008). How effective are poor schools? Poverty educational outcomes in South Africa. Center for European, Governance and Economic Development Research Discussion Papers 69, University of Goettingen, Department of Economics.
- Van der Berg, S., Taylor, S., Gustafsson, M., Spaull, N., & Armstrong, P. (2011). Improving Education Quality in South Africa. Report for the National Planning Commission. Department of Economics, Stellenbosch University.
- Van Deventer, K. (2009). Perspectives of teachers on the implementation of Life Orientation in Grades R-11 from selected Western Cape schools. *South African Journal of Education*, 29, 127-145.
- Vella, M. (2007). *Single mothers on benefits: their work aspirations and experiences*. Malta: Employment and Training Corporation.
- Visser, M., Juan, A. & Feza, N. (2015). Home and school resources as predictors of mathematics performance in South Africa. *South African Journal of Education*, 35(1), 1- 10.
- Vygotsky, L. (1978). *Interaction between learning and development*. In: Mind and society (pp 79- 910). Cambridge, MA: Harvard University Press.
- Walker, J. M., Hoover-Dempsey, K. V., Whetsel, D. R. & Green, C. L. (2004). Parental involvement in homework: A review of current research and its implications for teacher, after school program staff, and parent leaders. *Harvard Family Research Project*. Retrieved May 20, 2015, from www.gse.harvard.edu/hfrp/projects/fine/resources/homework.html.
- Walliman, N. (2011). *Your research project: designing and planning your work*. (3rd ed.). London: Sage Publications.
- Ward, C.L., Gould, C., Kelly, J. & Mauff, K. (2015). Spare the rod and save the child: Assessing the impact of parenting on child behaviour and mental health. *African Journals Online*, 51, 9- 22.
- Wallace Foundation. (2013). The school principal as leader: Guiding schools to better and learning. Retrieved November 03, 2015, from <http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning-2nd-Ed.pdf>
- Wilcox, B. (2014). *Family Matters: What's the most important factor blocking social mobility? Single parents, suggests a new study*. Retrieved May, 10, 2015, from http://www.slate.com/articles/double_x/doublex/2014/01/new_harvard_study_where_is_the_land_of_opportunity_finds_broken_families.html
- Wilkinson, D., & Birmingham, P. (2004). *Using research instruments: A guide for researchers*. London: Routledge Falmer.
- Williams, T. R. (2004). *The impact of household wealth on child development*. Washington University, Center for Social Development.
- Williams, E.N. & Morrow, S.L. (2009). Achieving trustworthiness in qualitative research. A pan-paradigmatic perspective. *Psychotherapy Research*, 19 (4-5), 576-582.
- White, M. (2009). Poverty and Education Report Students are not to blame: Understanding the structural causes of family poverty. Retrieved March 7, 2016, from https://bctf.ca/uploadedFiles/Publications/Research_reports/2009EI01.pdf

- Woytek, A. (2012). Utilizing assessment to improve student motivation and success. Chaminade University of Honolulu.
- Wu, Z., Schimele, C. M., Hou, F. & Ouellet, N. (2012). *Family structure and enrolment and completion*. Retrieved May, 20, 2015 from <http://paa2012.princeton.edu/papers/120858>.
- Xaba, M. & Malindi, M. (2010). Entrepreneurial orientation and practice: three case examples of historically disadvantaged primary schools. *South African Journal of Education*, 30(1), 75- 90.
- Xolo, S. (2007). Developing the potential of the gifted disadvantaged in South Africa. *Gifted Education International*. 2(23), 201-206.
- Yamamoto, Y. & Holloway, S. D. (2010). Parental expectations and children's academic performance in sociocultural context. *Educational Psychology Review*, 22, 189–214. doi:10.1007/s10648-010-9121-z.
- Yan, W.F. & Lin, Q.U. (2005). Parent involvement and mathematics achievement: Contrast across racial and ethnic groups. *Journal of Educational Research*, 99(2), 116-127.
- Yingst, N. (2011). Bronfenbrenner: Ecological systems model. Retrieved November 5, 2015, from <http://nlyingst.iweb.bsu.edu/edpsy251/courseconcepts/251/bronfenbrenner.html>
- Zhan, M. (2006). Assets, parental expectations and involvement, and children's educational performance. *Children and Youth Services Review*, 28(8), 961-975.





UNIVERSITY of the WESTERN CAPE

Appendix A

SR1

DEPARTMENT OF RESEARCH DEVELOPMENT

UWC RESEARCH PROJECT REGISTRATION AND ETHICS CLEARANCE APPLICATION FORM

This application will be considered by UWC Faculty Board Research and Ethics Committees, then by the UWC Senate Research Committee, which may also consult outsiders on ethics questions, or consult the UWC ethics subcommittees, before registration of the project and clearance of the ethics. No project should proceed before project registration and ethical clearance has been granted.

A. PARTICULARS OF INDIVIDUAL APPLICANT	
NAME: Azola Ralo	TITLE: Miss
DEPARTMENT: Social Work	FACULTY: CHS
FIELD OF STUDY: Masters in Child and Family Studies	
ARE YOU: A member of UWC academic staff? A member of UWC support staff? A registered UWC student? From outside UWC, wishing to research at or with UWC?	Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>

B. PARTICULARS OF PROJECT

PROJECT NUMBER: TO BE ALLOCATED BY SENATE RESEARCH COMMITTEE:

EXPECTED COMPLETION DATE: November 2015

PROJECT TITLE:

An exploration of how single parenting in a disadvantaged community influences a learner's decision to enrol at a higher education institution

THREE KEY WORDS DESCRIBING PROJECT: Single parenting, post school education, disadvantaged community

PURPOSE OF THE PROJECT: This study will provide better understanding around what influences a learner's decision to enroll at a higher education institution. It will broaden our knowledge about how resilient children with single parents from disadvantaged communities are in the face of adversity. This study will also highlight whether there is a significant role a single parent plays in the process of decision making about their child's post school education.

M-DEGREE: Masters in Child and Family Studies (MACFS) D-DEGREE:

POST GRADUATE RESEARCH:

C. PARTICULARS REGARDING PARTICULAR RESEARCHERS

FAMILY NAME: Ralo

INITIALS: A

TITLE: Miss

PRINCIPAL RESEARCHER: Azola Ralo

OTHER RESEARCH PROJECT LEADERS:

OTHER CO-RESEARCHERS:

THESIS: STUDENT RESEARCHER: Azola Ralo

THESIS: SUPERVISOR: Dr Erasmus

D. GENERAL INFORMATION

STUDY LEAVE TO BE TAKEN DURING PROECT (days): N/A

IS IT INTENDED THAT THE OUTCOME WILL BE SUBMITTED FOR PEER REVIEWED PUBLICATION?

YES NO

COMMENTS: DEPARTMENTAL CHAIRPERSON:

SIGNATURE OF THESIS STUDENT RESEARCHER – WHERE APPROPRIATE:

DATE

SIGNATURE OF THESIS SUPERVISOR – WHERE APPROPRIATE:

DATE

SIGNATURE OF PRINCIPAL RESEARCHER – WHERE APROPRIATE:

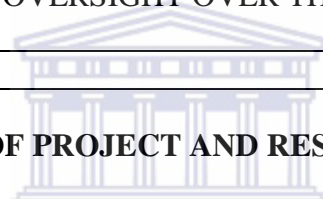
DATE:

SIGNATURE OF DEPARTMENTAL CHAIRPERSON:

DATE:

NOTE: THESE SIGNATURES IMPLY AN UNDERTAKING *BY THE RESEARCHERS*, TO CONDUCT THE RESEARCH ETHICALLY, AND AN UNDERTAKING BY THE THESIS SUPERVISOR (WHERE APPROPRIATE), AND THE DEPARTMENTAL CHAIRPERSON, TO MAINTAIN A RESPONSIBLE OVERSIGHT OVER THE ETHICAL CONDUCT OF THE RESEARCH.

E. DESCRIPTION OF PROJECT AND RESEARCH ETHICS STATEMENT



UNIVERSITY *of the*
WESTERN CAPE

Abstract

There are strengths offered by single parent families, however research on children's educational outcomes has not found positive outcomes. Children from disadvantaged families are less likely to graduate from high school and attend an institution of higher learning. Educational resilience refers to the capacity of students to attain academic and social success despite exposure to personal and environmental adversities. Parental characteristics such as educational level, income and parents' aspirations for their children are variables said to influence schooling outcomes of South African learners. The aim of this study is to explore and describe how single parenting in a disadvantaged community influences a learner's decision to enrol at a higher education institution. Bronfenbrenner's Ecological Systems Theory will be used in this study because it speaks to how one's environment influences a child's development. A qualitative research methodology will be used. The sample will include Grade 12 learners raised in single parent homes from two senior secondary schools in the Eastern Cape using purposive sampling. The parents of these learners will also form part of the sample and purposive sampling will be utilized to select them. Semi-structured interviews, focus groups discussions and field notes will be used as data collection tools. Data analysis will be conducted by means of a thematic analysis technique to extract common and diverse themes. Permission from the Eastern Cape Education Department and the school principals will be obtained to get access to the learners. All ethical considerations will be adhered to such as voluntary participation, informed consent from parents and informed assent from adolescents and no harm to participants will be adhered to. Furthermore confidentiality will be maintained as far as possible.

Ethical Consideration

This research will be guided by the following principles: (1) privacy; (2) anonymity; (3) confidentiality; (4) truthful; and (5) voluntary participation (Neuman, 1997, p. 452). Participants have the right to anonymity as they are not obliged to give identification details in order to participate. Confidentiality relates to the protection of the data collected (Babbie & Mouton, 2004). Participants have the right to confidentiality and interviews will be conducted between the researcher and the participant only. Participation is voluntary, that is the participant has the right to choose whether or not to participate and have the right to withdraw at any stage of the study. Participants who will be interviewed will be requested to sign a consent form, while those taking part in the focus group discussions will sign a confidentiality binding form. For learners under the age of 18, informed assent will be obtained from them by asking them to sign an informed assent form that

states that they are voluntarily participating in the study. Every researcher should be ethically sound and treated participants with respect and dignity (Neuman, 2006) and protected from physical or psychological harm. Rubin & Babbie (2005) stipulate that it is a fundamental ethical rule of social research that it must bring no harm to its subjects; therefore the researcher will ensure to the best of their ability that the learners, teachers and the parents will not be harmed. Participants who need intervention after the interview will be referred for debriefing. Researcher will also seek permission from the Senate Higher Degrees of the University of the Western Cape as well as the ECED for permission to conduct the study in the schools.



Form issued by: Professor Renfrew Christie, UWC Dean of Research, February 2002.
(959 2949; 959 2948 secretary, 959 3170 fax, email: rchristie@uwc.ac.za)

Appendix B

INFORMATION SHEET

Project Title: An exploration of how single parenting in a disadvantaged community influences on learner's decision to enrol at a higher education institution

What is this study about?

This is a research project being conducted by Azola Ralo at the University of the Western Cape. We are inviting you to participate in this research project because you can provide insight on whether single parenting in a disadvantaged community influences a learner's decision to enrol at a higher education institution. The purpose of this research project is to explore and describe how single parenting in a disadvantaged community influences a learner's decision to enrol at a higher education institution.

What will I be asked to do if I agree to participate?

You will be asked to participate in a focus group discussion if you are a learner. In this discussion various questions will be asked and the as a group you will be asked to give genuine responses. The latter responses will be recorded and documented. As a parent you will be

participating in a semi structured interview where a series of questions will be posed and you will be expected to answer genuinely. You will be part of the study for the duration of the interviews. The focus group discussion will take place on the school grounds and the semi-structured interview will take place at the parents' homes.

Would my participation in this study be kept confidential?

We will do our best to keep your personal information confidential. To help protect your confidentiality, _the information you will be providing will be totally private; no names will be used so there will be no way you can be identified for participating in this study. Your information will be anonymous and treated confidentially. This will be done by (1) your name will not be included on the report and (2) a pseudonym will be placed on the report. The reports will be kept in a lock cabinet and only the interviewer and the research supervisor will have access to this information. The research findings will not include any personal

details. If we write a report or article about this research project, your identity will be protected to the maximum extent possible

What are the risks of this research?

There are no known risks in participating in the study. However, some parents/learners may find sharing their information to stressful. In such cases parents/learners will be de-briefed.

What are the benefits of this research?

The benefits to you include *[only list the direct and reasonably expected benefits to the subject. Monetary compensation and extra credit for courses are not benefits and should be described in the procedures section]* _____

or

This research is not designed to help you personally, but the results may help the investigator learn more about how single parenting in a disadvantaged community influences a learner's decision to enrol at a higher education institution. What aspirations single parents have for their children and if these aspirations influence their child's decision making. We hope that, in the future, other people might benefit from this study through improved understanding of what kind of additional support these children and their families require to strengthen their resilience in order to escape the cycle of poverty. Additional support such as access to resources and information about the learners options after matric and additional resources such as tutorial programmes offered by other schools or universities to help learners who do not have that advantage at their schools. Additional support from the department of education and other higher education institutions to ensure that academically resilient learners are not deprived at school when they are so determined to succeed.

Describe the anticipated benefits to science or society expected from the research, if any.

Do I have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify

What if I have questions?

You are free to ask me to clarify any questions you may have before, during and after the research. As the principal researcher, I am obliged to respond to any questions you may have. You also have the option of contacting the Head of the Department (HOD) in the Social Work Department to ask further questions or to the Faculty of Community and Health Sciences under which I fall. The contact details are:

Principle researcher: Azola Ralo: 076 825 7768: 3048287@myuwc.ac.za

Head of Department:

Prof. C Schenk Department of Social Work

University of the Western Cape

Private Bag X17

Bellville

7535

Tel: 021 959 2011



Dean of the Faculty: Prof J Franz:

University of the Western Cape

Private Bag X17

Bellville 7535

This research has been approved by the University of the Western Cape's Senate Research Committee and Ethics Committee.

UNIVERSITY OF THE WESTERN CAPE
INFORMATION SHEET TEMPLATE
ADDITIONAL GUIDANCE FOR SPECIFIC ISSUES

Informed Consent

Informed consent is a process, not just a form. Information must be presented to enable persons to voluntarily decide whether or not to participate as a research subject. Therefore, informed consent language and its documentation must be written in language that is understandable to the people being asked to participate.

Research Involving Minors

For research involving individuals under the age of 18, include a Parental Permission Form to ask parents for consent to the participation of their child and an Assent Form to ask the minors if they agree to participate in the research, depending on whether the children are capable of assenting. The Parental Permission form should contain all of the elements of the sample consent form. However, the parental permission form should be written in language appropriate for parents granting permission for their child's involvement rather than as though they themselves will be participating (e.g. we are inviting your child to participate the risks to your child's participation include). When determining whether the children are capable of assenting, take into account the ages, maturity, and psychological state of the children involved. Assent forms should be written in age-appropriate language.

Research Involving Individuals with Impaired Decision-making Capacity

Using the Informed Consent Form Template, prepare a consent form to ask the research subject's authorized representative for consent to the participation of the research subject. Prepare an assent form to ask the research subjects if they agree to participate in the research, depending on whether the subjects are capable of assenting.

When determining whether the subjects are capable of assenting, take into account the decision-making capacity of the research subjects.

SUGGESTED WORDING

Instructions: You should cut and paste these paragraphs, where applicable, into the appropriate area of the Informed Consent Form. However, the suggested wording below should be modified appropriately for the specifics of your study.

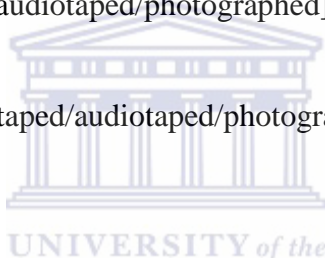
Audio taping/Videotaping/Photographs/Digital Recordings

[Include the following information in the What about confidentiality? section]

This research project involves making [*audiotapes/videotapes/photographs*] of you. **[Then explain why the tapes/photos are being made, who will have access to them, where they will be stored, and when (or if) they will be destroyed]**

___ I agree to be [videotaped/audiotaped/photographed] during my participation in this study.

___ I do not agree to be [videotaped/audiotaped/photographed] during my participation in this study.



Research Projects Involving Data Collection in a Classroom

[Include the following information in the Do I have to be in this research? Can I stop participating at any time? Section]

Participation in the research is not a course requirement.

Research Projects Involving Prisoners

[Include the following information in the Do I have to be in this research? Can I stop participating at any time? Section]

Your decision to participate or not participate in this research project will not affect or influence the length of your sentence, your parole, or any other aspect of your incarceration. Also, if you decide to participate and then leave the study before it is over, that will not affect

or influence the length of your sentence, your parole, or any other aspect of your incarceration.



Appendix C



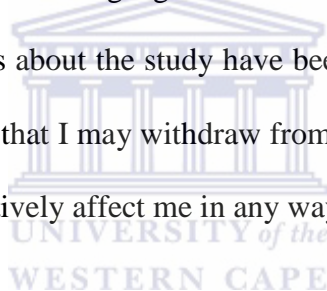
UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Social Work Department
Tel: +27 21-9592277, Fax: 27 21-9592845
Email : 3048287@myuwc.ac.za

CONSENT FORM

Title of Research Project: An exploration of how single parenting in a disadvantaged community influences a learner's decision to enrol at a higher education institution

The study has been described to me in language that I understand and I freely and voluntarily agree to participate. My questions about the study have been answered. I understand that my identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not negatively affect me in any way.



Participant's name.....

Participant's signature.....

Parent Signature.....

Date.....

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:

Study Coordinator's Name: Azola Ralo

University of the Western Cape

Private Bag X17, Belville 7535

Cell: 076 825 7768

Email: 3048287@myuwc.ac.za

Appendix D



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Social Work Department

Tel: +27 21-9592277, Fax: 27 21-9592845

Email : 3048287@myuwc.ac.za

CONSENT FORM

Title of Research Project: An exploration of how single parenting in a disadvantaged community influences a learner's decision to enrol at a higher education institution

The study has been described to me in language that I understand and I freely and voluntarily agree to participate. My questions about the study have been answered. I understand that my identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not negatively affect me in any way.

UNIVERSITY of the
WESTERN CAPE

Participant's name.....

Participant's signature.....

Witness.....

Date.....

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:

Study Coordinator's Name: Azola Ralo

University of the Western Cape

Private Bag X17, Belville 7535

Cell: 076 825 7768

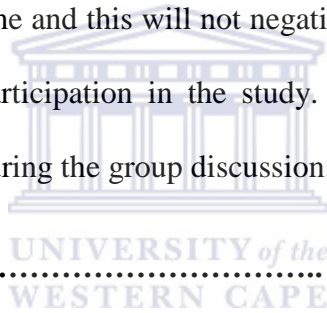
Email: 3048287@myuwc.ac.za

Appendix E

FOCUS GROUP CONFIDENTIALITY BINDING FORM

Title of Research Project: An exploration of how single parenting in a disadvantaged community influences a learner's decision to enrol at a higher education institution

The study has been described to me in a language that I understand and I freely and voluntarily agree to participate. My questions about the study have been answered. I understand that my identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not negatively affect me in any way. I agree to be audio-taped during my participation in the study. I also agree not to disclose any information that was discussed during the group discussion.



Participant's name.....

Participant's signature.....

Witness's name.....

Witness's signature.....

Date.....

Appendix F

FOCUS GROUP DISCUSSION GUIDE

QUESTIONS

1. What are your goals after Matric?
2. Do you intend on going to University, College, Technicon and why?
3. Why did you choose the goals that you chose?
4. Explain how involved your parent is in your academics
5. What efforts do your teachers make to involve your parents in your academic life?
6. What are your parent's plans for you after matric
7. Do you think your financial situation influenced your goals? If yes how? If no explain?
8. How does the community you are from influence your goals?
-
9. How do your teachers and principal contribute to your goal setting?
10. Do your teachers or principal play any role in providing information regarding higher education institutions such as Universities, Colleges, or Technichons? If yes how?
11. Where do you see yourself in 10 years?

Appendix G

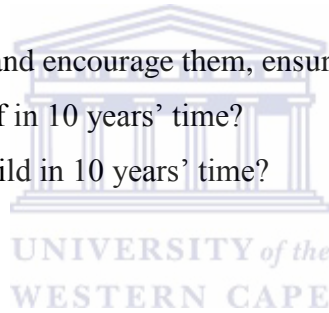
SEMI-STRUCTURED INTERVIEW GUIDE FOR TEACHERS AND THE PRINCIPALS

1. How would you describe your relationship with this year's Matric class?
2. What aspirations do you have for your matric class this year?
3. What aspirations do these learners have?
4. How sufficient are the resources that you have at your disposal?
5. How does socioeconomic status of these learners affect them in class?
6. How does this community affect their aspirations?
7. What do you do to motivate them?
8. What information do you provide them with to ensure they make an informed decision about post matric education?
9. How involved are their parents in their academic life?
10. What efforts do you make to involve their parents in their academic life?
11. What do you do differently in teaching in this community that you wouldn't do in a high socio economic community?
12. Would you say you are adequately trained to teach at a school in a low socioeconomic school?
13. What support have you identified that you need in order to empower these students to the best of their ability?

Appendix H

SEMI-STRUCTURED INTERVIEW GUIDE FOR PARENTS

1. How would you describe your relationship with your child?
2. Given that you are a single parent, how does that affect the decisions you make pertaining to your child?
3. Do you assist your child with their homework and why?
4. How often do you check your child's homework?
5. What efforts do teachers make to involve you in your child's academic life?
6. Explain how your child is performing at school?
7. What are your child's strengths and weaknesses?
8. Do you have any plans for your child after matric? If yes what are they? If no why?
9. Do you want your child to go to university or any higher education institution? Why?
9. What do you do to motivate and encourage them, ensuring that they do go?
10. Where do you see yourself in 10 years' time?
11. Where do you see your child in 10 years' time?



Appendix I

LETTERS TO PRINCIPALS REQUESTING PERMISSION TO ACCESS SCHOOLS

University of the Western Cape
Private Bag X17
Bellville
7535

Mrs Schoeman
School Principal
P.O. Box 8011
Grahamstown

Request for permission to conduct research in Ntsika Senior Secondary School

Dear Mrs Schoeman

My name is Azola Ralo studying Masters in Child and Family studies at the University of the Western Cape. The research I wish to conduct for my Masters full thesis involves the exploration of how single parenting in a disadvantaged community influences a learner's decision to enrol at a higher education institution. This research will be conducted under the supervision of Dr Erasmus from the University of the Western Cape.

I am hereby seeking your consent to access your school, Ntsika Senior Secondary School to participate in this research project. I have provided you with a copy of the approval letter which I received from the Senate Research Committee of the University of the Western Cape approving the methodology and the ethics of my research project. I have also attached my proposal for you to read. Your district director Mr Fetsha, from the Department of Education has granted me permission to approach you.

If you require any further information, please do not hesitate to contact me on 076 825 7768 or at 3048287@myuwc.ac.za. Thank you for your consideration in this matter.

Yours Sincerely

Azola Ralo



University of the Western Cape
Private Bag X17
Bellville
7535

Mrs Coetzee
School Principal
P.O. Box 2124
Grahamstown

Request for permission to conduct research in Mary Waters Hoerskoel

Dear Mrs Coetzee

My name is Azola Ralo studying Masters in Child and Family studies at the University of the Western Cape. The research I wish to conduct for my Masters full thesis involves the exploration of how single parenting in a disadvantaged community influences a learner's decision to enrol at a higher education institution. This research will be conducted under the supervision of Dr Erasmus from the University of the Western Cape.

I am hereby seeking your consent to access your school, Mary Waters Hoerskoel to participate in this research project. I have provided you with a copy of the approval letter which I received from the Senate Research Committee of the University of the Western Cape approving the methodology and the ethics of my research project. I have also attached my proposal for you to read. Your district director Mr Fetsha, from the Department of Education has granted me permission to approach you.

If you require any further information, please do not hesitate to contact me on 076 825 7768 or at 3048287@myuwc.ac.za. Thank you for your consideration in this matter.

Yours Sincerely

Azola Ralo



Appendix J

ETHICAL CLEARANCE



UNIVERSITY of the
WESTERN CAPE

OFFICE OF THE DEAN
DEPARTMENT OF RESEARCH DEVELOPMENT

21 August 2014

To Whom It May Concern

I hereby certify that the Senate Research Committee of the University of the Western Cape approved the methodology and ethics of the following research project by:
Ms A Ralo (Social Work)

Research Project:

An exploration how single parenting in a disadvantaged community influences a learner's decision to enroll at a higher education institution.

Registration no:

14/6/25

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

The Committee must be informed of any serious adverse event and/or termination of the study.

A handwritten signature in black ink, appearing to read 'Josias'.

*Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape*

Private Bag X17, Bellville 7535, South Africa
T: +27 21 959 2988/2948 . F: +27 21 959 3170
E: pjosias@uwc.ac.za
www.uwc.ac.za

A place of quality,
a place to grow, from hope
to action through knowledge

Appendix K

LETTER REQUESTING PERMISSION TO APPROACH SCHOOLS

University of the Western Cape
Private Bag X17
Belville
7535

Mr AT Fetsha
District Director
Private Bag X1001
Grahamstown

Request for permission to conduct research in schools

Dear Mr Fetsha

My name is Azola Ralo studying Masters in Child and Family studies at the University of the Western Cape. The research I wish to conduct for my Masters full thesis involves the exploration of how single parenting in a disadvantaged community influences a learner's decision to enrol at a higher education institution. This research will be conducted under the supervision of Dr Erasmus from the University of the Western Cape.

I am hereby seeking your consent to approach the Mary Waters Hoerskoel and Ntsika Senior Secondary School in Grahamstown to participate in this research project. I would like for this to be possible from the 16th of February to the 28th of February 2015. I have provided you with a copy of the approval letter which I received from the Senate Research Committee of the University of the Western Cape approving the methodology and the ethics of my research project.

If you require any further information, please do not hesitate to contact me at 076 825 7768 or at 3048287@myuwc.ac.za. Thank you for your consideration in this matter.

Yours Sincerely



Azola Ralo

3 December 2014

This Research project is approved with due consideration of the following:

- 1) You have permission to contact the two schools about your Research.*
- 2) The information you get from the schools will not be published until you receive written permission from the Dept. of Education (Western Cape)*

Thanks

A.T. Fetsha



19/01/2015

A T FETSHA
DISTRICT DIRECTOR
DEPARTMENT OF EDUCATION
Private Bag X1001, Grahamstown,
6140
Tel: 046 6033299 Fax: 046 6033287