

**THE RELATIONSHIP BETWEEN PARENTAL SUPPORT  
AND SELF-REGULATED LEARNING BEHAVIOUR OF  
GRADE 12 LEARNERS IN LEJWELEPUTSWA**

by

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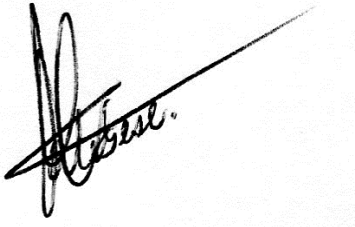
## **DEDICATION**

This study is dedicated to my family who have always been a pillar and source of strength in my life. My loving, daughter Nicole– the faith, love and patience you have shown, when left behind while I pursued this study, has constantly inspired me to become better. This study has been undertaken in your honour and it belongs to you more than it does to me. I love, admire, respect and want you all to be proud of me.

## DECLARATION

I declare that:

The relationship between parental support and self-regulated learning behaviour of grade 12 learners in Lejweleputswa is my own work and that all the sources I have quoted have been indicated and acknowledged by means of references.



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M.L. 'MALEBESE

15 February 2013

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DATE

## ABSTRACT

The purpose of the study was to investigate the relationship between parental support and self-regulated learning behaviour of grade 12 learners. The study investigated support given to self-regulated learning of grade 12 learners. It gathered both quantitative and qualitative data. The researcher adopted the QUAN-qual model, which is also known as explanatory design. In this model quantitative data are collected first and are more heavily weighted than qualitative data.

The quantitative method investigated the relationship between parental support and grade 12 learners' self-regulated learning behaviour. It also investigated how parental support contributed to learner self-regulated learning behaviour. Qualitative research design explained strategies schools used to encourage positive parental support in their children's self-regulated learning. It also explained why parents did not offer their support to their children's education despite the fact that the South African School Act of 1996 encouraged them to do so.

The population included grade 12 teachers and learners, as well as learners' parents from different secondary schools in the Lejweleputswa district. The researcher administered questionnaires to 118 teachers and 218 learners, while 6 parents were interviewed. Teachers and learners were handed relevant questionnaires aimed at their level of participation in the survey. For quantitative data analysis the chi-square test was employed to test whether there were relationships between the variables. The study revealed that there was statistical significant relationship between parental support and learners' self-regulated learning behaviour. Qualitative data was analysed making use of different analytical concepts used to guide researchers in qualitative data analysis. Although learners may acquire effective self-regulated learning strategies on their own, proper guidance from parents and teachers is very crucial, especially in the early stages of learning. The study established that regular general parent's meetings, each term, help to facilitate improved learner performance. Amongst others, the researcher recommended that schools should introduce incentive for parental involvement in school matters.

**KEY WORDS:** Parental Support, Parent Involvement, Barriers to Parental Involvement, Self-Regulated Learning, Self-Regulation Development, Self-Regulated Learning Strategies, Self-Regulated Assumptions, Meta-cognition, Time and Study Management, Effort Regulation and Learners' Help Seeking.

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## CHAPTER ONE

### ORIENTATION

#### 1.1 INTRODUCTION

Parents are primary educators of their own children, as they have knowledge and understanding which is not available to anyone else. Parents know their children's interests, learning style, motivation and talents, as well as their behavioural problems. In this regard, parental involvement and support in the school are the most important key factors to effective teaching and learning. A healthy parent-school relationship fosters lifelong learning (Du Plessis, Conley and Du Plessis, 2008). Furthermore, parents are able to foster positive self-regulated learning behaviour in their children. The South African School Act no. 84 of 1996 expects parents to be involved in school matters. Section 84 of the Act stipulates the following responsibilities of parents in a public school:

- School attendance and admission of the learner.
- The parent must participate in the establishment of the school's code of conduct.
- The parent must attend the school meeting of the Governing Body at least once a year.
- They are encouraged to render voluntary service and are liable for the payment of their children's school fees.
- They must avail themselves to be elected as School Governing Body members.
- They must attend the annual budget meeting once a year.

This study shows that if parents can adhere to their own responsibilities by disciplining and supporting their children, will be trouble-free allowing their children to follow their parents' guidance. Henceforth if, guidance and support is not enforced it could have a negative impact on self-regulated learning of their children.

The following section reviews the background of this study.

## **1.2 BACKGROUND TO THE PROBLEM**

The researcher has observed that a lack of parental support is a factor that affects children's academic development. Furthermore, the absence of parent-school collaboration frequently causes non-cooperation between parents and teachers leading to a very poor academic progress and performance by the learners (Engelbrecht and Green, 2007). It also causes parents not to attend school meetings that could be beneficial to their children's education as in some cases, parents are informed and expected to provide academic support to their children at home. Parental involvement is not equally possible by all parents. It is influenced by the social class ideology where school structures generally favours middle-class parents and hindering the involvement of poorer parents (Engelbrecht and Green, 2007).

Parent-school collaboration is indispensable because, in this way, parents and teachers jointly share information about the learners' educational progress. They have to work together to find solutions to academic problems encountered by the children and exchange information that might contribute to a better understanding of the children's progress and individual needs (Bryant, Smith and Bryant, 2008). For the school to remove the barriers to parent participation, teachers need to welcome parents to school and encourage their participation (Friend, 2008). Parents should partner with teachers in creating the learning environment that their children needs, as learners perform better when parents are committed and involved in school activities.

The following section highlights the purpose of the study.

## **1.3 PURPOSE OF THE STUDY**

The purpose of the study was to investigate the relationship between parental support and self-regulated learning behaviour of grade 12 learners. The study investigated support given to self-regulated learning of Grade 12 learners. These learners are to be groomed by parents, teachers and the social structures depended in communities, to face the world with open, clear and mature minds in order to seek a better future. Hence self-regulated learning is encouraged to assess the ability of a learner to function as an autonomous individual. Self-regulated individuals set attainable goals and take appropriate actions to achieve these goals, utilising their resources while remaining

aware of their limitations (Abar, Carter and Winsler, 2009). Thus, self-regulated learners will have the ability to make appropriate decisions and will be expected to show good conduct when they are in the world of work.

The following section highlights the problem statement of the study.

#### **1.4 STATEMENT OF THE PROBLEM**

Some grade 12 learners are performing poorly in South Africa. The question is what role do parents play in their children's self-regulated learning behaviour. It seems as if there is little or no research on the relationship between parental support and self-regulated learning behaviour of grade 12 learners in South Africa. Literature study reveals that parental support and self-regulation contributes tremendously towards learner self-regulated learning behaviour. Coleman (2001) notes that unless teachers and parents reconsider family involvement in formal education, schooling will continue to be an unsatisfactory experience for some or possibly most of the learners. Accordingly, parental support in self-regulated learning of their children is not equally possible for all parents. It is evident that support from parents in self-regulated learning is important for the improvement of grade 12 learners' performance in Lejweleputswa. As a result, the relationship between parental support and self-regulated learning behaviour of grade 12 learners should be investigated. Close collaboration between teachers and parents is important not only in fostering self-regulated learning and preventing behavioural problems, but also in promoting a positive school climate (Bear, 2010). Therefore, the research problem is to investigate the relationship between parental support and self-regulated learning behaviour of grade 12 learners in Lejweleputswa.

The researcher used the following research questions to investigate this problem.

#### **1.5 RESEARCH QUESTIONS**

The main research question of the study:

- What is the relationship between parental support and Grade 12 learners' self-regulated learning behaviour?

Following are the sub-research questions of the study:

- How does parental support contribute to learner self-regulated learning behaviour?
- What strategies do schools use to encourage positive parental support in their children's self-regulated learning?
- How do parents support self-regulated learning of their children?
- Why do some parents not offer their support to their children's education, despite the fact that the South African School Act of 1996 encourages them to do so?
- To what extent is there a relationship between biographical variables (gender, age, location of school, type of school) and the learner responses related to self-regulate learning behaviour?

The following section highlights the aim and objectives of the study.

## **1.6 RESEARCH AIM AND OBJECTIVES**

The primary aim of the research was to investigate the relationship between parental support and self-regulated learning behaviour of grade 12 learners in the Lejweleputswa district. In order to achieve this aim, the following objectives are to be realised by this study. These objectives are to:

- Investigate the nature of the relationship between parental support and Grade 12 learners' self-regulated learning behaviour.
- Establish how parental support contributes to learner self-regulated learning behaviour.
- Suggest strategies that schools should use to encourage positive parental support in their children's self-regulated learning.
- Highlight how parents support self-regulated learning of their children.

- Examine why some parents do not offer their support to their children's education despite the fact that the South African School Act of 1996 encourages them to do so.
- To establish the extent of the relationship between biographical variables (gender, age, location of school, type of school) and the learner responses related to self-regulated learning behaviour.

The following section provides the research assumptions of the study.

## **1.7 RESEARCH ASSUMPTIONS**

It was assumed that strong parental involvement and support in their children's self-regulated learning behaviour was likely to increase teachers' confidence and professional satisfaction. Parental involvement and support would improve learner's attitudes, conduct and school attendance. This was likely to develop a positive classroom climate that could lead to improved performance of teachers in general and academic performance of learners in particular.

The following is the hypothesis for this study.

## **1.8 RESEARCH HYPOTHESIS**

There is a statistical significant relationship between parental support and Grade 12 self-regulated learning behaviour in Lejweleputswa.

## **1.9 SIGNIFICANCE OF THE STUDY**

It is envisaged that the recommendations that emanate from the study could encourage parents to offer their support to self-regulated learning of their children. Self-regulation could improve and develop academic achievement. This will also help self-regulated learners who understand the motives and strategies that are necessary for learning to occur, manage and take charge of their

own learning behaviours. Learners are likely to facilitate their own act of learning, which could lead to positive attitudes and behaviours towards independent learning. A self-regulated learner is one who is intrinsically motivated and feels able to succeed. In addition, more teachers are likely to have positive feelings about teaching and strive to work harder in order to improve their school's image by facilitating a higher pass rate. This shows that parental support in learner self-regulated learning is very important.

The following section gives definitions of concepts that are relevant for this study.

## **1.10 DEFINITION OF TERMS**

This section attempts to define terms that will be used in this study. Concepts that are defined in this section are parent, parental support, parental involvement, learner, self-regulated learner and self-regulated behaviour. These terms have an exact corresponding meaning to those of the definitions explored by other authors, as cited.

### **1.10.1 Parent**

Parent, for purposes of this study, were afforded the same meaning as contained in Section 84 of the South African Schools Act of 1996 as it defines a parent or guardian of a learner as the person who is legally entitled to custody of a learner. In other words, the parent is the person who undertakes to fulfil the obligations of a person with regard to the learner's education at school (Department of Education, 1996).

### **1.10.2 Parental Support**

Parke and Buriel as cited by Bear (2010) state that parental support is any activity that parents do to exert influence on their children's academic, social, emotional and moral development. It helps learners to achieve their academic, social, emotional and moral goals and objectives. Lack of



parental support can make achieving academic, social, emotional and moral goals and objectives very difficult. Parental support is also a source of considerable reinforcement, thus close communication and collaboration with teachers are important, not only in fostering learning and preventing behavioural problems, but also in promoting a productive learning environment.

### **1.10.3 Parental Involvement**

Parental involvement is the active and significant involvement of the parent in all aspects of the school. Parental involvement is not always equally possible to all parents. It includes activities that take place between the home and the school and comprises the following features:

- parent's insight into their children's progress;
- parent's participation in decision making; and
- parents being critical of information on education issues (Mckenzie and Loebenstein, 2007).

Furthermore, parents could be involved in homework, assignments or projects of their children (Nieman and Monyai, 2006). This implies that parents play an important role in their children's self-regulated learning.

### **1.10.4 Learner**

The learner means any person receiving education or obliged to receive education (Department of Education, 1996). Jacobs, Vakalisa and Gawe (2011) define a learner as a unique human being – physically, mentally, emotionally and socially. Teaching is thus a complex task. Moreover, learners embody the philosophies of their parents and communities.

### **1.10.5 Self- Regulated Learner**

A self-regulated learner is an individual who understands the motives and strategies that are necessary for learning to occur. Dembo and Eaton cited by Slavin (2009) state that self-regulated learners are learners who have knowledge of effective learning strategies. They know how and when to use these learning strategies. Furthermore, self-regulated learners are motivated by learning itself, not by grades or other people's approval. They are able to stick to a long- term task until it is done.

### **1.10.6 Self-Regulated Learning Behaviour**

Self-regulated behaviour is a self-chosen behaviour that leads to the fulfilment of personally chosen standards and goals (Ormrod, 2008). Furthermore, self-regulated learning behaviour involves increasingly controlling and monitoring own behaviour – more especially when there are general standards and goals according to which self-efficacy may be enhanced. Xu, Benson, Mudrey-Camino and Steiner (2010) further assert that learners who are said to be meta-cognitively, motivationally and behaviourally active in their own learning are regarded as self-regulated. Prochner, 2004 further maintained that self-regulated learners are generally described as active learners who manage their own learning through planning, setting goals, organising and self-monitoring at various points during the acquisition process.

The following section briefly reviews the literature of the study.

## **1.11 REVIEW OF LITERATURE**

Bryant *et al.* (2008) point out that families have been significant contributors to the establishment of education as a field. Thus collaboration with families should be a major goal of all schools.

Learners who succeed in school are almost always supported by their families, while learners without support from home struggle. Self-regulated learners take charge of their own behaviours and emotions in order to facilitate learning. Schools are expected to develop partnership programs involving all parents in ways that increases learner success. New ways of thinking about family and community involvement in school matters are required. Du Plessis *et al.* (2008) argue that the aims of working with parents are:

- to establish effective two-way channels of communication so that parents and professionals can work together and exchange views and information;
- to involve parents in tackling difficulties that their children are experiencing at school;
- to explain the curriculum to parents so that they are informed of and can assist in their children's activities;
- to enable parents to support their children through periods of transition and to learn about new schools;
- to facilitate parents' involvement in decision making and the review of school policy; and
- to provide practical and emotional support with regard to parenting.

These aims implied that, the involvement of parents in school matters is indispensable. Parents who were involved were likely to develop positive self-regulated learning behaviour in their children. Sousa (2007) observes that some parents find it stressful to raise a child. New approaches were needed because research showed that most parents were not presently involved to the extent they would like to be. Parental support could increase if their children's teachers, administrators and counsellors showed them how to help and support their children in improving attendance, learning behaviour, and meeting other important educational goals.

In order to promote self-regulated learning, learners must be taught various kinds of cognitive processes which facilitate learning and memory. Ormrod (2008) suggests the following strategies:

- Encourage learners to set some of their own goals for learning and then monitor their progress toward those goals.
- Give learners opportunities to learn and achieve without teacher or parental support.
- Occasionally assign activities for learners to perform.

- Provide structures as needed to help learners acquire self-regulated strategies.
- Consistently ask learners to evaluate their own performance and have them compare their self-assessments to any teacher assessments.

Parents not only have the right to be informed about their children's behaviour, but informing parents is often a wise practice which helps develop learner self-discipline (Bear, 2010). Teachers and school officials should initiate positive communications with parents early in the school year and continue with that throughout the year. Parents can be an invaluable source of support and should share responsibility in a learner's behaviour at school. As a result, teachers should not be the only ones providing support to a learner with learning behaviour problems (Bear, 2010).

Kauchak and Eggen (2008) suggest that the outcomes of increased parental participation in school activities include the following:

- learners achieve more than other learners in terms of academic, social, emotional and moral development;
- learners attend school more regularly and complete homework more consistently, as a result achieving higher grades and test scores, ultimately leading to an improved greater community;
- learners exhibit more positive attitudes and behaviour; and
- learners' alcohol use, violence and anti-social behaviours decrease as parental involvement increases.

Du Plessis *et al.* (2008) maintain that teachers hold higher expectations of learners whose parents collaborate with them. They also hold higher opinions of those parents who support their children's self-regulated learning. On the other hand, lack of participation in educational matters by many parents may be attributed to many factors, such as poverty and socioeconomic, illiteracy, time and financial constraints. The following were factors that affect parental support and involvement:

- Lack of knowledge on how to become involved – parents often do not know what is expected of them or how they might contribute to their children's school.
- Lack of skills and expertise – some parents are not aware of their influence on the education of their children and believe that it is the task of the school to educate their

children. Their feeling of inadequacy causes them to withdraw their support from the school.

- Working parents – school activities require considerable time and commitment and some parents are not always available, a situation which affects the educational progress of a learner.
- Poverty – the hardship brought about by extreme poverty may prevent parents from focusing on anything beyond their most urgent needs, thus reducing their potential interest in learning (Du Plessis *et al.* 2008).

Ormrod (2008) reveals that some studies showed many parents pleaded for homework to be done at school, either in the classroom or in homework study clubs after school. They felt that their homes were often not conducive to doing homework because of large numbers of people in a small environment and lack of resources to perform the tasks that the homework required. Some parents also believed that they were not equipped to help their children with their homework.

Ormrod (2008) claims that those parents could be less involved because of economic factors prevent them from attending meetings and activities at the school. They might have problems getting off work, finding suitable child care, or even organising suitable transportation. Bad experiences which some parents had when they were learners themselves may make them uncomfortable in a school building. Gibson and Blandford (2005) maintain that positive teacher attitudes towards parents and user friendly information and procedures could minimise conflict with parents. This implies that teachers should make effective communication with parents. They should:

- acknowledge and draw on parental knowledge and expertise;
- focus on the child strengths as well as areas of additional need;
- recognise the personal and emotional investment of parents and be aware of their feelings;
- ensure that parents understand procedures and are aware of how to access support and are given documents to be discussed well before meetings;
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints; and
- recognise the need for flexibility in the timing and structure of meetings.

Kise and Russell (2008) suggest other ways of helping schools work with parents, such as informing them about those academic tasks which, given parents personality traits, they can readily volunteer to help with. Such an understanding directs the staff to provide multiple points of access for parents and the whole school community. Finally, school leaders could help parents increase their understanding of how their learners learn, by involving them in the progress learners make in their day to day school work.

The following section highlights the research methodology of the study.

## 1.12 RESEARCH METHODOLOGY

This study gathered both quantitative and qualitative data. Gay, Mills and Airasian (2009) state that the purpose of mixed methods research is to build on the synergy and strength that exists between quantitative and qualitative research methods. This was done in order to understand a phenomenon more fully than was possible using either the quantitative or qualitative method alone. McMillan and Schumacher (2010a) argue that the use of both quantitative and qualitative methods together can provide a more complete investigation. The most important advantage of mixed-method studies was that the researcher could show the result and explain why it was obtained.

In this study, then, the researcher would show the nature of parental support on Grade 12 learners' self-regulated learning behaviour in Lejweleputswa. Thereafter, the researcher would explain why this nature of parental support on Grade 12 learners' self-regulated learning behaviour existed.

In the QUAN- qual model, quantitative data are collected first and are more heavily weighted than qualitative data (Fraenkel and Wallen, 2008). Firstly, the researcher formulated a hypothesis, collected quantitative data, and conducted data analysis. The findings of the quantitative study determined the type of data collected in a second study that included qualitative data collection, analysis and interpretation. The researcher then uses the qualitative analysis and interpretation to elaborate on the quantitative results (Gay *et al.* 2009).

In this study, quantitative method investigated the following questions:

- What is the relationship between parental support and Grade 12 learners' self-regulated learning behaviour?

- How parental support contributes to learner self-regulated learning behaviour?
- How do parents support self-regulated learning of their children?
- To what extent is there a relationship between biographical variables (gender, age, location of school, type of school) and the learner responses related to self-regulated learning behaviour?

In this study, correlation research methods are used to examine the extent to which differences in one variable were related to differences in one or more variables (Leedy and Ormrod, 2010). The purpose of quantitative research is to help explain important human behaviours or predict likely outcomes (Fraenkel and Wallen, 2008). In this study, the independent variable were parental support and the dependent variable, self-regulated learning.

Qualitative research design will explain:

- Strategies which schools use to encourage positive parental support; and
- Why some parents do not offer their support to their children's education despite the fact that the South African School Act of 1996 encourages them to do so.

A case study method will be employed in the qualitative study. The case study method enables the researcher to learn more on the parents' attitudes and practices with regard to self-regulated learning of their children. The focus of investigation is to learn more on how and why some parents do not offer their support to their children's education despite the fact that the South African School Act of 1996 encourages them to do so. The situation has been assessed on the everyday behaviours of grade 12 learners' parents, with the intent of identifying behavioural patterns consisted of parental support, attitudes and practices towards learners' self-regulated learning (Leedy and Ormrod, 2010).

The section below reviews how data will be collected.

### **1.12.1 Data Collection**

Instruments used to collect data were literature review, questionnaires and unstructured interviews. The literature review were conducted to gather information on how parental support

contributed to self-regulated learner behaviour, suggested strategies that teachers may use to initiate a positive communication with parents, and discuss why teachers had to work effectively with parents.

The questionnaires were the second instrument that was used to gather data. A questionnaire is a written collection of self-reported questions to be answered by a selected group of research participants (Gay *et al.* 2009). Paper and pencil questionnaires were sent to a large number of people and participants could respond to questions with the assurance that their responses would remain anonymous. Questionnaire items were constructed from the literature review.

The researcher conducted a pilot study in order to ensure that the questionnaires were valid and reliable. Unstructured interviews were the last tool that was used to gather data. Unstructured interviews are little more than casual conversations which allow the qualitative researcher to learn from opportunities that have presented themselves at the research setting (Gay *et al.* 2009). Interview questions will be given to two academics so that they may check if they were valid. The goal of the interview was to find out participants' views on their involvement in the educational behaviour of their children. The researcher used a tape recorder during the interview.

The following section indicates how the validity and reliability of the research instruments.

### **1.12.2 VALIDITY AND RELIABILITY OF THE RESEARCH INSTRUMENTS**

The trustworthiness of research depends on the quality of measurement – if the measurement is not reliable, the results will not be useful. Given that there cannot be validity without reliability, a demonstration of validity is enough to confirm reliability (Maree and van der Westhuizen, 2007).

Validity is an assessment of the correct measures for the specific inferences and conclusions that result from the scores produced by the measure (McMillan, 2012). The researcher has to indicate that concepts can be identified, observed or measured to accomplish what was planned. Hence, the questionnaire was sent to a statistician for scrutiny and critique.

Reliability deals with consistency. Hence, reliability is closely linked to the concept of validity. McMillan (2012) affirmed that reliability refers to the extent to which results remain identical when using different forms of the same instrument. If respondents were given another questionnaire with the same content, they were not likely to change their opinions on the questions. Consequently,



their scores would be similar, which indicated the reliability of the questionnaires. In this study, tests were made through a pilot study to check the reliability of the questionnaires with the help of the statistician.

The section below highlights how the population will be sampled.

### **1.12.3 Population and Sample**

The population of this study included grade 12 teachers and learners as well as learners' parents from different selected secondary schools in the Lejweleputswa district. The researcher administered questionnaires to 118 teachers and 218 learners, while 6 parents were interviewed. Teachers and learners were handed relevant questionnaires aimed at their level of participation in the survey. The questionnaires consisted of only closed-ended questions. In this research study, a clustering sampling procedure was employed by first listing all the towns in the Lejweleputswa district and then randomly selecting one town from the list. The researcher made a list of schools in the chosen town and randomly selected six schools for the forty learner questionnaires per school. Seven schools were randomly identified for the teacher questionnaire and fifteen questionnaires per school were sent out.

Creswell (2012) point out that in multistage cluster sampling; the researcher chooses a sample in two or more stages because, either the researcher cannot easily identify the population or the population is extremely large. Gay *et al.* (2011) maintain that multistage cluster sampling is the process whereby sampling can be carried out in stages, involving selection of clusters within clusters. This method could also be used when it is impossible to sample individuals from the population as a whole, as when there is no exhaustive list of all the individuals (McMillan, 2012). Furthermore a random sample of learners will be included in the survey.

Hence descriptive and inferential statistics are employed on these samples to compare them with the larger population to make inferences from the sample to the population (Creswell, 2012). In addition, non-probability sampling, in which the researcher could not specify the probability that any element or member of the population were included in the sample, was used. In non-probability sampling, some elements have no chance (zero probability) of being included in the

sample (Leedy and Ormrod, 2010). This is frequently used for reasons of convenience and economy. Purposive sample was used to select the sample of parents that will be interviewed. In purposive sample, researchers include people who they think may have the relevant information (Fraenkel and Wallen 2008). Purposive sample was used to select 10 parents to be interviewed. Schools were requested to identify some parents who did not offer their support to their children's academic activities.

A convenience sample is a group of subjects selected because of availability (McMillan, 2012). Creswell (2012) is of the opinion that in convenience sampling, the researcher selects participants because they are willing and available to be studied, as well as been the right people who can provide useful information for answering questions and hypothesis. Convenience sampling is also referred to as accidental sampling or haphazard sampling. It is the process of including whoever happens to be available at the time (Gay *et al.* 2011). McMillan (2012) maintains that the primary purpose of the research may not be to generalise, but to better understand relationships that may exist.

The following section discusses data analysis procedures.

#### **1.12.4 Data Analysis**

Pearson Correlation Coefficient will be used to analyze quantitative data. Pearson Correlation Coefficient is a measure of correlation appropriate when both variables are expressed as continuous data (Gay *et al.* 2009). A correlation coefficient for two variables simultaneously explains two different things about the relationship between those variables. Parental support will be correlated with learner self-regulated learning behaviour. McMillan and Schumacher (2010a) indicate that correlation can range from -1.00 to +1.00. If the p-value of the Chi-square test statistic is equal or less than the alpha level of significance of 0.05, then the hypothesis will be supported by the analyses. But if the p-value of the Chi-square test statistic is greater than the alpha level of significance of 0.05, then the hypothesis will not be supported by the analyses.

The researcher adopts the following data analysis process to analyse qualitative data as described by Nieuwenhuis (2007). Gathered data will be divided into meaningful analytical units. These analytical units are given unique identifying codes. The researcher then combines related codes into themes or categories. Each category is allocated an identification name using words from

transcribed text. Thereafter, analysed data is structured by identifying how each category is connected to other categories. Data will then be interpreted by explaining why things are the way they are. The researcher substantiated analysed data by means of the existing body of knowledge.

This process will enable the researcher to ascertain findings and draw conclusions. Hence the conclusions are based on corroborated findings which are reported in relation to the findings of the literature review, in order to show possible new insights or perceptions.

The following section highlights delimitation of the study.

### **1.13 DELIMITATION OF THE STUDY**

The study is in the field of teaching and learning because it investigates the relationship between parental support and Grade 12 learner self-regulated learning behaviour in the Lejweleputswa district.

The following section discusses the limitations of the study.

### **1.14 LIMITATIONS OF THE STUDY**

This study would not provide population validity on qualitative data. Population validity is the extent to which the results obtained from a sample may be generalised to a larger group (McMillan & Schumacher, 2010a). This limitation affected only the population of parents. The reason why the study would not provide population validity was that non-probability samples, namely convenience sample, were used to select the sample of parents that would be interviewed.

As such, population validity would be threatened because the sample of parents would not be representative of the population, hence the results could not be generalised with confidence. The researcher assumed that some teachers and learners might not be familiar with terminology associated with self-regulated learning. This might have affect internal validity of this study.

The section below highlights the ethical considerations.

## **1.15 ETHICAL CONSIDERATIONS**

Research must take into account certain rules and regulations which regulate ethical considerations. Some actions may be regarded as unethical, whilst others are ethically acceptable. This section highlights the critical issues that were looked at during the progression of this study that might have influenced the success of this research.

### **1.15.1 Informed Consent**

The most general ethical issue relate to informed consent. The involved respondents/participants must be informed of the nature and purpose of the research, as well as the procedures used (Henning, Van Rensburg and Smit, 2004). The consent form was made available for respondents and participants. It entailed:

- Description of the purpose of research.
- Its benefits and the nature of the tasks to be performed.
- The right of the participant to withdraw.
- The name of the person, as well as the institution, where the research was conducted.
- The fact that the exercise is a take-home study, so that the participant's time was well respected and anonymity assured.

### **1.15.2 Professional Ethics**

Mouton (2005) points out that professional ethics refer to the moral commitment that researchers are required to make in the search for truth and knowledge. This is achieved by ensuring objectivity in reviewing literature, obtaining data and refraining from plagiarism, as well as describing the methodology used to obtain data.

### **1.15.3 Publishing Ethics**

The most important aspect of the research publication is that the researcher must acknowledge sources (Mouton, 2005). All authors quoted in this research study will be properly cited in the text and acknowledged in a list of references.

### **1.15.4 Accountability**

The researcher remains responsible for the ethical quality of the study (Henning *et al.* 2004). Hence, the research is conducted in an open and transparent manner and the results will be accessible to the public. Full permission was granted from the Free State Department of Education to conduct the research from the selected secondary schools in the Lejweleputswa District. Research findings, as well as results, will be open and available to the public in a written form.

## **1.16 EXPECTED OUTCOMES**

The outcomes of this study would:

- investigate the relationship between parental support and Grade 12 learners' self-regulated learning behaviour;
- reveal how parental support contributes to learner self-regulated learning behaviour;
- indicate strategies that teachers use to encourage positive parental support;
- show how parents support self-regulated learning of their children;
- provide reasons why some parents do not offer their support to their children's education despite the fact that the South African School Act of 1996 encourages them to do so; and

- establish to what extent is there a relationship between biographical variables (gender, age, location of school, type of school) and the learner responses related to self-regulated learning behaviour.

## **1.17 DIVISION OF CHAPTERS**

Chapter 1 outlines the introduction, background of the problem, purpose of the study and significance of the study. It also highlights the aims and objectives of the study.

Chapter 2 reviews literature on how parental support contributes to learner self-regulated learning behaviour, including highlighting strategies that teachers must use to encourage positive parental support. Lastly, the chapter reviews why some parents do not offer their support to their children's education.

Chapter 3 highlights research methodology that was to be used in the study.

Chapter 4 presents and analyses quantitative and qualitative data gathered in the study.

Chapter 5 provides a summary of the discussions, conclusion, recommendations and suggestions for future research.

## **1.18 CONCLUSION**

This chapter provided an overview of the study. It also offered a review of the literature. Hypothesis tested was provided and a summary of the researcher's methodological procedure employed was highlighted. The following chapter reviews the literature relevant to the relationship between parental support and grade 12 learners' self-regulated learning behaviour.

## CHAPTER TWO

### LITERATURE REVIEW

#### PARENTAL SUPPORT AND SELF-REGULATED LEARNING BEHAVIOUR

##### 2.1 INTRODUCTION

The previous chapter outlined the problem investigated in this study. This chapter reviews the literature that discusses parental involvement and support in the school. Parental support and involvement are the most important factors in effective teaching and learning. A healthy parent-school relationship fosters lifelong learning (Du Plessis *et al.* 2008).

If parents maintain their own responsibilities, then disciplining as well as supporting their children is very easy, as their children will just follow their parents' guidance. If parents spend little time at home, then children may seek unsuitable social experiences elsewhere, experiences which sometimes have devastating consequences (Ndamani, 2008). Ndamani (2008) further argues that even when parents are at home, parent-child relationships may be characterized by conflict which may be extended to school.

Coleman (2001) has noted that unless educators and parents reconsider family involvement in formal education, schools and schooling will continue to be an unsatisfactory experience for some or possibly most of the learners. Coleman (2001) points out that the surest route to better schools lies through involving parents in the learning activities of their children.

Prochner (2004) proposes that, in order to create learning in an individual, the person, the behaviour and the environment are inseparably entwined. This statement proposes that, once the learner fully understands the importance of learning and believes that they can accomplish most things if they focus on striving to achieve them, they will then self-regulate their learning.

The section below provides a brief discussion on parental support.

## 2.2 PARENTAL SUPPORT

Parental support often refers to the assistance given to children to ease mental stress and unhappiness (Abbeduto and Symons, 2008). Parental support is an approach of maintaining physical and psychological closeness between a parent and a child. It may furthermore involve a level of parental influence when children need to be helped to adjust their own behaviour or develop social and intellectual competence (Abbeduto and Symons, 2008). Parents can make an enormous difference to their children's chance of success at school, at home and later in their lives. Working in partnership with their children's school can help learners to succeed.

Parental support at home is an important productive factor. It helps children to maintain and build up their physical abilities, attitudes and self-confidence (Kanan and Al-Karasneh, 2009). Parental support is vital not only to individual children, but also to the greater society – as parents use positive means to motivate and guide them, children become better family members, partners and citizens. Parents and community members may even be actively involved with the government in the education of their children so as to improve their children's learning capability.

Parental support is not just a problem for teachers, although most parents view the school as meant only for the learners and teachers. The mayor of Mogale City has observed this problem. At a parental support seminar, as cited by None (2011), the mayor took the opportunity to encourage parents and the community to work with the government to improve the culture of learning and teaching in schools. The mayor of Mogale City urged parents to provide active parent support and become highly involved in their children's schooling.

The mayor of Mogale City further maintained that communities should protect schools and help learners where they could (None, 2011). This is also emphasised by Desforges and Abouchaar (2003) who assert that parents view supporting and enhancing their children's learning as part of their daily routine. Parents may support their children to the degree that they actually have the capacity to limit barriers created by schools or by individual teachers.

The following section highlights contributions of parental support to learner self-regulated learning behaviour



### **2.2.1 Contributions of Parental Support to Learner Self-Regulated Learning Behaviour**

Parents are the greatest resource when it comes to their children's schooling. Therefore learners will greatly benefit from their parent's active involvement in their school. Teachers encourage parental support by presenting parents with ideas and activities they can do at home with their children to enhance the learning process. Garlick (2010) encourages parents to take up the most serious issues with the people who can solve the issues, rather than to complain to other parents who are actually unable to help.

Parents are often nervous about approaching their children's teachers, as they are wary of criticising them. Wise teachers, however, urge parents to come forward with issues and questions instead of letting minor problems grow into big ones. This statement correlates with the statement that parents should approach the teacher as a partner in problem solving, rather than tackle the problem in a confrontational way. Teachers and schools need to encourage parental involvement, but they also need to get on with their jobs without too much parental meddling – after all, both have the same goal. As a result, parents need to know when the problem requires their input and need to trust teachers' efforts to better their children's academic futures.

Desforges and Abouchaar (2003) further argue that this role of engaging parents is rarely recognised and could be enhanced. Parents can also serve as school volunteers for the school's activities. Babbie (2007) maintains that volunteering can take many forms, depending on the parents' time and skills that will be incorporated. Schools are always in need of eager helpers and this is a good way for parents to get to know staff. A heartfelt request from teachers is to encourage children to read to their parents, as reading is important in increasing children's vocabulary, general knowledge and interests, as well as their ability in reading. Parents are recommended to set aside a time each day in order to discuss the day's school with their children. These emphases will help connect the parent with how the child is feeling about school.

The following section briefly discusses parents outreach efforts to school.

### **2.2.2 Parents Outreach Efforts to School**

Inviting parents into the classroom, or writing a newsletter, are often considered ways to strengthen the teacher-parent relationship. However, schools complain that parents do not read the newsletters properly, yet maintain that they do not know what is going on at the school. Nonetheless, schools which work hard to make involvement easier and more convenient for all families will definitely increase support from parents and therefore enhance learner achievement (Naong and Morolong, 2011).

Parents are advised that they should make a point of attending parent information meetings. This is also emphasised by Babbie (2007) who asserts that parent information meetings give parents the opportunity to become familiar with school staff and the school buildings, as well as to meet other parents. Babbie (2007) further maintains that these meetings give teachers a chance to meet parents without the stress of a consultation or disciplinary issue.

Teaching methods and the curriculum have changed enormously since parents were at school. Hence, it is very important to know what and how a child is learning, so that the parent can fully support their children. Parents are their children's first and most influential teachers, something which does not change when children go to school. It is a good thing for a parent to encourage a love of learning for its own sake and not just getting good marks, or other particular passions or interests.

The following section briefly discusses parental involvement in school and home-based activities.

### **2.3 PARENTAL INVOLVEMENT IN SCHOOL AND HOME-BASED ACTIVITIES**

Parental involvement can be described as the willingness and active participation of parents in a wide range of school and home-based activities. Getting parents involved is challenging and will initially take time. Crozier and Reay (2005) believe that, once incorporation of parental involvement in school and home-based activities has proven effective, it will greatly benefit learners, parents, teachers and the school. Parents are progressively more encouraged to become not only consumers within education, but also active partners in the production of educated children (Moran, 2007).

Parental involvement has been acknowledged as a key factor in school improvement and effectiveness since the 1990s and became an indispensable part of a school's development plan (Crozier and Reay 2005). Concerns of involved parents may often be narrow and aimed primarily at gaining advantage for their own children. Hence there has been a deliberate invitation to parents to assess all issues in relation to their own children's needs (Crozier and Reay 2005).

Parents nowadays are more involved in the schooling of their children, but the question remains, does parental involvement matter? Does it translate into improvements in children's academic achievement and their increased investment in school? Van Zandt and Migliore (2008) emphatically propose that the answer to the above mentioned questions is positive and that parental involvement in children's schooling is basically associated with improvements in children's academic performance and social-emotional development. Parental participation in school's activities is more correlated with higher grades, as learners will be highly motivated and make an effort to perform to their highest capabilities (Van Zandt and Migliore, 2008).

Secondly, the extent of parental involvement in school-related activities at home is positively correlated with children's scores on standardized achievement tests. High levels of parental involvement do not just happen, but need much hard work to make them happen (Van Zandt and Migliore, 2008). Ogawa (2008) recommends that even though schools should attempt to support parent involvement, they should also protect themselves against unwanted parental influence in order to make certain that the basic requirements of teaching and learning occur. The researcher believes that encouraging parental involvement in schools is not as easy a task as it seems, but it is a worthwhile process.

Lemmer and Van Wyk (2009) indicate that children benefit significantly when their families are involved in their education. Hence their academic achievement will be improved as well as their attitudes towards learning (Lemmer and Van Wyk, 2009). The likelihood of learners leaving school without completing their studies will be greatly reduced when their parents are actively involved in their schooling. Therefore, learners will gain a more secure emotional stability. Learners' improved behaviour and better school attendance will also occur. Just as children benefit from parental involvement, so teachers can also benefit from family involvement. Phaswana (2010) points out that although teaching has been regarded as an isolating experience, when parents care about the school, this isolation can be reduced.

Parents who understand the aims, nature and functioning of the school will be less likely to criticise the teacher and are more likely to contribute positively to the education of their children. In return, they will be treated with respect (Lemmer and Van Wyk, 2009). All parents can contribute valuable information about their children that teachers may not know, which in turn can help the teachers to assist the children succeed. Hence knowledge of the child's home situation can positively influence his/her education, as well as teachers' commitment towards teaching. Naong and Morolong (2011) believe that parental involvement can lessen the teacher's workload by parents assisting in school activities such as sport, in the classroom and even with disciplinary problems at the school.

When parents become involved in the education of one of their children, the other children in the family also benefit, especially the younger children who are not yet in school. They benefit, for example, when both a parent and a learner are reading, counting or creating objects together (Lemmer and Van Wyk, 2009). Parents with little or poor educational background experience a feeling of inferiority with regard to the education of their children. When teachers acknowledge how important parents' contribution is, the self-confidence of even those parents with a very low level of educational background greatly increases.

Both parents and teachers collaboration reduces the characteristic isolation of their respective roles (Lemmer and Van Wyk, 2009). For instance, parents know their children best and this can help guide teachers to reach each and every learner to their best capability. Other teachers may not understand the importance of parental involvement or even how to facilitate it. As a result, working with parents can become one of the greatest challenges faced by novice teachers (Naong and Morolong, 2011).

However, is not easy to get right most of the time. Crozier and Reay (2005) observed that teachers and parents have a wide range of factors which prevent effective parent involvement from taking place. The following are the complaints of teachers towards parental involvement:

- parents are not interested;
- parents are poorly educated and do not want to get involved;
- parents do not have time for their children;
- parents leave everything to the teachers; and

- 🎬 parents in poor socio-economic communities are difficult to reach.

However, parents give different reasons for their lack of involvement:

- 🎬 teachers look down on parents;
- 🎬 teachers make parents unwelcome;
- 🎬 I want to help but I do not know how; and
- 🎬 parents only get invited to school when funds are needed (Crozier and Reay, 2005).

The above information reveals that both parents and teachers have different views on barriers to parental involvement.

### **2.3.1 Barriers to Parent Involvement**

The important obstacles that constrain parents' ability to become actively involved in their children's education include teachers' attitudes and family resources. These obstacles, however, can be overcome by schools and by means of parent-teacher collaboration. Following discusses the obstacles that constrained parental participation in school matters.

#### **2.3.1.1 Time, Transport and Childcare**

The time limitations in families may not be manageable – single-parent homes are particularly problematic. Even parents who may have the time to give to the school's activities may experience difficulties with transport. This can involve not having a car or public transportation not serving the school at the times that they are free to visit. Martinez (2004) points out that transportation is often unavailable for families to get to meetings and meetings are held only during working hours and at times inconvenient for parents. Furthermore, parents may possibly need to arrange for the care of siblings when they wish to visit the school (Lemmer and Van Wyk, 2009).

#### 2.3.1.2 Uncertainty about What to Do and Fear of Bad News

Naong and Morolong (2011) question the lack of support programmes which empower parents to participate fully and meaningfully in their children's education. Parents are usually contacted by the school only when their children misbehave. This can make parents reluctant to attend any other school activity. Sometimes parents are willing to spend more time on activities with their children if they are given more guidance (Lemmer and Van Wyk, 2009).

#### 2.3.1.3 Negative School Experience and Language Barriers

Parents who have not had much educational experience or those with negative school experiences are also less inclined to find time for family-school contacts. Parents from non-traditional families may possibly be frightened of being judged by the school (Lemmer and Van Wyk, 2009).

#### 2.3.1.4 Lack of a Supportive Environment

The higher concentration of poverty, violence and crime in certain neighbourhoods limits learner opportunities at home and after school. High transport costs incurred by families in disadvantaged communities deter many otherwise committed parents from making the trip to school after hours to attend meetings and other events (Lemmer and Van Wyk, 2009). When parents are involved in their children's education, both children and parents are likely to benefit. A productive learning environment for learners has to make learners feel physically and emotionally safe (Kauchak and Eggen, 2011).

The following highlights the Benefits of Parental Involvement.

## 2.3.2 Benefits of Parental Involvement

Parents and teachers jointly working happily together helps children to achieve better academic progress and improved social outcomes. Hence, Brown (2006) points out that a good relationship between the school and the family helps to establish the best environment for the child to learn.

### 2.3.2.1 Benefits of Parental Involvement for Children

The following are the benefits of parental involvement for children:

- Parental involvement in children's education helps children to perform better at school. Hence, learner achievement increases.
- When parents are involved in their children's education, children feel more secure and settle better into the school programs.
- When parents demonstrate genuine affection and take an interest in their children's lives, this makes children feel valued and important.
- Through watching others interact, children can learn positive interactions.
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### 2.3.2.2 Benefits of Parental Involvement for Staff

Benefits of parental involvement for staff are the following:

- When staff are empowered, they realize that learner involvement improves learner discipline and performance, as well as appreciation of themselves.
- Staff and parents working together help to reduce staff stress levels.
- Communication between staff and parents can help staff develop important social skills.

### 2.3.2.3 Benefits of Parental Involvement for Parents

The following section highlights the benefits of parental involvement for parents:

- Parental involvement gives parents the opportunity to talk about their children's interests with staff and to have some input into the school programme.
- Parents who are familiar with their children's school programme feel more comfortable about raising concerns and negotiating solutions with staff.
- A positive partnership between parents and staff members can help alleviate parent stress.

In conclusion, parental support and involvement bring together findings which imply that the two headings correlate. It has further been argued by Desforges and Abouchar (2003) that parental involvement included a range of activities which are performed at home and at school.

Activities in which parents involve themselves at home include:

- Talking about day's school events with their children.
- Enhancing their child's self-esteem.
- Modelling self-regulated learning behaviour, social and educational aspirations as well as values.
- Monitoring activities such as homework.

Activities in which parents participate at school include:

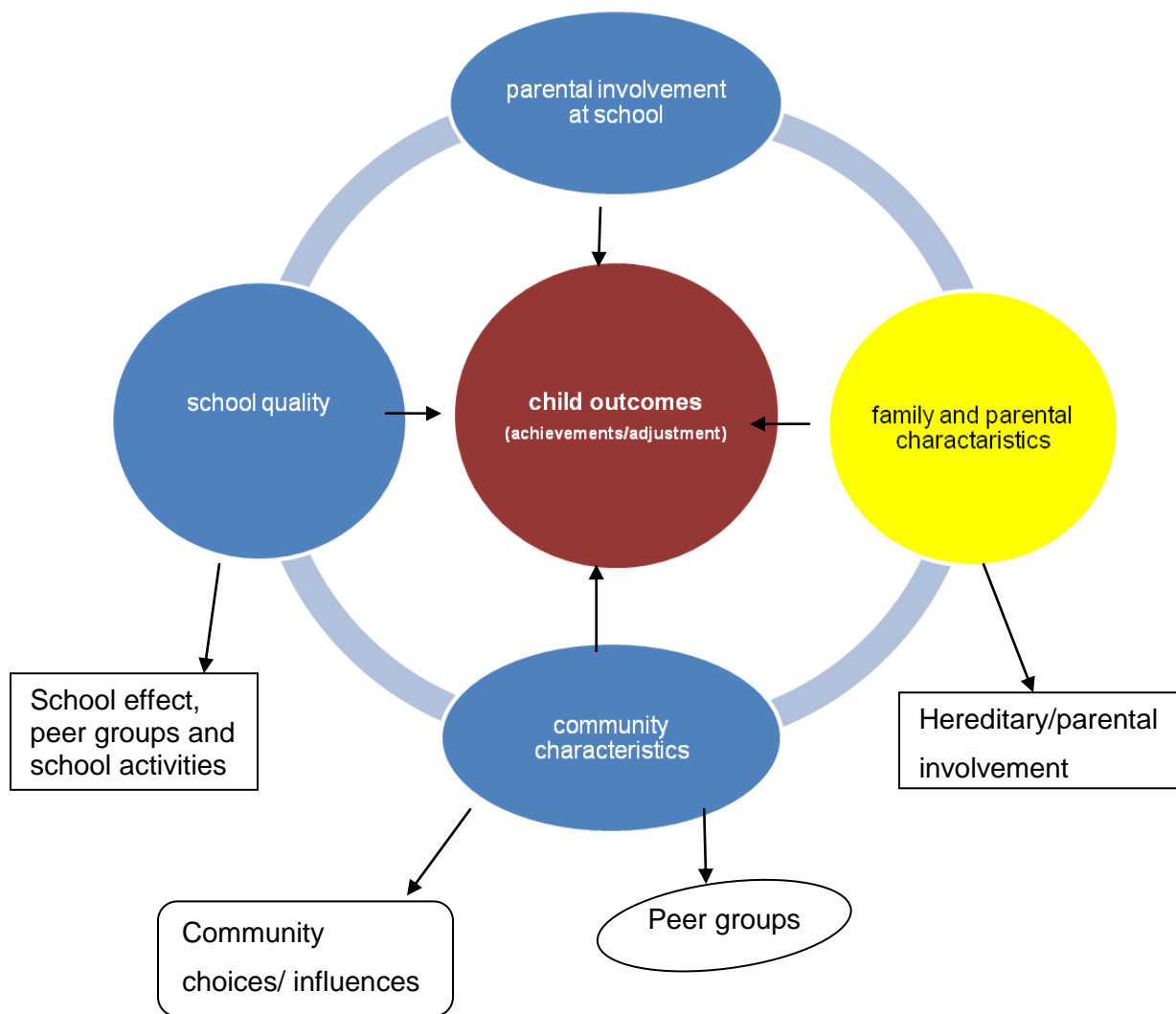
- Attending events such as open days and school fairs.
- Working in the school in support of teachers.
- Assisting in the governance of the school.
- Meeting with teachers to discuss their child's progress.

Parental involvement includes parents being involved in the life of their children at school and also being involved in their children's education at home. The conversations and discussions parents have with their children at home are a most important means of enhancing learner achievement.



Desforges and Abouchaar (2003) believe that there are a variety of aspects influencing learners' achievement and adjustment. Parents, the broader family, peer groups, neighbourhood influences, schools and the other bodies such as churches and clubs all shape children's progress towards self-fulfilment. Learners with exceptional capabilities easily form and reform their behaviour, aspirations and achievements, all of which further enhance their self-regulated learning skills.

Figure 1 is an attempt to show some of the processes discussed in this study. It also refers to a wide range of attitudes, values and knowledge, all of which help to maintain a commitment to learners' lifelong learning.



**Source:** Desforges and Abouchaar (2003)

Figure 2.1: Interrelations in the grooming and development of a child (Adapted from Nechyba *et al.* (1999) cited by Desforges and Abouchaar (2003).

Figure 2.1 above describes the inter-relationship in the grooming and development of a child from early childhood to adulthood and the influences attached. The family, as the primary focus for child development in the social and educational spheres, plays a critical role in achieving positive outcomes for a child. It is not who the parents are, but what parents do to encourage and facilitate learning, that makes the difference to the learner's achievements and adjustments. Hence, the impact of conversations in the home must be first upon learner attitudes and values. Only through these attitudes can the family influence learning outcomes.

Aspects of a child's young life are dependent on the community for moulding and shaping. These influences also play a pivotal role in the mental and physical development of the child. Moreover, Abouchaar and Desforges (2003) maintain that the quality of a school will influence the type of peer group experience a learner might meet. At the same time the learner will influence the peer group and the peer group will influence the learner.

The following are parents' rights and roles in their children's education.

### **2.3.3 The Rights and Roles of Parents in their Children's Education**

All South African parents must ensure that the children under their supervision attend school at the specified time. Teachers and parents share the common goal of wanting to assist children to develop their full potential. Therefore, parents have a right to be involved in their children's education, something which is closely related to effective schooling (Wolhuter, Lemmer and de Wet, 2007).

Parental involvement takes many forms, including good parenting in the home and the provision of a secure and stable environment (Desforges and Abouchaar, 2003). As a result, learners will feel free to present unique ideas and opinions that are conducive to their learning (Kauchak and Eggen, 2008). The parent-child discussion helps to stimulate learners' intellectual capabilities, therefore enhancing their educational values, as well as increasing their ambition for personal fulfilment. In their role as model citizens, parents are accountable for what schools are, in the sense that they provide the money that makes schools possible (Du Plessis *et al.* 2008).

Parents have knowledge of their children not available to anyone else. Hence their contact with schools is able to share information which creates a harmonious place for all the involved parties

(Du Plessis *et al.* 2008). The South African Schools Act no. 84 of 1966 puts the parent at the fore of school governance. For the school governing body to be fully functional, therefore, the majority of its members must be parents (Du Plessis *et al.* 2008). Parents' participation in school events and participation in the work of the school may serve as an opportunity for educators to discuss children's school performance.

The extent and form of parental involvement is strongly influenced by family social class. Parents may be eager to become involved in their children's education, but often do not know what is expected of them, or how to contribute to their children's schooling. Other parents withhold involvement, believing that, owing to their lack of skills, they may mislead their children if they try to teach them (Du Plessis *et al.* 2008). Such feelings of inadequacy on the part of parents thus often cause them to withdraw their support to the school.

Desforges and Abouchaar (2003) maintain that parents are not always available and, in some cases, children live in a home where one or both parents are absent. Then again, the hardships brought about by extreme poverty may prevent parents from focusing on anything beyond most urgent needs, thus reducing their potential interest in their children's learning (Desforges and Abouchaar, 2003).

Parental involvement is strongly positively influenced by the child's level of academic performance at school. The higher the level of accomplishment, the more parents become involved in their children's education. Du Plessis *et al.* (2008) believe that parental involvement in the form of 'at-home good parenting' has a significant positive outcome regarding children's achievement and adjustment, even after all other factors determining attainment have been removed.

Differences between parents in their degree of participation are associated with social class, poverty, health and also with parental perception of their function and their levels of confidence in fulfilling it. Parents may be put off by a sense of being critically commented on by schools and teachers (Desforges and Abouchaar, 2003).

Every child has a right to education. Hence the following section briefly discusses the right to education for all children.

### 2.3.4 The Right to Education for All Children

The Constitution of South Africa, as the Supreme Law of the country, prescribes in the Bill of Rights (Chapter 2) under section 28 (Children) and 29 (Education) the importance of children with regard to their rights as persons. It thus affirms the democratic values of human dignity, equality and freedom for our societies.

In line with the above statement:

- Parents have a natural right to educate their children.
- Section 28 and 29 of the South African School Act of 1996 protects the right of parents to freedom of choice regarding a school; accordingly, learners have the right of admission to public schools and may not be refused admission on the grounds that the parent is unable to pay school fees as determined by the school's governing body.
- Traditions should be facilitated so as to establish a system which will inform and /or caution parents in good time regarding any learning problems their children may have, as well as establish procedures which may put a stop to children failing at school (Wolhuter *et al.* 2007).
- Life in an impoverished environment is often characterized by a lack of stimulation and a feeling of powerlessness to effect changes and to control one's own destiny (Du Plessis *et al.* 2008). This is also emphasized by Wolhuter *et al.* (2007) who assert that poverty-stricken parents cherish high aspirations for their children's achievement, yet frequently feel helpless and uneasy in their relationships with teachers and schools. Schools' alienation of the involvement of poor and uneducated families in their activities represents an enormous loss of social capital, as such parents may be highly practically skilled, while at the same time the children of such parents feel less important (Wolhuter *et al.* (2007).

**Table 2.1: Fundamental differences between parent and teacher approaches to the child**

<b>Teachers</b>	<b>Parents</b>
Teachers focus on children as a group.	Parents are concerned with the individual child.
Teachers are concerned with the mastery of specific skills by the child.	Parents are concerned with a child's general development.
Teachers feel a warm concern for all children in the class.	Parents are deeply attached to own child(ren).
Teachers consider a child's problems objectively.	Parents' responses to own child(ren)'s problems are subjective.
Teachers do not know each child intimately.	Parents know the child's entire history –his or her physical, emotional and social development.

Source: Wolhuter *et al.* (2007)

Table 2.1 indicates the differences between parents and teachers with regard to their support of and responsibilities to learners. Teachers on the one hand are compelled to see the success of a very large group in a class, while parents only focus on their own individual children at home.

Elements of parenting are the following:

- In parental supportiveness, parents intentionally foster individuality, self-regulation and self-assertion by being attuned and acquiescent to their children's needs and wants, whereas
- Parental demands refer to the expectations parents place on their children to conform to the family norms by their maturity demands, supervision and disciplinary protocol (Moran, 2007).

Certain parenting styles – namely authoritative, authoritarian, permissive and uninvolved – help children to develop self-regulated learning, a central factor in children's growth and learning. Although these suggest a positive outcome regarding parental support, Prochner (2004) believes that children should be able to exert control over their own learning. Moran (2007) maintains that the degree of self-regulation is determined by the learner's capabilities of exercising and monitoring, as well as managing, their own academic performance.

One of the most important and frequently considered predictors of self-regulation is parenting style. The relationship between parenting styles and developmental outcomes in learners has extensively concerned researchers. Diana Baumrind's parenting style typology is based on two specific parenting characteristics, namely parental warmth and parental control, which yield distinctive styles of parenting (Abar *et al.* 2009).

The section below discusses the parenting styles and the nurturing of self-regulated learning.

### **2.3.5 Parenting Styles and the Nurturing of Self-Regulated Learning**

■ An authoritative parenting style is characterized by the presence of obvious parameters for children's behaviour, establishing an equitable and balanced compromise within arranged boundaries. Woolfolk (2007) classifies authoritative parents as very strict and controlling in their interaction with their children, producing off-spring with a high self-esteem and very confident, with the ability to take the risks which lead to their success in life. Authoritative parents have a tendency to exercise strict consent only when necessary and promote autonomy and independence, as well as being consistently approachable and compassionate.

Roffey (2006) points out that authoritative parenting has clear expectations and values as well as being consistent regarding boundaries. Children know where they stand; furthermore they are encouraged to be involved in decision-making along with developing self-control. Facilitative parents give their children the skills to become independent. This parenting style is strongly associated with academic achievement, autonomy, pro-social behaviour and children's internalisation of values (Parke and Gauvain, 2009). This manner of parenting style tends to be associated with little externalising of behavioural problems.

Children of authoritative parents have the capability to show signs of satisfactory standards of behaviour motivated not by expectation of external consequences, but by intrinsic factors. The authoritative parenting style has been associated with higher levels of adolescent self-regulation (Abar *et al.* 2009).

■ An authoritarian parenting style is more rigid and responsive (Woolfolk, 2007). Parents make an attempt to mould, keep under control and evaluate the behaviour and attitudes of their children in accordance with an unconditional set of firm principles, using disciplinary procedures for control (Abar *et al.* 2009). One observes high control, but also low warmth in this parenting style. The children worry more about pleasing their parents than solving problems, and lack social skills as they are overly withdrawn (Woolfolk, 2007).

Roffey (2006) further maintains that this parenting style anticipates that children will do only as they are told, as parents do not explain their rules. There is a high significance placed on conformity and obedience, but little value placed on negotiation or flexibility (Parke and Gauvain, 2009). Parents do not take into account that children have different needs at different ages – that is why they resort to punishment often.

■ The permissive parenting style encourages autonomy, but provides little direction and minimal consequences when children misbehave. Neglectful or uninvolved parents tend to show little warmth or attention to their children, while providing them with little or poor guidance (Abar *et al.* 2009). Roffey (2006) explains this style as warm and responsive, but not setting any clear expectations or boundaries. Children are not unloved, but are basically allowed to do much as they like and demand what they want. No one helps children to make good decisions or to problem-solve effectively.

This parenting style may have its roots in a philosophy of child-centred development and the importance of freedom of expression. Parents do not know what else to do, are mostly too stressed and exhausted to stand their ground, and make few demands on their children. Their children often lack self-control and motivation (Woolfolk, 2007). According to Parke and Gauvain (2009), parents are most successful when they make use of small quantities of power assertiveness in their parenting style, as opposed to being excessively strict and firm or overly permissive.

The following section highlights means by which parents can help support children develop self-regulation.

### **2.3.6 Means by Which Parents can Help Support Children Develop Self-Regulation**

Parents know how to guide children to become more self-regulated by means of proper training and helping children to acquire specific strategies which facilitate increased control over their own behaviour and environment (Shilubana and Kok, 2005). Self-regulation can be enhanced by parents who carefully scrutinize their own behaviour and take action upon what has been learned. In this way, parents can mentor and encourage their children to learn to decrease negative behaviour and increase positive behaviour.

It is crucial for all schools to promote and support parental and family involvement by investing in activities and strategies that foster parent and school collaboration (Martinez, 2004). Parents can also encourage and support their children to acquire control of their learning. In addition, they can encourage their children to avoid comparing their performance to their peers, to consider carefully their own goals and the work patterns they use to accomplish their goals (Reis, 2004). Parental support, in the form of monitoring of homework and study skills, is increasingly necessary for some learners. For example, parents of high-ability learners who underachieve academically demonstrate their support by monitoring their children doing homework each night (Reis, 2004).

Parent's prominence and involvement in their children's education ensure that no child will be left behind in getting a good education (Martinez, 2004). Learners, whose parents are actively involved in their lives, and more especially educationally, are rewarded with higher educational success-rates and greater opportunities in their future lives. These learners are able to self-regulate their learning.

The section briefly discusses self-regulated learning.

## **2.4 SELF-REGULATED LEARNING**

Mih and Mih (2010) maintain that in an academic context, self-regulated learning is highly regarded as an important characteristic of learning and life-long achievement. Learners who are self-regulated are much more expected to be successful in school, to learn more and to accomplish at higher levels. Xu, Benson, Mudrey-Camino and Steiner (2010) further assert that learners who are said to be meta-cognitively, motivationally and behaviourally active in their own



learning are regarded as self-regulated. For that reason, it is crucial for schools and classrooms to encourage the development of expertise in self-regulated learning by means of self-directive processes in which learners have power over their own thoughts, feelings and actions. Prochner (2004) explains self-regulating learning as the ability of a child to learn independently of a teacher and a parent.

Xu *et al.* (2010) further contend that self-regulated learning emphasises learners becoming more effective when they take a purposeful role in their own learning process. Self-regulated learners are generally described as active learners who manage their own learning through planning, setting goals, organising and self-monitoring at various points during the acquisition process (Prochner, 2004). Children's self-regulatory development can either be facilitated or constrained by the impact of the social environment, namely developmental, motivational and contextual factors (Xu *et al.* 2010). For example, as the explosion of information and multiple ways of learning increase, it will become even more important that individuals know how to self-regulate their learning (Reis, 2004). Hence, promoting self-regulated learning becomes an important aspiration for all educational systems (Reis, 2004).

Learners at almost any age are capable of taking charge of their own learning. However, the fact that almost all people are capable of self-regulation does not mean that all learners actually do take effective charge of their own learning (Reis, 2004). The majority of learners rely heavily on their teachers' and parents' support. Self-regulated learners conduct their learning outcomes first and foremost from within – as such, they are highly motivated, self-reflecting, self-directing, self-monitoring and self-evaluating (Prochner, 2004). Providing learners with knowledge and skills regarding how to self-regulate their learning helps them to self-initiate motivational, behavioural and meta-cognitive activities in order to control their learning (Artino, 2007).

Self-regulated learners are known for their ability to proactively seek out information and approach tasks with thoroughness, confidence and resourcefulness. Self-regulated learners possess the skills to learn effectively both in school and later in life (Prochner, 2004). As such, self-regulated learning has been highly praised as the key competence to initiate and maintain lifelong learning, leading to a focus on the learner as an active participant in the learning process (Artino, 2007). The key to self-regulation is the ability of the learners to understand the requirements of the academic task given to them, and then to generate their thoughts, attitudes and actions to attain specific goals which are presumed to play an important role in learning (Moran, 2007).

Self-regulated learners are effective at help-seeking, group management and other aspects of collaboration because they are motivated and effective at managing their environment. Although self-regulated learning is a relatively new concept in educational psychology, research on self-regulated learning has resulted in large areas of domain-specific knowledge about self-regulated learning, each covering specific aspects of self-regulated learning (Reis, 2004). As a result, models were developed which articulate specific links between different cognitive, motivational and emotional components of self-regulated learning (Wolters, 2010).

In the three cyclical phases of the self-regulation model, various self-regulatory processes come into play during the different phases. These phases are forethought, monitoring and self-reflection and each of the phases includes several regulatory processes.

- 📌 The forethought Phase refers to influential processes that precede hard work to take action and arrange the stage designed for it. Learners establish learning goals, plan and select strategies for attaining their goals. Underlying forethought processes of goal setting and strategic planning are self-motivational beliefs. Consequently, these are very influential because they enhance self-efficacy, outcome expectations, intrinsic interest or valuing, and goal orientation (Zimmerman, 2001).

This phase precedes the actual performance, sets the stage for action, maps out the tasks to minimise the unknown and helps to increase a positive mindset. Wolters (2010) further maintains that this phase incorporates learners' activation of attitudes about when and where to sit and study, as well as identifying how much work has been accomplished. Convincing expectations can make the task more interesting. Goals must be well thought-out as specific outcomes, and arranged in order from short term to long term (Schunk and Zimmerman, 2002).

- 📌 The performance Control Phase involves processes that occur during learning and affect attention and action. One of the important factors in this phase of self-regulated learning is the learners' ability to select, combine and coordinate learning strategies. Learners concentrate on the task and optimize their strength (Wolters, 2010). This is also emphasized by Schunk and Zimmerman (2002) who assert that learners engage themselves in specific aspects of their own performance and the circumstances that surround it and its effects.

Schunk and Zimmerman (2002) further maintain that knowledge about strategies puts learners in a position to regulate their own learning. Therefore, knowledge about strategies gives learners better control over information processing. In this phase learners put into practice learning strategies that have an effect on motivation and knowledge (Zimmerman, 2001).

- The self-Reflection Phase involves learners evaluating their performance and constructing underlying attributions for performance. Wolters (2010) points out that the one key aspect of this phase is a generation of a new meta-level knowledge about the tasks, strategies or self. For example, the learner may come to a conclusion that the textbook read is very difficult, studying in a noisy place is unwise, or perhaps does not like certain subjects (Wolters, 2010). Martinez-Pons and Zimmerman (2010) further assert that self-reflection encourages learners to identify their goals by means of isolating their strong points from their weak points. The recurring nature of these processes is demonstrated by the influence of the self-reflection phase on the subsequent forethought phase (Zimmerman, 2001).

Self-regulated learners are in control of their own learning behaviours from start to finish. They plan, set goals and strategize before taking action. Hence, they self-monitor themselves and make adjustments as needed during action and after acting. Self-regulated learners reflect and evaluate on what they have done, providing self-reinforcement for effective behaviours and planning to change those that have inhibited their performance (Abromitis, 2010). Self-regulated learners take initiative, show leadership and are able to manage their time well in order to accomplish all they have set out to do.

Consequently, an indispensable characteristic of self-regulation is a self-oriented feedback loop, in which learners keep an eye on the effectiveness of their learning attempts. They act in response to this feedback in a variety of ways, ranging from underground changes in self-perception to obvious changes in behaviour (Schunk, n.d.). That is why the absence of self-regulation in learning can be one of the most negative experiences encountered by high-potential learners.

The following strategies need to be incorporated in order for these children to self-regulate their learning.

### 2.4.1 Self-Regulated Learning Strategies

The strategies learners' use to reach their set goals continually changes, as they evaluate their progress and make modifications in their preparation strategies (Reis, 2004). Such strategies are organising and transforming information, rehearsing and using memory aids, as well as seeking information. As a result learners have to be careful when examining the components of self-regulated learning (Reis, 2004). When self-regulated learners find inadequate learning strategies, they regulate their learning activities. Chen (2002) emphasises that learners grow to be better once they are more aware of their learning and choose to do something about that awareness. Additionally, Pintrich (2000) examined the role of motivation in self-regulated learning strategies and the impact motivation had on academic achievement, with the intention of developing more effective strategies for helping learners master this important skill of motivation.

When faced with a learning task, self-regulated learners typically do the following:

- First, learners scrutinize the task and understand task requirements in terms of their current knowledge and beliefs.
- They set task-specific goals, which they will use as a starting point for selecting, adapting, and possibly inventing strategies that will help them accomplish their objectives.
- After implementing strategies, they observe their progress toward goals, in that way generating internal feedback about the accomplishment of their efforts.
- They regulate their strategies and efforts based on their observation of ongoing progress.
- They make use of motivational strategies to keep themselves on task if they become discouraged or encounter difficulties (Paris, 2001).
- They are competent to work with others in the academic context in a manner that will aid them in the achievement of their individual learning goals (Wolters, 2010).
- They formulate decisions about where and when to study, judge their own abilities, and reason about which strategies will be most effective within a given context (Wolters, 2010).

Self-regulated learners have been found to monitor the effectiveness of their strategies and methods for learning and then alter their method of studying accordingly (Rubel, 2008). They are flexible and do not do these tasks just once. Rather, they go through the above list repeatedly, looping back to make adjustments as necessary (Schunk n.d.). Self-regulation refers to the use of processes that activate and sustain thoughts, behaviours, and affections in order to attain goals (Moran, 2007). Paris and Winograd (2003) point out that the educational goal indicates that the most executive self-regulatory function was not to make children think about their own thinking, but instead to use meta-cognitive knowledge. Thus, with the gained knowledge, children are able to guide the plans they make, the strategies they select and the interpretations of their performance, so that awareness leads to effective problem-solving.

There are three components of Self-regulation namely self-observation, self-judgment and self-reaction.

- Self-observation is the deliberate attention to specific aspects of one's own behaviours (Schunk and Zimmerman, 2002). Self-observation involves awareness of thinking. Paris and Winograd (2003) state that part of becoming more self-regulated involves critical awareness of effective thinking and analysis of one's own thinking ability. Examples of a self-regulated learner are planning, monitoring and control.

Planning – a learner who sits down to study may identify how much work needs to be accomplished.

Monitoring – a learner may also think about what has been learned previously regarding the topic and make plans about where and when to read.

Control – there is a noticeable increase in self-regulation among children from 5-16 years of age. Hence parents and teachers are encouraged to support children's independent actions and teach them effective control strategies, as well as help them to resist negative external influences (Xu *et al.* 2010). Paris and Winograd (2003) further argue that children from 5-16 years of age become more and more aware of their own personal knowledge status, and thus they have their own strategies for planning, monitoring and how to control their learning activities.

- Self-judgment is comparing one's current progress toward a goal with a standard (Schunk and Zimmerman, 2002). Self-judgment involves use of strategies.

These strategies enable learners to become much more efficient at learning, but even the brightest learners do not always understand how to study efficiently (Reis, 2004). Strategic learners consider options before choosing tactics to solve problems and then invest efforts in using the strategy. Paris and Winograd (2003) point out that these choices represent self-regulated learning because they are the result of cognitive analysis of alternative methods to problem-solving. In general, good self-regulated learners use a number of different cognitive strategies that help them remember, understand, reason and problem-solve, as well as facilitate attainment of their set goals. For instance, learners would be aware of whether they understand the material and are making adequate progress towards their identified goals (Wolters, 2010).

- 📖 Self-reaction is a process of making evaluative responses to judgments of one's own performance (Schunk and Zimmerman, 2002). Self-reaction involves sustained motivation.

With regard to self-regulated learning, self-perception of the learner's ability to accomplish the task and the potential benefit of their success is a very important instrument. Awareness and reflection can lead to a variety of actions, depending on the motivation of the person. When learners act to avoid failure instead of pursuing success, the situation makes them feel as if they are undermining their own learning ability (Paris and Winograd, 2008). Hence, they consider their performance to be externally regulated, and use self-handicapping strategies or set inappropriate goals which ultimately will de-motivate a learner.

Paris and Winograd (2003) further maintain that although these behaviours are self-regulated and self-directive, they may lead to weakened learning ability and effort, task avoidance and other actions that decrease engagement in learning. Self-regulated learners are viewed as more than usually highly skilled at creating and using different forms of feedback within learning tasks. Hence, these learners are effective at keeping track of their progress and adapting to the feedback they receive in a way that will allow them to continue and complete academic tasks successfully (Wolters, 2010). Chen (2002) has noted that a main feature of self-regulated learning is meta-cognition: this refers to awareness, to knowledge which can be reviewed as declarative knowledge, to procedural knowledge, as well as conditional knowledge and control of cognition. Meta-cognition is defined as cognition about cognition, referring to second-order cognitions (Papaleontiou-Louca, 2008). Chen's theory (2002) proposed three processes, namely:

- 📖 Planning involves setting educational goals and outcomes, as well as task analysis. Self-regulated learners set specific learning or performance outcomes.

- Monitoring involves the effectiveness of learners' learning methods or strategies and response to their evaluations.
- Regulating activities helps learners to direct their attention to and discriminate between effective and ineffective performance, as well as revealing inadequate learning strategies. Hence self-monitoring has been regarded as an essential tool in enhancing learning. It also improves learner's time management, and physical and social environment.

Physical and Social Environment Management: self-regulated learners can attempt to monitor and control their environment, which includes their studying environment (Zimmerman and Martinez-Pons, 2010). Chen (2002) has noted that – although learners do not have as much control over the general classroom context and academic tasks as they do over their own cognition, motivation and behaviour – there are certain aspects of the context that they are able to control. Chen (2002) referred to physical and social environment management as regulating one's physical and social environment, including study environment management and seeking help for assistance.

Locating a place that is silent and moderately free of visual and auditory interruptions – if at all possible a library – so that one can concentrate is the best way of managing one's study area (Wade, Abrami and Sclater, 2005; Zimmerman and Martinez-Pons, 2010). Self-regulated learners tend to restructure their physical environment to meet their needs (Chen, 2002). Although this was previously identified with dependency, substantial current evidence indicates that seeking assistance from others is important and can then lead to self-directed learning (Wade *et al.* 2005).

Time Management: a pivotal aspect of learner's learning involves their use of time (Chen, 2002). Time management involves arrangement, preparation and managing one's own study time (Wade *et al.* 2005; Zimmerman and Martinez-Pons, 2010). Hence, self-regulated learners choose to study in a place where they believe they will be able to concentrate on their work and make good use of their study time. With time planning and management training, learners are trained to better self-regulate their own use of study time and in turn improve their point average (Chen, 2002).

Effort Regulation: Zimmerman and Martinez-Pons (2010) state that effort regulation is the ability to concentrate and strive to achieve desired life-long goals, despite potential interruptions and setbacks. Wade *et al.* (2005) believe that another self-regulatory capability is the ability to deal with failure and build resilience to setbacks. Chen (2002) describes effort regulation as a trend to maintain focus and effort toward goals, despite the major distractions.

Wade *et al.* (2005) argue that effort regulation can also be viewed as an action control strategy. It reflects a commitment to completing one's learning goals by self-directing and regulating one's energy toward themselves. Effort regulation is associated with a belief in effort outcome, namely that success in learning is caused by personal effort and not by personal ability, luck, task or difficulty.

Learners who have been trained in self-regulation processes do tend to evidence greater learning achievement (Wolters, 2010). Zimmerman and Martinez-Pons (2010) state that self-regulated learners have knowledge on how to adjust their effort levels in order to perform their tasks and strive to reach for their goals. Learners also know when to persevere, seek help and stop doing the task. Learned helplessness, apathy, and defiance may also be counterproductive motivational responses to learning that can be overcome with better understanding of self-regulated learning (Chen, 2002).

Learners regulate their own learning by observing what they are able to do, then comparing what they have observed to a standard of some kind and making judgments about the quality of performance, and finally making plans regarding what to do next (Chen, 2002). Chen (2002) contends that self-regulation is neither a measure of mental intelligence that becomes unchangeable after a certain point in life, nor an innate characteristic that is genetically based or formed early in life.

Through experience and self-reflection learners get to learn how to self-regulate themselves. The researcher's point of view towards the self-regulated learning scenario is that self-regulated learning is particularly more appropriate for college learners, as they have great control over their own time schedule and how they approach their studying and learning. Artino (2007) observes that self-regulated learners are more self efficacious regarding learning than learners with poorer self-regulatory skills. As such, self-regulated learners believe that they can use their self-regulatory skills to help those learners with poorer self-regulatory skills to learn.

In summary, academic self-regulation learning includes skills such as the following:

- 📌 Valuing learning and its anticipated outcomes.
- 📌 Setting performance goals.
- 📌 Planning and managing time.



- Holding positive beliefs about one's abilities.
- Attending to and concentrating on instruction.
- Effectively organising, rehearsing, and encoding information.
- Setting up a productive work environment (Paris, 2001).

The following section highlights the assumptions regarding self-regulated learning.

### **2.4.2 Self-Regulated Learning Assumptions**

Learners' individual cognitive characteristics, motivational levels and developmental constraints affect how effective learners learn (Moos and Ringdal, 2012). Barnard-Brak, Lan and Paton (2010) are of the opinion that self-regulated learning is based upon the assumption that learners are capable of acting independently in their own academic activities. There are many different models of self-regulated learning that propose different constructs and mechanisms, but do share some basic assumptions about learning and regulation (Pintrich, 2000).

An active, constructive assumption is one of the common assumptions which follow from a general cognitive perspective (Pintrich, 2000 and McGrew, 2008). This means that all the models without doubt view learners as active, constructive participants in the learning process (McGrew, 2008). Wolters (2010) regards this assumption as self-regulated learning being dependent on the learner having a necessary set of skills or abilities, as well as adaptive attitudes and beliefs that can be taught and learned.

A second, but related, assumption is the potential for control assumption, which states the importance of setting goals or having performance standards (Wolters, 2010). All the models assume that learners can potentially monitor, control and regulate certain aspects of their own cognition, motivation and behaviour, as well as some features of their environments (Pintrich, 2000 and McGrew, 2008). But this assumption does not necessarily mean that all individuals are capable of their behavioural motivation, as well as monitoring and controlling their cognition all the times – whereas monitoring, control and regulation in classroom contexts is possible.

A third general assumption of self-regulated learning is the goal, criterion or standard assumption (Pintrich, 2000). Individual learners know how to set goal standards to strive for in their learning, monitor their progress toward these goals, and then adapt, as well as regulate, their cognition, motivation and behaviour in order to reach their goals. Wolters (2010) maintains that learners have the potential to manage their own academic operations at least some of the time and in some contexts. A common sense example is the thermostat operation for the heating and cooling of a house. Once a desired temperature is set, the thermostat monitors the temperature of the house and then turns on or turns off the heating or air conditioning units in order to reach and maintain the required standard (Pintrich, 2000).

A fourth general assumption of most of the models of self-regulated learning is that self-regulatory activities are mediators between personal and contextual characteristics and actual achievement or performance (Pintrich, 2000). Most models of self-regulation assume that self-regulatory activities are directly linked to outcomes such as achievement and performance (Nicol and Macfarlane-Dick, 2006). Wolters (2010) further maintains that the importance of individuals' cultural, demographic, or personality characteristics, as well as contextual characteristics of the classroom environment, can be understood through their impact on learner' self-regulated learning. It is important that teachers, as well as parents, learn how to identify the needs of learners and their own professional learning needs.

The following section briefly discusses self-regulation development.

### **2.4.3 The Development of Self-Regulation**

The self-regulated learning processes do not appear automatically in learners. Rather, learners become more proficient self-regulators as a function of cognitive development and learning (Schunk and Zimmerman, 2002). Florez (2011) further maintains that self-regulation skills develop gradually, so it is important that adults hold developmentally appropriate expectations for the children's behaviour. Schunk and Zimmerman (2002) maintain that development of self-regulation depends heavily on the use of self-regulatory speech. Abromitis (2010) argues that teachers develop self-regulated learners by discussing, modelling and reinforcing the thinking behaviours that characterise self-regulation. This is also emphasized by Hammann (2005) who asserts that

increasing self-regulation involves usage of speech and other cognitive tools such as planning, monitoring and directing one's activities.

As children develop, they begin to use self-regulation skills without elders' assistance. They develop strategies to manage incoming information, choose appropriate responses and maintain levels of arousal that allow them to actively participate in learning (Florez, 2011). Teachers encourage meta-cognitive feedback after a lesson by asking learners to self-reflect and evaluate what went well and what needs improvement in their learning process (Abromitis, 2010). The absence of self-regulation in learning can be one of the most negative experiences encountered by high-potential learners. Hence learners are at greater risk of dropping out or failing because they attribute their learning problems to lack of ability (Florez, 2011).

The figure below illustrates the development of self-regulation.

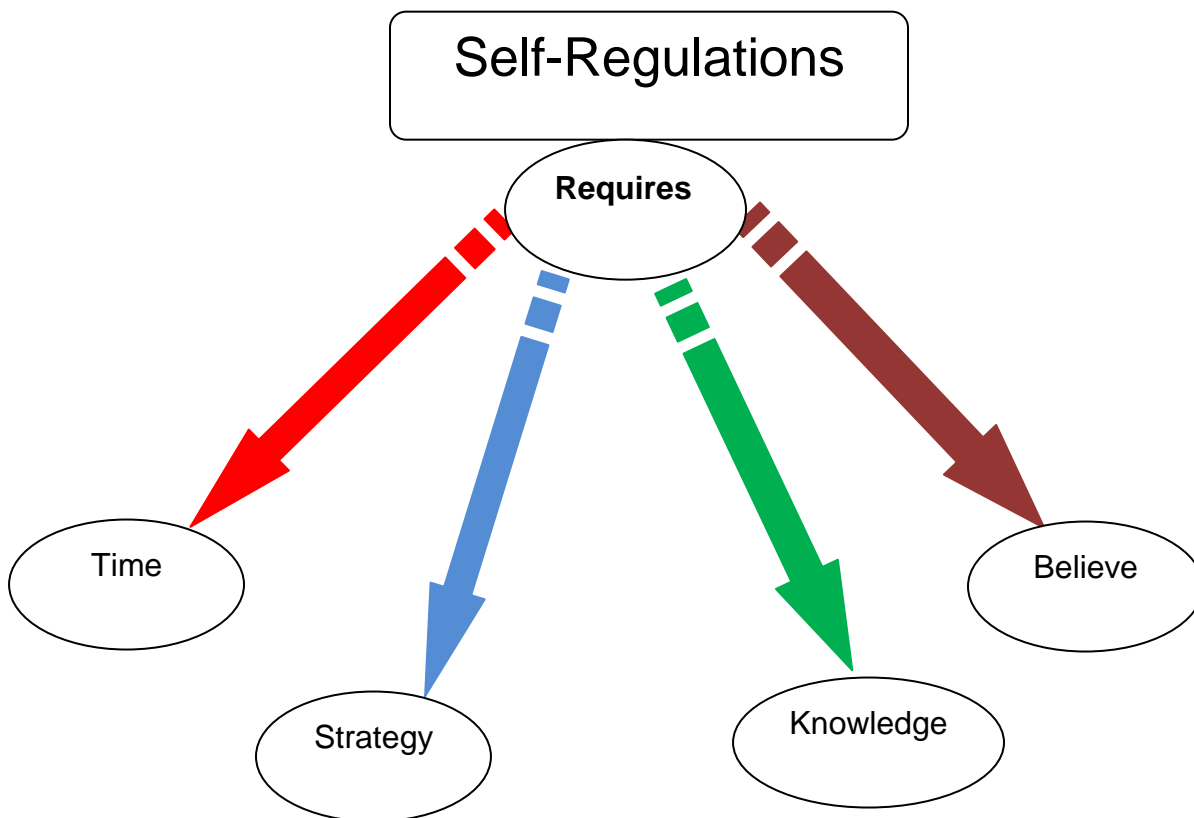


Figure 2.2: The Development of Self-Regulation

Source: Santangelo, Harris and Graham (2008).

Figure 2.2 reveals the development of self-regulation which refers to learners' ability to understand and control their learning. Self-regulated learners necessitate spending enough time on their learning task, developing self-regulation strategies and accumulating an integrated knowledge base by making an effort to learn and persist when learning is difficult.

The development of self-regulation can be influenced by different factors (of which only three are listed here: namely, cognitive development, motivation and classroom contexts) and through developing a collection of strategies appropriate to achieve academic goals (Pintirch, 2000). It is believed that self-regulated learning takes place in the adolescence stage, but can emerge earlier in life through methods such as scaffolding and guided learning (Xu *et al.* 2010). Hence, if given general cognitive developmental changes, such as encouraging independent action and the changes in the classroom context, learners adopt more sophisticated self-regulated learning skills (Mih and Mih, 2010).

There are learners who do not develop self-regulated strategies at all, even some of those more successful ones who go on to college. As a result there is an urgent need to develop explicit instructional strategies and learning programmes to help learners learn about self-regulation and develop expertise in regulating their learning (Schunk and Zimmerman, 2002). When children routinely self-regulate without adult assistance, they have internalised self-regulation (Florez, 2011). Bronson (2000) has described internalisation as a process in which children progress from co-regulating behaviour with an adult to doing so independently.

It is important that learners are motivated to become self-regulated. As a result, learners must feel confident that they can perform the tasks given to them perfectly and effectively within a speculated period of time. Abromitis (2010) notes that children, who become self-regulated learners in the process, will be successful as learners and as adults because they will have mastered the personal skills and necessary strategies for controlling their own behaviours, interest and future. Learners must show and be interested in and value the classroom tasks, as well as find those tasks important for their own benefit (Schunk and Zimmerman, 2010).

Learners who are focused on achieving their set learning goals, understanding and showing self-improvement are more self-regulated than those who only try to look more intelligent than others. Thus, to develop self-regulation skills, children need many opportunities to experience and practice with adults and capable peers (Florez, 2011). It is highly important that individuals should know how to self-regulate their own learning and that fostering self-regulated learning becomes an important goal for all educational systems.

Self-regulation is important for all learners as well as teachers. It is the process by which they seek feedback on their efforts to learn and persist when learning is difficult.

The following section discusses the role of self-regulated learning in contextual teaching.

#### **2.4.4 The Role of Self-Regulated Learning in Contextual Teaching**

Teachers are pressed to extend their craft to prepare more diverse learners for the challenge of work and life beyond school. Hence, they strive to provide more authentic instructional contexts and activities than traditional knowledge-based curricula (Paris and Winograd, 2003). Successful teachers have to be reflective and analytical in relation to their own beliefs and practices.

For this reason, Paris and Winograd (2003) argue that teachers should acquire a deep understanding of cognitive and motivational principles of learning and teaching. The role of self-regulated learning in contextual teaching examines how teachers can model and promote self-regulated learning for learners.

##### **Principles and Practices for Teacher Preparation**

Deeper understanding of the cognitive, motivational, and situated characteristics of learning can help teachers design better instruction, so that they can help their learners to develop and apply learned self-regulated learning skills to any given learning situation (Reis, 2004). Paris and Winograd (2003) argue that schools are failing to help children acquire the knowledge, skills, and dispositions that are crucial for life outside school, as well as in the workplace, and those challenges are:

- How to make the learning in schools more authentic, more useful, and more contextualised for learners, so that they are equipped to solve problems that they confront in and beyond school.
- How teachers can manoeuvre ways of connecting schools to real life situations, so that all learners are successful once they leave the classroom.
- How teachers can provide learners with the skills and motivation to be self-regulated and life-long learners (Paris and Winograd, 2003).

Teachers can help their learners become more autonomous, strategic, and motivated in their learning so that they can apply their efforts and strategies in a variety of meaningful contexts beyond school (Paris and Winograd, 2003). When new teachers have acquired an understanding of the social and situated nature of learning, then they must plan, implement, reflect upon and revise lessons (Berns and Erikson, 2001). Teachers also need to understand their own thinking to become more effective in nurturing the thinking of their learners (Feiman-Nemser, 2001)

The following section discusses what self-regulation of thinking and learning is.

#### **2.4.5 What is Self-Regulation of Thinking and Learning?**

The term *self-regulated learning* emphasises the emerging autonomy and responsibility of learners to take charge of their own learning (Zimmerman, 2001). Self-regulation can also be defined as the process whereby individuals are setting goals for themselves and engaging cognitive behaviours guiding them to goal completion (Toussi, Boori and Ghanizadeh, 2011). Chen (2002) has noted that self-regulated learning ensures meta-cognitively, motivationally and behaviourally active participants in their own learning process.

On the other hand, Artino (2007) defines self-regulated learning as an active constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation and behaviour, guided and constrained by their goals and the contextual features of the environment. Artino (2007) went further by identifying the characteristics of active participants who efficiently control their own learning experiences in many different ways including:

- establishing a productive work environment and using resources effectively;
- organising and rehearsing information to be learned;
- maintaining positive emotions during academic tasks;
- holding positive motivational beliefs about their capabilities; and
- value learning and factors that influence learning (Artino, 2007).

The more those teachers understand about their own thinking, the better they can model self-regulation learning skills to learners. Understanding self-regulation can help teachers make thinking public and visible (Paris and Winograd, 2003). Understanding the nature of self-regulation and how it is nurtured opens up a world of possible roles and relationships between teachers and learners. Paris and Winograd (2003) further maintain that metaphors of teaching as coaching and

mentoring emphasise how teachers design and scaffold experiences that lead learners to emulate the wisdom of teachers.

It is important to set up conditions that are responsive to the ways in which teachers teach, such as promoting meta-cognitive and self-regulatory processes that help learners define goals and then monitor their progress. In general, self-regulation involves awareness of effective thinking and analyses of one's own thinking habits, as well as developing a repertoire of strategies for learning, studying, controlling emotions and pursuing learning goals (Paris and Winograd, 2003).

The section below briefly discusses the importance of self-regulation for teachers

## **2.5 THE BENEFITS AND IMPORTANCE SELF-REGULATION FOR TEACHERS**

As Paris and Winograd (2003) point out, self-regulation is highly crucial for teachers because teaching requires much problem-solving and development. Teachers normally come across many problems and challenges daily in their teaching careers that are complex and rarely straightforward (Paris and Winograd, 2003). Teaching teachers facts and rigid decision-making models is less effective than nurturing within teachers the capacity and skills to deal with the difficult problems of the real world (Paris and Winograd, 2003).

The elements of reflective practice include:

- recognising educational dilemmas;
- responding to a dilemma by recognising both the similarities to other situations and the unique qualities of the particular situation;
- framing and reframing the dilemma;
- experimenting with the dilemma to discover the implications of various solutions;
- examining the intended and unintended consequences of an implemented solution; and
- evaluating the solution by determining whether the consequences are desirable (Paris and Winograd, 2003).

Self-regulation is important for teachers because it enhances a teacher's ability to be reflective and provides additional insights into the issues of teaching and learning. Zumbrun, Tadlock and Roberts (2011) further maintain that knowing about the teacher's own thinking, their developing effective strategies and their sustaining their own motivation will be very crucial for those teachers who are interested in making schooling more relevant to the outside world.

Teachers need to examine their current strategies to determine if their practices reflect realistic expectations regarding self-regulation skills. Thus, unless teachers are confident that they will be given the support they need to develop and turn principles into more effective practices to promote learner's self-regulated learning, those efforts will be fruitless.

The following section discusses self-management approaches to problem-solving.

### **2.5.1 Self-Management Approaches to Problem-Solving**

Self-regulated learners do not follow a plan of action, but adapt to changing conditions and know what to do when they encounter problems (Zumbrun *et al.* 2011). It is the flexible responses to unforeseen circumstances that typify self-regulation, and it is important to note that self-regulated learners do not lose sight of their goals or lose positive perceptions of them when things do not unfold as planned (Paris and Winograd, 2003). The following are the self-management approaches to problem-solving.

- Setting appropriate goals that are attainable, yet challenging, are most effective when chosen by the individual and when they embody a mastery orientation rather than a performance goal;
- Managing time and resources through effective planning and monitoring is essential for setting priorities, overcoming frustration, and persisting to task completion;
- Reviewing one's own learning, revising the approach, or even starting anew, may indicate self-monitoring and a personal commitment to high standards of performance (Paris and Winograd, 2003).



Failure is defined by learners and teachers within classrooms in different ways and suggestions have been made to teach learners to think in terms of “constructive failure”. In this approach, everyone fails frequently, but the stigma is removed when learners realise that it is the response to failure, not failure itself, that is important. Hence, the problem-solving approach emphasises identifying a problem and developing a strategy to deal with such problem (Cleary and Zimmerman, 2004). The self-regulated learner analyses reasons why learning did not occur as planned and then revises the approach to circumvent the problem. This illustrates both flexibility and persistence as important featured elements of self-regulated learning, but it also signals high personal standards and a mastery orientation. When the task is completed or an obstacle encountered, for instance a computer disk crashes, the self-regulated learner is willing and able to start over with a better plan (Zumbrun *et al.* 2011).

Teachers need to understand how different learners react to failure, how they interpret failure, and why they are willing or not willing to start over because it is not just “high” or “low” motivation at issue (Paris and Winograd, 2003). Feelings of efficacy and positive expectations can lead to examining possible causes for failure, inventing new approaches, and persisting until the goal is reached (Bronson, 2000). Teachers can empathise with learners better if they have experienced failure, so they need to participate in exercises in which some people perform poorly and must explain their performance and what they will do differently next time. These activities prevent withdrawal and promote the seeking of alternative solutions. They also show that failure is common and not necessarily an indication of low personal ability (Paris and Winograd, 2003).

The following section discusses different ways of teaching self-regulation.

### **2.5.2 Different Ways of Teaching Self-Regulation**

Self-regulation learning is flexible and adaptive. Hence different kinds of strategies and motivation should be applied for different learners. Just as teaching begins with the learner and not the curriculum, so self-regulated learning begins with the learner and not a list of tactics (Paris and Winograd, 2003). Self-regulation can be promoted in different ways, mainly by modeling and by activities that enhance reflective analysis of learning (Zumbrun *et al.* 2011), for example:

- Using tools to evoke reflection and meta-cognitive understanding, such as using journal writing as an avenue for self-exploration and self-discovery;
- Conferences can be focused on cooperative projects, report cards and grades, planning and brainstorming, and other classroom events, but in all the endeavours the focus of the conference can include analyses of thinking, learning, and teaching (Zumbrun *et al.* 2011).

Self-regulation can be promoted by assessing, charting, and discussing evidence of personal growth. Assessments of growth are closely aligned with journals and conferences because they are all tools for promoting reflection on progress and learning. Portfolios are examples of an assessment tool that could promote self-regulated learning (Paris and Winograd, 2003). Records show how periodic self-appraisal can lead to feelings of pride or renewed efforts which enhance self-confidence (Zumbrun *et al.* 2011).

## **2.6 CONCLUSION**

The influence of parental involvement, as well as support, arises from parental values and educational aspirations. Parental involvement, especially in the form of parental values and aspirations developed in the home, is the most important force shaping learners' achievement towards self-regulated learning and adjustments to their own behaviours.

These are demonstrated continuously through parental support and enthusiasm that enhance positive parenting styles. These in turn are reflected by the learners' self-motivation, self-esteem and educational aspirations. In short, self-regulated learners are motivated, independent and meta-cognitively active participants in their own learning. Just as teachers are skilled in the art of teaching, they also require knowledge and skills to effectively communicate with their parent community. The following chapter highlights the research methodology applied to this study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

The research process begins with determining what is to be achieved, followed by selecting the most appropriate methodology to be used. The research methodology chosen responded to the research questions presented in chapter one. The research design, population and sample, including data collection techniques, were described in this chapter. Furthermore, the chapter reviewed the procedures on data processing and analysis, along with the description of the statistical techniques applied.

The section discusses the research methodology and design.

#### **3.2 RESEARCH METHODOLOGY AND DESIGN**

Research methodology basically involved the procedures used to collect and analyse data (McMillan and Schumacher, 2010b). The term research methods commonly encompassed a variety of procedures, including general approaches to data collection, information-gathering techniques and ways of interpreting data (Thomas, 2003). Leedy and Ormrod (2010) have noted data as a link between absolute truth and the researcher's inquiring mind. Data contained pieces of the truth, but in a rather unrefined state. In order to extract meaning from that data, research methodology was employed. The research methodology to be used for a particular research problem should always take into account the nature of the data that would be collected in the resolution of the problem (Leedy and Ormrod, 2010).

There were two types of research approaches employed in this study, namely quantitative and qualitative. Quantitative and qualitative approaches are not only compatible, but mutually supportive of each other. Quantitative research investigates the quantity of something, rather than its quality (Fraenkel and Wallen, 2008). Fraenkel and Wallen (2008) further explain qualitative research as a study that explores the quality of relationships, activities, situations or materials

rather than their quantity. Gay *et al.* (2009) state that quantitative research is the collection, numerical description of data analysis, explanation, prediction and or control phenomena of interest, but that it entails more than just the use of numerical data. Gay *et al.* (2009) further explain qualitative research as the collection, analysis and interpretation of complete narrative and visual data to gain insights into a particular trend of interest. Quantitative methods focused attention on measurements and amounts of the characteristics displayed by the people and events that the researcher studied. Qualitative methods, on the other hand, involve a researcher describing kinds of characteristics of people and events without comparing events in terms of measurements or amounts (Thomas, 2003).

The purpose of quantitative research was to establish, confirm, or validate relationships and to develop an overview that contributes to existing theories. The qualitative researcher, on the other hand, seeks a better understanding of complicated situations through observation, as the study is exploratory in nature (Leedy and Ormrod, 2010). Quantitative research is a research paradigm in which objective data are gathered and analysed numerically, whereas qualitative research is a type of research that refer to an in-depth study using face to face or observation techniques to collect data from people in their natural settings (McMillan and Schumacher, 2010b).

The main difference between the two methodological approaches manifested itself in the way in which data would be collected and their results would be presented. Research findings in quantitative research were presented in the statistical form, while in qualitative research it was presented in the narrative form. This research study would incorporate both quantitative and qualitative research methods. The study was intended to investigate the relationship between parental support and self-regulated learning behaviour of grade 12 learners in Lejweleputswa

The survey instrument would be developed based on literature which indicated that parental support was an important consideration in learners' self-regulated learning behaviour. This section described the design of the study, including the selection and description of the site, the role of the researcher, the initial entry for questionnaires, interviews, the time and length of the study, the number of participants and how they were selected, and data collection and analysis strategies.

Following is a brief discussion of the research design employed in this study.

### 3.2.1 Research Design

A design is a general strategy for conducting a research study. It is determined by the nature of hypothesis, the variables involved and any environmental constraints that contributes to the selection of the research design (Gay *et al.* 2009). McMillan and Schumacher (2010b) further maintain that the research design describes the procedures for conducting the study, including when, from whom and under what conditions the data will be obtained. Research designs indicates the general plan of how the research is set up, what happens to the subjects and what methods of data collection and analyses are used (McMillan and Schumacher, 2010a). The purpose of a research design is to specify a plan for generating empirical evidence to be used to answer the research questions. By implication, McMillan and Schumacher (2010a) contend that research design answers the following questions:

- Whom to be studied? – The target population or sample. Grade 12 learners and teachers, as well as grade 12 learners' parents.
- What to observe? The relationship between parental support and self-regulated learning behaviour will be observed.
- When will observation be made? The study was conducted outside normal tutoring hours.
- How will data be collected? Data was gathered through questionnaires and unstructured interviews.

The aim was to use a design that would result in drawing the most suitable, convincing conclusions from the answers to the research questions. Research design was extremely important because certain limitations and cautions in interpreting the results relate to each design. Furthermore, the research design determines how the data should be analysed (McMillan and Schumacher, 2010b). Mixing these research methods involved using more than one method in a single study. Such research can elucidate the relationships found to exist between variables, as well as explore these relationships in depth (Fraenkel and Wallen, 2010).

The mixed method research design was employed in this study.

### 3.2.1.1 Mixed Method Design

The mixed method research design involved the use of both quantitative and qualitative methods in a single study as it would provide a more complete understanding than the use of either approach alone (Fraenkel and Wallen, 2010). By combining the quantitative data and qualitative data, a more complete understanding of the relationship between the variables could be obtained and incomplete, inconsistent or unexplained findings could be clarified and resolved (McMillan, 2012). McMillan and Schumacher (2010a) further maintained that the use of mixed method designs provided for a more complete investigation as they combined both quantitative and qualitative methods together.

Gay *et al.* (2009) maintained that the mixed method research designs combined quantitative and qualitative approaches by including both quantitative and qualitative data in a single study. Gay *et al.* (2009) further maintained that the purpose of mixed method research was to build on the synergy and strength which existed between quantitative and qualitative research methods, hence understanding a phenomenon more fully than was possible using either quantitative or qualitative methods alone. In addition, the use of mixed methods capitalized on what has been viewed as the strengths of one method in such a way that they compensated for what have typically been viewed as the weaknesses of the other method (McMillan, 2012).

Mixed method designs were also helpful when the results of quantitative data collection and analysis did not adequately explain the outcomes, and additional data were needed to help interpret the findings (McMillan, 2012). The mixed method design furthermore helped to confirm relationships discovered between variables to ascertain whether they converged on a single interpretation of a phenomenon (Fraenkel and Wallen, 2010). The relative emphasis given to any particular method could vary widely. Studies could involve primarily one method with a small contribution of another method, or could give the methods about the same weight. The focus of this study would be on the explanatory type of mixed research method. This research design was also known as the QUAN-qual model (Gay *et al.* 2009).

Following section highlights the QUAN-qual model design.

### 3.2.1.2 The QUAN-qual Model

In the QUAN-qual model, quantitative data were collected first and were more heavily weighted than qualitative data. Hence, the findings of the quantitative study determined the type of data collected in a second study (Gay *et al.* 2009). On the other hand, qualitative data collection, analysis and interpretation would be used to help further elaborate the quantitative results (Gay *et al.* 2009). McMillan and Schumacher (2010b) further maintained that, in an explanatory research design, quantitative data were collected first and qualitative data were gathered second in order to elucidate and elaborate on the quantitative findings.

This research study was more heavily weighted towards the quantitative method than qualitative methods. This implied that the qualitative method would be used to follow up and refine the quantitative findings. Questionnaires were sent out to grade 12 learners and their teachers to respond on the impact and relationship between parental support and learners' self-regulated learning behaviour. On the other hand, parents were interviewed on their support of their children's education. The two types of data were analysed separately, with the results of the qualitative analysis used to expand upon the results of the quantitative study (Fraenkel and Wallen, 2010). This research study would be used to assess the relationship between parental support and self-regulated learning behaviour of grade 12 learners. A large group of teachers and learners responded to questionnaires to determine the extent to which parents offered their support of their children's education.

In the second phase, parents were selected who represent extremely high or low support systems for their children's education. These parents were interviewed to determine why some parents did not provide support for their children's education despite the fact that the South African School Act of 1996 encouraged them to do so. Thus, the qualitative phase would be used to augment the statistical data and hence explained the parents' situation with regard to their support of their children's education.

The table below presented comparisons between quantitative and qualitative research by Leedy and Ormrod (2010) explaining qualitative and quantitative research which was parallel to each other. It therefore became obvious why the researcher decided to make use of a combination of quantitative and qualitative research methods in order to achieve better results.

**Table: 3.1 Comparisons between Quantitative and Qualitative Research**

<b>Question</b>	<b>Quantitative</b>	<b>Qualitative</b>
What is the purpose of the research?	- to envisage the relationship between parental support and Grade 12 learners' self-regulated learning behaviour.	- to elucidate why some parents did not offer support for their children's education despite the fact that the South African School Act of 1996 encouraged them to do so.
What is the nature of the research process?	-Focused -Known variables -Established guidelines -Predetermined methods -Somewhat context-free -Detached view	-Holistic -Unknown variables -Flexible guidelines -Emergent methods -Context-bound -Personal view
What are the data like, and how are they collected?	-Numeric data -Grade 12 teachers and learners of the selected schools in the Lejweleputswa district. -Closed-ended questionnaires	-Textual - very few selected grade 12 learners' parents in the Lejweleputswa district who represented extremely high or low support systems for their children's education were interviewed. - Unstructured interviews.
How are data analysed to determine their meaning?	-Chi-square test -Deductive reasoning	-themes and categories -Inductive reasoning
How are the findings communicated?	-Numbers -Statistics, aggregated data -Formal voice, scientific style	-Words -Narratives, individual quotes -Personal voice, literary style

Source: Leedy and Ormrod (2010)

A brief discussion of quantitative research follows.



### 3.2.1.3 Quantitative Research

Quantitative research designs emphasised objectivity in measuring and describing phenomena. Quantitative research is a research paradigm in which objective data are gathered and analysed numerically (McMillan and Schumacher, 2010a). In this way, the research designs take full advantage of detachment by using numbers, statistics, structure and control. The research designs also involved gathering and interpreting information from the viewpoint of kinds of objects, ideas or events. Thomas (2003) further maintained that quantitative research methods involved collecting and interpreting information from the viewpoint of amounts, frequencies or magnitudes of objects, ideas or events. This was also emphasised by Gay *et al.* (2009) who asserted that quantitative research was the collection and analysis of numerical data to describe, explain, predict or control phenomena of interest.

At the beginning of this study, the researcher stated the hypothesis to be examined and identified the research procedures that would be used to carry out the study. The researcher maintained control over contextual factors that might interfere with the data collection and specified a sample of participants large enough to provide statistically meaningful data (Gay *et al.* 2009). Good research design and good data analysis assisted in the process of associating ideas and coming to a conclusion (Balnaves and Caputi, 2001).

Quantitative design is classified into two categories namely:

- experimental and
- non-experimental

In this research study, the focus would be more on the non-experimental research design which described the phenomena and observed relationships between different phenomena without any direct manipulation of conditions that were experienced (McMillan and Schumacher, 2010a).

A brief discussion of correlation research follows.

#### **3.2.1.4 Correlation Research**

In this research study, Pearson correlation coefficient research was carried out to help explain the relationship between parental support and self-regulated learning behaviour of grade 12 learners from selected schools in the Lejweleputswa District. Correlational research was concerned with assessing relationships between two or more phenomena (McMillan and Schumacher, 2010b). The relationship measured was an affirmation regarding the level of involvement between the variables of interest.

A correlational study analyzed the point at which differences in one variable were related to differences in one or more other variables. A correlation existed if, when one variable increased, another variable either increased or decreased in a rather expectable manner (Leedy and Ormrod, 2010). In this research study, gathered data would reflect specific measurements of the variables in question.

Correlational research was also sometimes referred to as a form of descriptive research, because it described an existing relationship between variables (Fraenkel and Wallen, 2010). A correlational study explained the extent to which two or more quantitative variables were correlated by using a correlation coefficient (Gay *et al.* 2009). When a correlation was found to exist between two variables, it meant that scores within a certain range on one variable were associated with scores within a certain range on the other variable (Fraenkel and Wallen, 2010).

The following table highlights the classification of variables.

**Table 3.2: Classification of Variables**

<b>Independent Variables (Categorical)</b>	<b>Dependent Variables (Continuous)</b>
Age	Metacognitive
Gender	Metacognitive
Type of the school	Metacognitive
Location of the school	Metacognitive
Age	Involvement and Support
Gender	Involvement and Support
Type of the school	Involvement and Support
Location of the school	Involvement and Support
Age	Developmental Support
Gender	Developmental Support
Type of the school	Developmental Support
Location of the school	Developmental Support
Age	Resources
Gender	Resources
Type of the school	Resources
Location of the school	Resources

A brief discussion of qualitative research follows.

### **3.2.1.5 Qualitative Research**

Qualitative research designs emphasised gathering data on naturally occurring phenomena. This research study used methods that were distinct from those used in quantitative designs (McMillan and Schumacher, 2010a). This was a type of research which referred to an in-depth study using face-to-face interviews or observation techniques to collect data from people in their natural settings (McMillan and Schumacher, 2010b).

This was also emphasised by Gay *et al.* (2009), who asserted qualitative research design to be the collection, analysis and interpretation of comprehensive narrative and visual data to gain insights about the way things were, why they were that way and how the participants in the setting observed them. Research studies that investigated the quality of relationships, activities, situations or materials were frequently referred to as qualitative research (Fraenkel and Wallen, 2010). Leedy and Ormrod (2010) further maintained that qualitative research pursued a more friendly acquaintance with the different feelings, motivations and individual qualities of people, and that the main purpose of this method was to discover situations in the way that they were experienced, as well as understood, by participants. White (2007) believed that qualitative research was more concerned with the understanding of social phenomena from the perspectives of the participants.

This type of research's focal point was to describe in detail all of what went on in a particular situation, rather than to compare the effects of a particular behaviour. Most of these data were in the form of words rather than numbers. In this instance, grade 12 learners' parents would be answering the question why some parents did not offer their support of their children's education despite the fact that the South African School Act of 1996 encourages them to do so.

The following section highlights the case study research method.

### **3.2.1.6 Case Study Research**

Case Study Research is a type of qualitative research in which in-depth data are gathered relative to a single individual for the purpose of learning more about a poorly understood situation (Leedy and Ormrod (2010). Leedy and Ormrod (2010) further maintain that case study research is useful for investigating how an individual or program changes overtime as a result of certain circumstances. Its major weakness is that one cannot be sure that the findings are generalizable to other situations especially when only a single case is involved.

Terre Blanche, Durrheim and Painter (2006) are of the opinion that case studies are intensive investigations of particular individuals and are defined as ideographic research methods, methods that study individuals as individuals rather than as members of a population. Ghauri and Gronhaug (2010) point out that a case study involves data collection through sources such as verbal reports, personal interviews and observation as primary data sources. Case study is a method used to

study an individual in a unique setting or situation in an intense and detailed situation (Salkind, 2009). Yin (1994) as cited by Ghauri and Gronhaug (2010) compare the case study method with experiments and suggested three situations where case study is the preferred method:

- Case study method can be used for a critical test of theory and its applicability to the organization as the researcher was very interested in the existing condition surrounding the parents as much as the parents themselves.
- Case study can also be used to compare and contrast e.g in this case the researcher compared and contrasted the influence of parental support on their children's self-regulated learning behavior.
- Case study method can also be used to study a situation or an organization which has rarely been studied and is unique in its nature. The researcher opted for the case study method hoping to learn something new and very important from the interviewees' responses.

Quantitative data was statistically orientated, while qualitative data was more informative, included reasoning, and consisted of a small sample. Mixing these research methods involved using more than one method in a single study. Such research could elucidate the relationships found to exist between variables, as well as explored these relationships in depth (Fraenkel and Wallen, 2010).

The following section highlights the data collection procedures used in the study.

### **3.3 DATA COLLECTION PROCEDURES**

This section examines the techniques employed to collect data in this study. Data collection is an important aspect of any type of research study. Data collection methods for impact assessment vary – they can either be quantitative methods or qualitative methods (Jones, 2008). The chapter further entailed reviewing data collection procedures, which included the compilation of questionnaires and administering them to the population, as well as how the population was sampled, and how interviews were conducted. This was carried out after ensuring the viability of the study by means of a pilot study.

The quantitative data collection methods relied on random sampling and structured data collection instruments. They produced results that were easy to summarise, compare and generalise. The accuracy of conclusions drawn from a sample was seriously affected by the sampling procedures used. Quantitative research is concerned with testing hypotheses derived from theory and estimating the size of a phenomenon of interest (Jones, 2008). In this study, teacher and learner questionnaires (cf. Appendices 6 & 7) were used to collect quantitative data.

Following section highlights the brief summary of questionnaires.

### **3.3.1 Questionnaires**

A questionnaire is a written document containing questions that are used to obtain subjects' perceptions, attitudes, beliefs, values, perspectives and other traits (McMillan, 2012). The questionnaire is the most widely used technique for obtaining information from subjects in educational research. A questionnaire is relatively economical, has the same questions for all subjects and can ensure anonymity (McMillan and Schumacher, 2010a). McMillan (2012) further maintains that questionnaires are used extensively because they provide an efficient way to obtain information about a wide range of research problems. This statement implied that to obtain comparable data from all participants, the researcher must ask each respondent the same questions. Gay *et al.* (2009) further argue that a questionnaire is a written collection of survey questions to be answered by a selected group of research participants.

Two questionnaires were constructed to gather information from both learners and teachers. The use of the likert scale helped to provide an ordinal measure of a respondent's attitude (Rambuda, 2002). In this study the likert scale consisted of never, sometimes, often and always. The teacher questionnaire (cf. Appendix 5) elicited biographical information, as well as perceived parental support of self-regulated learning behaviour. The learner questionnaire (cf. Appendix 6) elicited biographical information, perceived parental support of self-regulated learning behaviour, metacognitive, involvement and support, developmental support and resources.

Learners' self-regulated learning questionnaires (cf. Appendix 6 items 51-67) were adapted from a manual for the use of the Motivated Strategies for Learning Questionnaire (MSLQ) cited by Chen (2002), but were modified to suit the South African setting. Questionnaires were sent to one hundred and eighteen teachers. One hundred and three questionnaires were returned. This

indicated a return rate of 87.2 %. Two Hundred and forty questionnaires were sent to learners and two hundred and eighteen questionnaires were returned. This indicates a return rate of 90.8%. A response return rate is the percentage of questionnaires that participants return to the researcher (Creswell, 2012). Gay *et al.* (2009) point out that the higher the percentage of returned questionnaires, the better the study. Gay *et al.* (2011) further maintain that anything above 50% increases the confidence with which the researcher will speak about the findings as generalisable to the population from which the sample was developed.

Creswell (2012) believes that a high response return rate creates a stronger claim in generalising results from the sample to the population. As a follow-up exercise, interviews were conducted only with selected parents. The researcher requested permission from the Free State Department of Education to conduct a research study which was attempting to investigate the relationship between parental support and self-regulated learning behaviour of grade 12 learners from the selected schools in Lejweleputswa. When approval was granted by the Free State Department of Education, the researcher made appointments with the principals.

The researcher briefly explained what the project entailed, as well as what was expected of the participants. The questionnaires were handed to the principals to distribute to grade 12 teachers and learners, who were given at least three working days to complete them. The use of questionnaires is less cost effective when compared to face-to-face interviews. Although a questionnaire suggests a list of questions, there are many different types of questions. The focus was on close-ended questions. Questionnaires are very commonly used instruments in surveys.

The instructions provided to participants with regard to the completion of the questionnaire are very important and are discussed further.

### 3.3.1.1 Information for the Completion of the Questionnaires

The main aim was to make clear what was expected from the respondents and how they should complete the questionnaires. Information was well-defined and concise. The information that was given in the questionnaires was as follows:

- 🎬 Respondents were informed that the study attempted to investigate the relationship between parental support and grade 12 learners' self-regulated learning behaviour in the Lejweleputswa District;
- 🎬 Respondents were also informed that the study was likely to provide interesting and useful information which could be of a supportive nature to the Free State Department of Education in general and to the teachers and learners in particular;
- 🎬 Respondents were notified that the survey was approved by the Free State Department of Education;
- 🎬 The researcher displayed her gratitude for the responses and assured the respondents that their responses would remain completely confidential and anonymous;
- 🎬 In closed-form statements, the respondents were requested to answer by making a circle over the appropriate number in the space provided;
- 🎬 Respondents were given a date on which the researcher would collect the questionnaires from them; and
- 🎬 Respondents were thanked in advance for their co-operation.

After the questionnaires were constructed and finalised, they were administered to their respective respondents. The following was a brief summary of the qualitative data collection methods. The qualitative data collection methods played a significant role in impact evaluation by providing information useful to understand the processes behind observed results and to assess changes in people's perceptions of their well-being (Jones, 2008). Furthermore, qualitative methods could be employed to improve the quality of survey-based quantitative assessments through: the generation of the hypothesis assessments, strengthening the design of survey questionnaires and clarifying quantitative evaluations findings.

These methods were characterized by the following attributes:

- 🎬 They tend to be open-ended and have less structured protocols;
- 🎬 They relied more heavily on interactive interviews;
- 🎬 Triangulation was used to increase the credibility of their findings; and



- Findings were not generalisable to any specific population; rather each case study produces a single piece of evidence that can be used to seek general patterns among different studies of the same issue (Jones, 2008).

The focus of this study was on unstructured interviews. The section below highlights more information on the interviews.

### **3.3.2 Interviews**

The interview is a form of data collection in which questions are asked orally and subjects' responses are recorded, either verbatim or summarized (Vijayalakshmi and Sivapragasam, 2008). Interviewing was the most important data collection technique as it enabled a qualitative researcher to enter imaginatively into the inner life of a stranger. There was direct verbal interaction between the interviewer and the participant, which has both advantages and disadvantages compared to self-report tests, inventories and questionnaires (McMillan, 2012). Compared to questionnaires, interviews usually achieve higher return rates.

Interviews are vocal questionnaires, even though they differ from questionnaires because they involve direct interaction between individuals (McMillan and Schumacher, 2010a). Fraenkel and Wallen (2010) argue that a face to face interview is the most effective way of enlisting the cooperation of the participants in a survey because connection can be established. Furthermore, the researcher is able to enlighten the meaning of some of the questions to the participants and to follow up on unclear or incomplete answers to the questions (Fraenkel and Wallen 2010).

The interviewing strategy used in this study was the open-ended interview. It served the purpose well, as the exact wording and sequence of questions was determined in advance and hence all interviewees were asked the same questions (Fraenkel and Wallen, 2010). The interview allowed greater depth of response which was not possible through other means (Gay *et al.* 2009). Vijayalakshmi and Sivapragasam (2008) argue that interviews help secure certain information from the subject, which is known only by the interviewee and cannot be gathered from any other source. The interview enabled an interviewer to acquire information concerning feelings, attitudes or emotions in relation to asked questions.

Interviewing can be used to supplement other techniques to enrich the study of persons and to check upon information gathered through other sources (Vijayalakshmi and Sivapragasam, 2008). Interviews collected data qualitatively from a selected group of grade 12 learners' parents who

represented extremely high or low support systems for their children's education. They were interviewed on why some parents did not offer their support for their children's education despite the fact that the South African School Act of 1996 encourages them to do so.

Furthermore, interviews were carried out to discover the problems parents experienced when supporting their children's education. Participants were also requested to suggest solutions to the problems they had identified. An audio-tape was used during interviews to record the whole proceeding. Brief notes were taken with the special consideration and permission of participants. The researcher acquired permission from the participants in advance. Before the researcher planned to undertake her study, she asked for permission to conduct her study from the Free State Department of Education (cf. Appendix 1). An approval was granted (cf. Appendix 2) subject to the following conditions:

- The names of participants involved remained confidential;
- The questionnaires were completed and the interviews conducted outside normal tuition time;
- The approval letter to conduct a research was shown to all participating persons;
- A bound copy of the report and a summary on a computer disc of this study was donated to the Free State Department of Education;
- Findings and recommendations were presented to relevant officials in the department;
- The researcher had to accept the above-mentioned conditions in writing (cf. appendix 3).

The researcher also wrote a letter to the principals of participating schools (cf. Appendix 4) to ask for their permission and cooperation. The questionnaires were hand delivered by the researcher to the principals of the participating schools who were requested to deliver them to the respondents by the researcher.

The following section describes the piloting of the study:

### **3.4 PILOT STUDY**

The pilot study was conducted to test the quality and suitability of the two questionnaires. Before preparing the final format of the questionnaires, the items were tested on grade 12 learners and teachers from three selected secondary schools in the Lejweleputswa Education District. Multistage cluster sampling was employed to select a sample to be used and illustrate how questionnaires were to be distributed.

A pilot study is the process of carrying out a preliminary study which follows the entire research procedure on a small scale (Vijayalakshmi and Sivapragasam, 2008). Gay et al. (2009) further maintain that a pilot study is a small-scale trial of a study to identify problems with the research plan. It serves as a trial run that enables a researcher to identify potential problems in the proposed study which may be relevant regarding the subject of the study. Vijayalakshmi and Sivapragasam (2008) maintain that amongst others, the following points should be assessed when conducting a pilot study:

- Reaction of respondents;
- Data collection tools and techniques;
- Sampling procedure;
- Data processing and analysis.

#### **3.4.1 Reaction of the Respondents**

Respondents were selected from three different secondary schools within the Welkom area. Most of the respondents were cooperative, especially the learners. Very few respondents were so uninterested that they did not complete the exercise, although there was some who attempted the first page only. Some teachers were not cooperative, and considered the exercise a waste of time, but others enjoyed the exercise. These teachers even helped out by identifying questions which were irrelevant as the teachers did not live in the learners' homes and were therefore unable to know exactly what the parents did with their children. The language provision was according to the level of the respondents.

The following table shows how questionnaires were distributed.

**Table 3.3: Questionnaire Response**

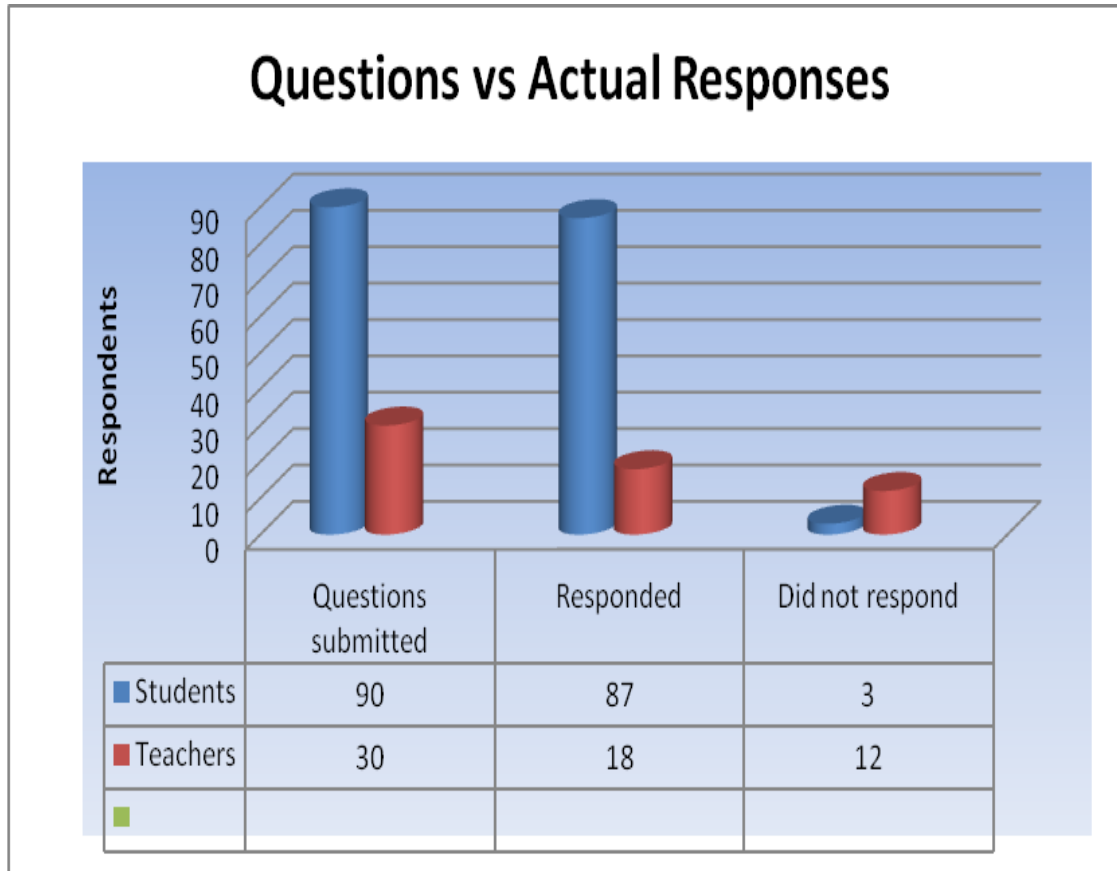


Table 3.3 provides a clear picture of how the questionnaires were distributed. Questionnaires were distributed to 90 learners; 87 learners returned the questionnaires; only 3 learners did not respond. Teachers, on the other hand, were given 30 questionnaires; 18 teachers responded; 12 did not respond. The response rate was very high with learners and very low with teachers, indicating the extent of the learners' cooperation.

A brief discussion of sampling procedure follows.

### **3.4.2 Sampling Procedure**

The population that was used for this study was composed primarily of grade 12 teachers and learners. The researcher went to the selected schools and conveyed the research project to the principals, as well as presenting the approved letter for conducting a research from the Free State Department of Education. The principals were asked to forward the questionnaires to relevant subordinates who could then distribute them to the participants. The completion of the questionnaires was conducted outside normal tuition time.

The researcher further used convenience sampling to identify parents who could be interviewed. At one of the schools, a grade 12 learners' subject meeting, which parents attended in order to learn more about their children's progress, was utilized for convenience sampling. In convenience sampling, the researcher selects participants because they are willing and available to be studied as well as being the right people to provide useful information regarding questions and hypotheses (Creswell 2012). Therefore, learners' parents who were willing and able to share their experience with the researcher were identified.

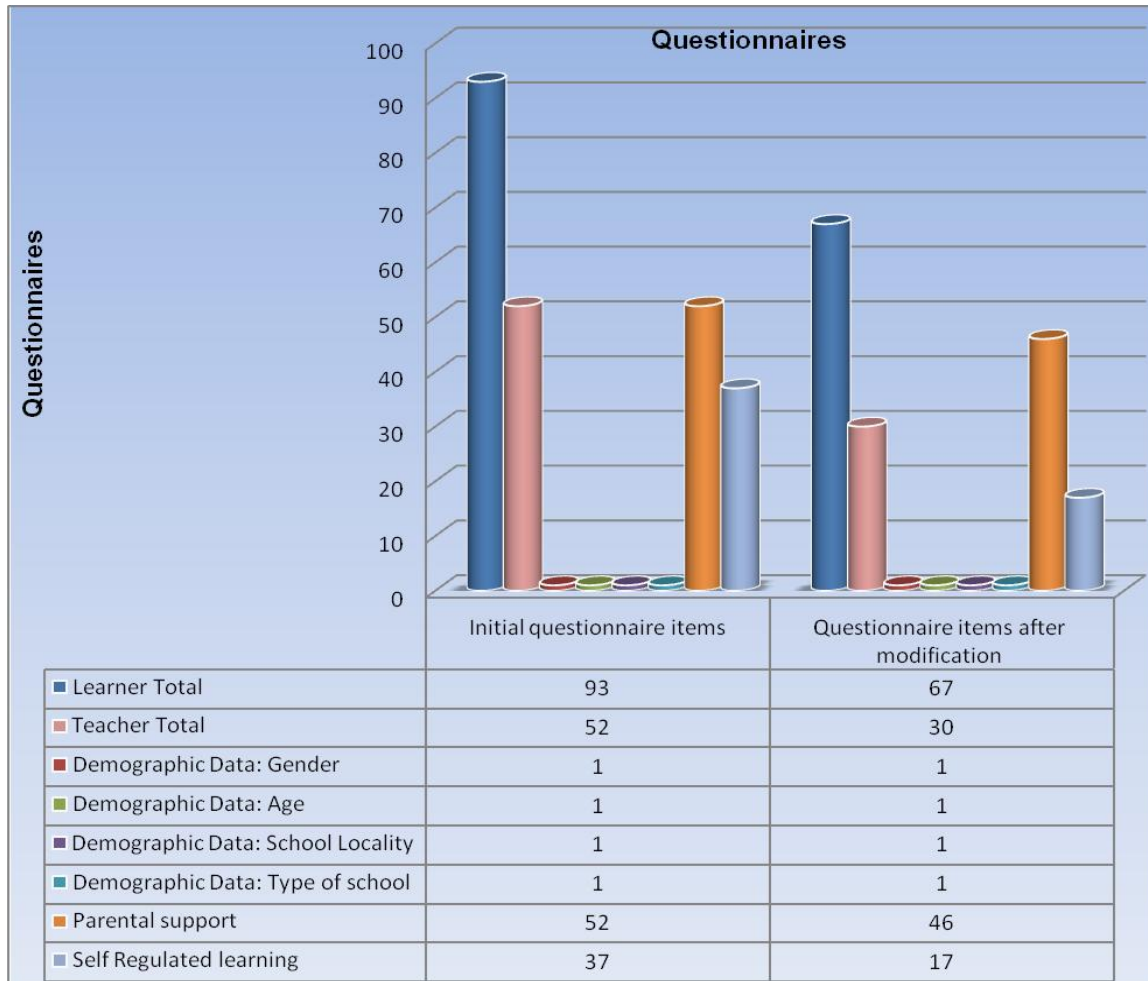
A brief summary of data collection tools and techniques follows.

### **3.4.3 Data Collection Tools and Techniques**

Questionnaires were used as research instruments and interviews were conducted to supplement the information gathered by the questionnaires. Written questionnaires with a fixed list of questions to be answered by grade 12 learners and teachers were employed. The respondents were allowed to choose from never, often, sometimes and always in response to the questions tabled. Very resourceful respondents (grade 12 teachers from one school) raised crucial points regarding the clarity of the teacher questionnaire.

The following table illustrates the nature of the modification process.

**Table 3.4: The Nature of Questionnaire Modification**



In this study, 0.5 loading was used to identify relevant items – items that weighed less than 0.5 were discarded. As a result of this process, only 67 questions out of 93 remained after modification of the learners’ questionnaire. With regard to the teachers’ questionnaire, only 30 questions of 52 remained after modification. Parental support had 52 questions – 6 questions were taken out and 46 questions were retained. Self-regulated learning had 37 questions – 20 questions were removed and 17 questions were retained. Lastly, the final drafts were prepared and hand delivered to the respondents. The answers to the questions were counted and expressed numerically.

A brief summary of data processing and analysis follows.

### 3.4.4 Data Processing and Analysis

The researcher was advised on suitable layouts of the questionnaires, in order to make them compatible with the Statistical Package for the Social Sciences (SPSS) program that was used to cleanse data through a factorial analysis. A factor analysis was employed for enhancing data quality-control. As a result of all these processes, the questionnaires were improved and modified. Cronbach analysis was also employed to check the validity of the questionnaire items.

The following table illustrates the cronbach analysis.

#### Cronbach Analysis

**Table 3.5 Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.933	.929	63

The Cronbach'S Alpha = 0.933 indicates a high level of internal consistency of 93.3% for the scale for this sample.

The Item-Total Statistics table presents the Cronbach's Alpha if item deleted in the final column, as shown below:

**Table 3.6 Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q05	161.72	753.871	.521	.931
Q06	162.04	751.846	.492	.931
Q07	162.08	746.496	.593	.931
Q08	161.95	748.435	.537	.931
Q09	162.35	752.312	.487	.931
Q10	161.53	758.932	.364	.932
Q11	161.79	759.651	.344	.932
Q12	162.41	752.528	.407	.932

Q13	162.65	744.948	.601	.930
Q14	162.90	745.682	.606	.930
Q15	161.96	743.570	.580	.931
Q16	162.25	747.766	.452	.931
Q17	162.22	741.417	.538	.931
Q18	160.98	772.110	.194	.933
Q19	160.94	766.591	.339	.932
Q20	162.57	737.610	.636	.930
Q21	162.13	755.357	.417	.932
Q22	162.33	748.119	.509	.931
Q23	162.41	752.593	.435	.931
Q24	161.35	773.039	.105	.933
Q25	161.28	764.636	.271	.932
Q26	162.15	739.822	.615	.930
Q27	162.61	743.687	.607	.930
Q28	163.03	751.552	.538	.931
Q29	163.23	763.544	.341	.932
Q30	162.23	749.655	.516	.931
Q31	162.68	746.154	.538	.931
Q32	162.55	742.673	.572	.931
Q33	161.98	750.723	.463	.931
Q34	162.17	747.825	.520	.931
Q35	162.40	738.795	.668	.930
Q36	162.08	738.749	.632	.930
Q37	161.79	743.464	.645	.930
Q38	161.76	742.563	.650	.930
Q39	161.17	766.016	.296	.932
Q40	161.56	758.809	.339	.932
Q41	161.40	768.176	.211	.933
Q42	162.06	754.517	.381	.932
Q43	162.47	737.624	.666	.930
Q44	161.77	746.961	.518	.931
Q45	162.86	751.069	.454	.931
Q46	161.59	755.128	.452	.931
Q47	162.11	744.756	.553	.931
Q48	162.11	744.491	.587	.930
Q49	162.65	750.736	.495	.931
Q50	161.92	750.183	.480	.931
Q51	162.54	794.738	-.337	.935
Q52	162.26	767.825	.206	.933
Q53	161.74	758.395	.379	.932
Q54	161.71	755.812	.469	.931



Q55	161.59	762.399	.337	.932
Q56	162.11	768.605	.193	.933
Q57	162.56	787.519	-.177	.935
Q58	161.90	763.077	.293	.932
Q59	161.57	764.900	.258	.933
Q60	161.90	759.087	.378	.932
Q61	161.68	757.472	.357	.932
Q62	162.36	784.813	-.111	.935
Q63	162.61	785.973	-.138	.935
Q64	161.94	768.158	.191	.933
Q65	161.73	760.694	.343	.932
Q66	162.16	757.988	.384	.932
Q67	161.55	773.161	.124	.933

This column presents the value that Cronbach's alpha would be if that particular item was deleted from the scale. We can see that removal of any question except question 51 would result in a lower Cronbach's alpha. Therefore, we would not want to remove this question. Removal of question 51 would lead to a small improvement in Cronbach's alpha and we can also see that the Corrected Item-Total Correlation value was low (-0.337) for this item.

- A statistical procedure: Cramer's V was employed to establish the strength of the relationship measured by the Chi-square.

**Table 3.7 Cramer's V**

<b>Symmetric Measures</b>			
		<b>Value</b>	<b>Approx. Sig.</b>
Nominal by Nominal	Phi	.367	.000
	Cramer's V	.259	.000
N of Valid Cases		218	

The Cramer's V is 0.259 which indicates a moderate strong relationship between the self-regulated learning behaviour and parental support as measure by the Chi-square test.

The following section discusses the population and sample selection.

### **3.5 POPULATION AND SAMPLE SELECTION**

The whole group that is available is known as the population, and the portion selected for use is known as a sample (Fraenkel and Wallen, 2010). The researcher identifies a set of participants, i.e. a sample, which is more manageable and cost effective to work with, if weighed against the engagement of the entire pool of available cases (McMillan 2012). If properly executed, this allows the researcher to measure variables on the smaller set of identified cases, thereby deepening the understanding of the researched phenomenon, rather than merely making generalised findings (Gay *et al* 2009).

The population and sample are discussed in the following sub-sections.

#### **3.5.1 Population**

Population is the group of interest to the researcher, the group to whom the researcher would like to generalise the results of the study (Fraenkel and Wallen, 2010). A population can be any sized group of individuals who possess certain characteristics. McMillan and Schumacher (2010) further maintain that a population is a group of individuals that conform to specific criteria and to which a researcher intends to generalise the results of the research. This is also emphasised by McMillan (2012) who asserts that a population is a larger group to whom results can be generalised.

Quantitative research participants were chosen, usually randomly, at the beginning of the research study, from a defined larger group of individuals. Qualitative research participants, on the other hand, were chosen from a small group of individuals, purposefully selected from the research context, the participants providing detailed data about themselves and life in context (Gay *et al* 2009). The population of this research consisted of grade 12 learners and teachers of selected schools in the Lejweleputswa District. It also consisted of grade 12 learner's parents who represented extremely high or low support systems for their children's education.

The following section highlights how the sample was selected.

### **3.5.2 Sample**

A sample in a research study is the group from which information is obtained. Therefore, sampling refers to the process of selecting these individuals (Rambuda, 2002). The group of participants from whom data have been collected is referred to as the sample (McMillan, 2012; McMillan and Schumacher, 2010). Gay *et al.* (2009) point out that a sample is a group of individuals that represents the characteristics of the larger group from which the sample is drawn. In this study, the multistage cluster sampling method was adopted for the selection of the respondents to the questionnaires (namely, teachers and learners); purposive sampling was also employed during the quantitative study, while convenience sampling was implemented for the selection of the interviewees.

The following section highlights multistage cluster sampling.

#### **3.5.2.1 Multistage Cluster Sampling**

Creswell (2012) point out that, in multistage cluster sampling, the researcher chooses a sample in two or more stages because, either the researcher cannot easily identify the population or the population is extremely large. Gay *et al.* (2011) further maintain that multistage cluster sampling is the process whereby sampling can be carried out in stages, involving selection of clusters within clusters. This method can also be used when it is impossible to sample individuals from the population as a whole, as when there is no exhaustive list of all the individuals (McMillan, 2012). Vogt (2005) cited by Creswell (2012) point out that formulating a complete list of groups or clusters in the population might be possible.

In this research study, a clustering procedure was employed by first listing all the towns in the Lejweleputswa district and then randomly selecting one town from the list. The researcher then listed the schools in the chosen town and randomly selected six schools for the learner questionnaire – forty questionnaires were sent per school. Seven schools were then identified for the teacher questionnaire and fifteen questionnaires were sent per school. The response return rate was very low, however, so an additional selection of two schools was made. A random sample of learners was included in the survey. Descriptive and inferential statistics were employed on

these samples in order to compare them with the larger population so as to make inferences from the sample to the population (Creswell, 2012).

The following section highlights purposive and convenience sampling.

### **3.5.2.2 Purposive and Convenience Sampling**

Purposive sample was used to select the sample of parents that would be interviewed. In purposive sample, researchers include people who they think might have the relevant information (Fraenkel and Wallen 2008). Purposive sample was used to select 10 parents to be interviewed. Schools were requested to identify parents who did not offer their support to their children's academic activities. In purposive sampling, the researcher selected particular elements from the population that would be representative or informative about the topic of interest (McMillan and Schumacher, 2010).

A convenience sample is a group of subjects selected because of availability (McMillan, 2012). Creswell (2012) states that, in convenience sampling, the researcher selects participants because they are willing and available to be studied, as well as being the right people to provide useful information for answering questions and hypotheses. Convenience sampling is also referred to as accidental sampling or haphazard sampling, the process of including whoever happens to be available at the time (Gay *et al.* 2011).

McMillan (2012) maintains that the primary purpose of the research may not be to generalise, but to better understand relationships that may exist. During this research, one of the schools held a grade 12 learners' subject meeting for parents who, it turned out, were willing to share their experience with the researcher. In this manner, the researcher used purposive sampling to select a sample of grade 12 learners and teachers whom were a representative of the population and convenience sampling to identify parents who could be interviewed.

A brief discussion of ethical considerations follows.

## 3.6 ETHICAL CONSIDERATIONS

The research rules which regulated ethical considerations might lead some actions to be regarded as unethical, while others were ethically acceptable. The following section outlined the critical issues looked at during the progression of this study which might have influenced the success of the research.

### 3.6.1 Informed Consent

The most general ethical issue relates to informed consent (cf. 5, 6 &7) Accordingly, involved respondents and participants are informed of the nature and purpose of the research, as well as the procedures that will be used (Henning *et al.* 2004). In this study, the consent form made available to respondents and participants entailed:

- Description of the purpose of research.
- Its benefits and the nature of the tasks to be performed.
- The rights of the participant to withdraw.
- The names of the person, as well as the institution, conducting the research.
- The participant's anonymity being assured, as well as their time being well respected, as this was a take home study.

### 3.6.2 Professional Ethics

Mouton (2005) point out that professional ethics refer to the moral commitment that researchers are required to make in the search for truth and knowledge. In the study, the researcher ensured objectivity in reviewing literature and obtaining data, and refrained from plagiarism. The research methodology used to obtain data was fully described.

### **3.6.3 Publishing Ethics**

The most important aspect of the research publication is that a researcher must acknowledge sources (Mouton, 2005). All authors quoted in this research study were properly cited in the text and acknowledged in the list of references.

### **3.6.4 Accountability**

The researcher remains duly responsible for the ethical quality of the study (Henning *et al.* 2004). The research should be conducted in an open and transparent manner and the results should be accessible to the public. In this study:

- Full permission was granted from the Free State Department of Education to conduct the research from the selected secondary schools in the Lejweleputswa District;
- Research findings and results were open and available to the public in a written form.

The following section discusses how data was analysed.

## **3.7 DATA ANALYSIS**

The first step in analysing data was to determine what method of data analysis was to be employed. In this research study both quantitative and qualitative methods of data analysis were incorporated. With quantitative data, the analysis did not begin until all data were collected, while most qualitative data analysis began as data were collected.

Following section provides a brief discussion of quantitative data analysis.

### **3.7.1 Quantitative Data Analysis**

Quantitative data analysis was the most accurate type of data analysis. It enabled the researcher to make meaningful interpretations, as it provided quantifiable and easy to understand results. It involved organizing the data, doing the calculations, interpreting the information and explaining limitations (Rambuda, 2002). In this study both descriptive and inferential statistics were used to analyse quantitative data.

Following is a brief summary of descriptive statistics.

#### **3.7.1.1 Descriptive Statistics**

Descriptive statistics were used to characterise data as these allowed the researcher to describe many pieces of data with a few indices (McMillan and Schumacher, 2010b). Descriptive statistics describe and focus on what is there with respect to the sample data. Gay *et al.* (2009) also maintain that descriptive statistics enables a researcher to describe many pieces of data meaningfully with a small number of indices. Thus, descriptive statistics is used to describe what is going on in our data (Trochim, 2006).

The focus of this study was on the measures of central tendency using only the mode. Measures of central tendency are indices enabling the researcher to determine the typical or average score among a group of scores. They provide a convenient way of describing a set of data with a single number (Gay *et al.* 2009). Vogt (2005) as cited by Creswell (2012) maintain that measures of central tendency are summary numbers that represent a single value in a distribution of scores. The mode is defined as the most frequently occurring value in a given set of values.

Further, the mode can be described by saying it is the value that has the highest number of occurrences in relation to other values. It is best suited for the categorical data (Vijayalakshmi and Sivapragasam, 2008). It is used to test the most common score in a collection of scores relating to a variable. Creswell (2012) states that the mode is the score that appears most frequently in a list of scores. The mode in statistics is used when data are nominal. In this study, the mode was used to analyse which score occurred most frequently of the scores in the distribution.

The researcher used the Statistical Package for the Social Sciences (SPSS) to analyse questionnaire data. The Statistical Package for the Social Sciences (SPSS) is a computer program used for survey authoring and deployment, data mining, text analytics, statistical analysis and collaboration (Pallant, 2001). The Statistical Package for the Social Sciences (SPSS) is an essential tool for managing statistics data and research. The Statistical Package for the Social Sciences (SPSS) statistical program was employed to process and cleanse the collected data through factor analysis.

Following is a brief summary of factor analysis.

### **3.7.1.2 Factor Analysis**

Factor Analysis is a technique that allows a researcher to verify whether many variables can be described by a few factors (Fraenkel and Wallen, 2010 and Rambuda, 2002). Fraenkel and Wallen, 2010 and Gay *et al.* 2009 contend that factor analysis involves a search for 'clusters' of variables, all of which reduce a set of variables to a small number of factors which are correlated with each other. For that reason, each cluster represents a factor. Pallant (2001) further points out that factor analysis is a statistical method used to describe variability among observed, correlated variables in terms of a potentially lower number of unobserved variables called factors. This also implies that factor analysis is used in research which deals with large quantities of data.

A factor analysis is related to principal component analysis, although the two were not identical (Pallant, 2001). The method of extraction used in this study was the principal component analysis. The principal component analysis searches for a linear combination of variables so that the maximum variance was removed from the variables. The method for rotation applied was the varimax. Its purpose was to obtain as many high positive and zero loadings as possible. The factor loadings are the correlation coefficients between the variables and factors (Rambuda, 2002). In the study, the focus was on the factor loadings that weigh from 0.5 and more; those that weigh less than 0.5 were discarded. The output of the varimax method of rotation incorporated mode, eigen values and a scree plot. Inferences derived from descriptive statistics indicated similarities in the sample drawn. Accordingly, the following section discussed the inferential statistics.



### 3.7.1.3 Inferential Statistics

Inferential statistics are certain types of techniques that allow researchers to make inferences and generalise about a population based on findings from a sample (Fraenkel and Wallen, 2010). For instance, researchers used inferential statistics to try to infer (from the sample) data regarding what the population thinks. These procedures are necessary to understand the precise nature of descriptions, relationships and differences based on the data collected in a study (McMillan, 2012). Inferential statistics thus describe systems of procedures which may be used to draw conclusions from datasets arising from systems affected by random variation (Pallant, 2001). In short, inferential statistics enabled the researcher to make confident decisions in the face of uncertainty.

Hence, the researcher needed inferential statistics in which was employed to analyse data from a sample to draw conclusions about an unknown population (Creswell, 2012). In this research study, the researcher used two commonly preferred statistical procedures to analyse the data: namely, cross tabulation and chi-square. The two procedures are explained below:

- **Cross tabulation** referred to methods employed to describe variables partially, more especially if the research problem involved categorical data. Cross tabulations were used to analyse the relationship between variables in order to determine whether two variables were associated or not (Vijayalakshmi and Sivapragasam, 2008). The researcher attempted to find the independent variables and the dependent variables of this study. Independent variables were cross tabled with specific dependent variables (cf. Table 4.11).
  
- **The chi-square test** is a statistical procedure employed to compare distributions of data whether the row and column variables in a cross tabulation are independent (Vijayalakshmi and Sivapragasam, 2008). McMillan (2012) points out that the chi-square tests frequency counts in different categories. McMillan (2012) further asserts that the chi-square can also examine questions of relationship between two independent variables that report frequencies of responses. The chi-square is a nonparametric statistical procedure. The chi-square was used to test the hypothesis listed in Chapter 1.

The Chi-Square test statistic formula:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Where:

- $\chi^2$  = Chi-square test statistic.
- $O$  = Observed frequency.
- $E$  = Expected frequency.

A brief summary of qualitative data analysis follows.

### 3.7.2 Qualitative Data Analysis

Qualitative data analysis is the process of systematically searching and arranging the interview transcripts, field notes and other materials accumulated to increase an understanding to enable a researcher to present what was discovered (Lacey, 2004). McMillan and Schumacher (2010b) define qualitative data analysis as an inductive process of organizing the data into categories and identifying patterns or relationships among the categories.

Caudle (2004) further maintain that qualitative analysis means making sense of relevant data gathered from sources such as interviews and on-site observations, as well as documents, and then responsibly presenting what the data reveal. Bazeley (2006) believes that qualitative data analysis is never a neat or linear process; hence, the use of a computer for qualitative analysis can contribute to a more demanding analysis. Lacey (2004) states that analysis of qualitative data usually goes through some or all of the following stages:

- familiarization with the data, through review, reading, listening;
- transcription of tape recorded material;
- organization and indexing of data for easy retrieval and identification;

- anonymising of sensitive data;
- coding;
- identification of themes;
- re-coding;
- development of provisional categories;
- exploration of relationships between categories;
- refinement of themes and categories;
- development of theory and incorporation of pre-existing knowledge;
- testing of theory against the data; and
- report writing.

Following is a brief summary of analysis of interview data.

### 3.7.2.1 Analysis of Interview Data

Walker (1993), as cited by Kolobe (2008), states that analysing interview data is more flexible than quantitative data. In this study, interviews with grade 12 learners' parents were conducted to answer the question on why some parents did not offer their support for their children's education despite the fact that the South African School Act of 1996 encourages them to do so. The transcribed tape-recorded interviews were analysed by describing their purposeful meaning (cf. 4.3.1).

Six grade 12 learners' parents who represented extremely high or low support systems for their children's education were interviewed. The interview was limited to a maximum of thirty minutes per interviewee. Six structured questions (cf. Appendix 7) were asked in English, but the respondents were given the option of answering in the language that they preferred, so as to make them feel comfortable with expressing their true feelings and meanings.

The following section discussed the validity and reliability of the research instrument.

### **3.8 VALIDITY AND RELIABILITY OF THE RESEARCH INSTRUMENT**

The trustworthiness of research depended on the quality of measurement – if the measurement was not reliable, the results would not be useful. Given that there could by no means be validity without reliability; a demonstration of validity was enough to confirm reliability (Maree and van der Westhuizen, 2007).

#### **3.8.1 Validity**

Validity is an assessment of correct measures for the specific inferences and conclusions that result from the scores produced by the measure (McMillan, 2012). The researcher should indicate that concepts are identified, observed or measured to accomplish what was planned. Kolobe (2008) points out that an instrument is believed to be valid if it measures what it is aimed to measure.

The questionnaire was sent to a statistician for scrutiny and critique. The aim was to ensure whether the questionnaire would serve the purpose of this research study. The suggestions made by the statistician improved the quality of the instrument. It was then scrutinized by the researcher's supervisor, which resulted in further improvements. Validity related to reliability (cf. 3.8.2). Reliability dealt with consistency; hence, it was closely linked to the concept of validity.

#### **3.8.2 Reliability**

McMillan (2012) affirmed that reliability referred to the extent to which results remain identical when using different forms of the same instrument. Fraenkel and Wallen (2010) state that reliability directly point to the consistency of the scores acquired. Accordingly, improvement on the reliability of the test improves the validity of the results.

Questionnaire items of this research study were aimed at yielding respondents' perceptions on the relationship between parental support and grade 12 learners' self-regulated learning behaviour. If respondents were given another questionnaire, they would not likely change their opinions on this question; consequently, their scores would be similar, indicating the reliability of the questionnaires.

### **3.9 CONCLUSION**

Chapter 3 has reviewed the research methodology, data collection techniques and procedures employed in this study. Furthermore, the chapter outlined sampling methods and data processing procedures that were followed in this study. Finally, the chapter concluded with a description of the statistical techniques applied to data analysis. Chapter 4 presents the results of this study.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 INTRODUCTION

This chapter focused on data presentation, analysis and interpretation. It provided data analysis with regard to the relationship between parental support and grade 12 learners' self-regulated learning behaviour. This chapter was divided into three sections. The first section dealt with descriptive statistics analysis which described the relationship between parental support and grade 12 learning behavior. The second section incorporated inferential statistics to report the results of the chi-square test statistics from the tested hypothesis.

The Statistical Package for the Social Sciences (SPSS) software was used to perform the statistical procedure which was in line with the type of data that was captured. The third section dealt with the interpretation of the results of the interviews regarding why some parents did not offer their support to their children's education despite the fact that the South African School Act of 1996 encourages them to do so, and the strategies used to encourage positive parental support. Lastly, results were presented regarding the solutions suggested by parents during interviews. The outcomes of this study were to:

- reveal how parental support contributes to learner self-regulated learning behavior;
- indicate strategies that teachers use to encourage positive parental support;
- show how parents support self-regulated learning of their children;
- provide reasons why some parents do not offer their support to their children's education despite the fact that the South African School Act of 1996 encourages them to do so; and
- to establish to what extent is there a relationship between biographical variables (gender, age, location of school, type of school) and the learner responses related to self-regulated learning behaviour.

The following section provides quantitative data analysis.

## 4.2 QUANTITATIVE DATA ANALYSIS

In this study, both descriptive and inferential statistics were used to present and analyse data. This section dealt exclusively with ascertaining the relationship between and the level of parental support on grade 12 learners' self-regulated learning behaviour.

A brief summary of descriptive statistics follows.

### 4.2.1 Descriptive Statistics

Descriptive Statistics was used to provide biographical data for both learners and teachers regarding responses to questionnaire items.

#### 4.2.1.1 Biographical Data for Learners

This section illustrates the biographical data, number of counts and percentage responses for learners according to: gender, age, location and classification of school (public or independent).

**Table 4.1: Biographical data for learners**

	Males		Females		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1. Gender	74	34	144	66	218	100
	15-18		19 & Over		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
2. Age	169	78	49	22	218	100
	Township		Town/Suburb		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
3. Location	56	26	162	74	218	100
	Public		Independent		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
4. Classification	178	82	40	18	218	100

The biographical data table above indicates that there were 66% female learners who completed the questionnaire comparably with a very low rank of 34% (74) male learners. Talking about age we had two

groups under study; age group 15-18 and 19 & above with a high rate of respondents of learners about 78% (169) from age group 15-18 and low rate of 22% (49) for 19 & above. 74% suburban schools marked a very good response to the questionnaires relatively more than 26% of schools in the Township. On classification we had 82% of public schools that took part in the completion of the questionnaire; they showed a very high involvement contrary to 18% of independent schools that notched very low.

A brief summary of how learners responded to questionnaire items.

#### 4.2.1.2 Learners' Responses to Questionnaire Items

The following table provides learners' responses to questionnaire items on parental support.

**Table 4.2: Learners' response frequencies**

Questionnaire items on parental support Questions	Never (1)		Sometimes(2)		Often(3)		Always(4)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
5...show that they are proud of my school work.	7	3	66	30	74	34	71	33
6...set aside time to discuss my performance at school.	30	14	70	32	67	31	51	23
7...make suggestions when I do not know what to do with regard to the school work.	32	15	71	33	67	31	48	22
8...give me advice on how to approach my school work.	28	13	67	31	59	27	64	29
9...help me solve academic problems by giving me information.	48	22	84	39	53	24	33	15
10...tell me I did a good job when I perform well at school.	17	8	39	18	56	26	106	49
11...tell me when I make academic mistakes.	19	9	64	29	57	26	78	36
12...reward me when I have performed well in my tests.	75	34	56	26	40	18	47	22
13...help me practice my academic activities.	84	39	69	32	39	18	26	12
14...take time to help me master reading skills.	118	54	50	23	31	14	19	9
15...assure that I am learning to the best of my ability.	39	18	53	24	56	26	70	32
16...ask me to start with my homework.	71	33	48	22	34	16	65	30
17...prepare a best place for me to do my school work.	74	34	38	17	38	17	68	31
18...expect me to do very well in my studies.	5	2	8	4	35	16	170	78



19...ensure that I attend school regularly	5	2	12	6	18	8	183	84
20...monitor my homework activities.	94	43	52	24	27	12	45	21
21...know when not to get involved.	37	17	71	33	63	29	47	22
22...value their relationship with my teacher.	62	28	58	27	57	26	41	19
23...attend open day's events at school.	67	31	63	29	50	23	38	17
24...encourage me to behave well at school.	16	7	27	12	44	20	131	60
25...encourage me to behave well at home.	14	6	27	12	35	16	142	65
26...help in making my school a better place for to study.	57	26	47	22	55	25	59	27
27...meet with teachers to discuss my academic progress.	83	38	65	30	41	19	29	13
28...assist in the governance of the school.	130	60	49	22	25	11	14	6
29...serve as volunteers for my school activities.	155	71	40	18	12	6	11	5
30...have the opportunity to comment on how I am developing at school.	46	21	69	32	63	29	40	18
31...attend class meetings to discuss my performance.	98	45	54	25	34	16	32	15
32...attend subject meetings to discuss my performance.	89	41	52	24	37	17	40	18
33...are informed about decisions that affect my experience at school.	62	28	37	17	52	24	67	31
34...are involved in making decisions that affect my school experience.	48	22	60	28	60	28	50	23
35...examine my school work.	67	31	64	29	47	22	40	18
36...are irreplaceable resources to my school.	48	22	61	28	40	18	69	32
37...are interested in my educational activities.	21	10	59	27	62	28	76	35
38...have time for my education.	20	9	61	28	53	24	84	39
39...make sure that I have what I need for school.	5	2	25	11	43	20	145	67
40...keep magazines at home.	24	11	37	17	47	22	110	50
41...keep newspapers at home.	8	4	42	19	49	22	119	55
42...ask me about how my usual school days are.	47	22	56	26	48	22	67	31
43...are a source of my stimulation to my teachers.	76	35	64	29	35	16	43	20
44...contribution increases my self-confidence.	34	16	42	19	52	24	90	41
45...work at the school in support of teachers.	67	31	92	42	35	16	24	11

<b>46</b> ...know what is expected of them.	123	<b>56</b>	43	<b>20</b>	21	<b>10</b>	31	<b>14</b>
<b>47</b> ...cooperate with my teachers regarding my educational activities.	13	<b>6</b>	49	<b>22</b>	61	<b>28</b>	95	<b>44</b>
<b>48</b> ...realise that what makes a good school is their contribution.	48	<b>22</b>	58	<b>27</b>	53	<b>24</b>	59	<b>27</b>
<b>49</b> ...approach my teacher as a partner in problem solving.	44	<b>20</b>	56	<b>26</b>	67	<b>31</b>	51	<b>23</b>
<b>50</b> ...correct me when I make academic mistakes.	87	<b>40</b>	60	<b>28</b>	48	<b>22</b>	23	<b>11</b>

To sum up the rest of the scores, in order to facilitate what the learners feel about their parents' support in their education, the mode procedure was implemented. Accordingly, the calculation of mode from the learners' responses indicate how closely learners feel their parents' support is to their education.

The following table provides the mode procedure for parental support.

**Table 4.3: The Mode Procedure for Parental Support**

Questionnaire Items	Selected Number	Mode	Minimum	Maximum
05 – 50	218	4	1	4

Table 4.3 indicated the mode value or the score that occurred most frequently on the data of learners' responses on parental support of their self-regulated learning. The table revealed that the mode was 4, indicating that most learners believed that their parents always support their education. This also suggested that parents were adhering to a most important task in their children's lives, namely giving their children a better future by supporting their education.

The following table provides learners' perceptions on their self-regulated learning behaviour.

#### 4.4: Learners' Response Frequency on Self-Regulated Learning Behavior

Questionnaire items on self-regulated learning behaviour.	Never(1)		Sometimes2		Often(3)		Always(4)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
<b>51</b> ...during class time I miss important points because I am thinking of other things.	35	16	53	24	60	28	70	32
<b>52</b> ...when reading, I make up questions to help me focus with my reading.	45	21	116	53	39	18	18	8
<b>53</b> ...when I become confused about something I am reading for this class, I go back and try to figure it out.	39	18	81	37	66	30	32	15
<b>54</b> ...I ask myself questions to make sure I understand the material I have been studying in class.	15	7	64	29	59	27	80	37
<b>55</b> ...I try to change the way I study in order to fit the grade 12 requirements.	8	4	65	30	70	32	75	34
<b>56</b> ...I try to change the way I study in order to fit the grade 12 requirements with the teachers' teaching styles.	10	5	45	21	79	36	84	39
<b>57</b> ...I find that I have been reading but do not know what it was all about.	29	13	76	35	73	33	40	18
<b>58</b> ...when I study I set goals for myself in order to direct my activities in each study period.	52	24	110	50	35	16	21	10
<b>59</b> ...I study in a place where I can concentrate on my work.	19	9	72	33	65	30	62	28
<b>60</b> ...I make good use of my study time.	15	7	45	21	60	28	98	45
<b>61</b> ...I have a regular place set aside for studying.	17	8	74	34	67	31	60	28
<b>62</b> ...I find that I do not spend very much time on my studies because of other activities.	24	11	51	23	44	20	99	45
<b>63</b> ...when learning material is difficult, I give up studying.	55	25	71	33	60	28	32	15
<b>64</b> ...when learning materials are uninteresting, I manage to keep up working until I finish.	18	8	87	40	47	22	66	30
<b>65</b> ...I try to work with other learners from this class to complete assignments.	12	6	68	31	58	27	80	37
<b>66</b> ...when studying, I set aside time to discuss learning material with a group of learners from the class.	32	15	85	39	57	26	44	20
<b>67</b> ...when I cannot understand the material, I ask another learner in this class for help.	4	2	49	22	79	36	86	39

To sum up the rest of the scores in order to facilitate what the learners perceive about their own self-regulation in their education, the mode procedure was implemented. The calculation of mode from the learners' responses would thus indicate how learners perceive regulation of their own self learning behaviour.

The following table provides the mode procedure of Learners' on Self-Regulated Learning Behaviour.

**Table 4.5: The Mode Procedure of Learners' on Self-Regulated Learning Behaviour**

Questionnaire Items	Selected Number	Mode	Minimum	Maximum
51 – 67	218	2	1	4

The table outline the mode procedure of learners on self-regulated learning behaviour as 2, indicating that most learners perceive that they sometimes apply self-regulated learning behavioural skills in managing their basic education. This indicated that learners were not being strongly motivated to become self-reliant with regard to their education. Therefore, it was extremely important that the parents instilled a strong belief in self-regulated learning skills in their children. Parents also needed to motivate their children to practise learning skills routinely and not only during examination times.

A brief discussion of biographical data for teachers follows.

#### **4.2.1.3 Biographical Data for Teachers**

This section provides biographical data regarding teachers according to gender, age, location of the school (township and suburban) and type of the school (public or independent). It also indicates the number of counts and percentage responses.

**Table 4.6: Biographical Data for Teachers**

	Males		Females		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
<b>1. Gender</b>	36	35	67	65	103	100

	Less than 5 years		5 years and over		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
<b>2. Experience</b>	32	31.1	71	68.9	103	100

	Township		Town/Suburb		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
<b>3. Location</b>	24	23.3	79	76.7	103	100

	Public		Independent		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
<b>4. Classification</b>	86	83.5	17	16.5	103	100

Table 4.6 indicated that 65% female teachers completed questionnaires; together with 35% representative's male teachers. Experience of at least 5 years showed a high rating of 68.9% of teachers participated; in contrary to 31.1% of teachers with experience of less than 5 years. The suburb schools gave a positive response of 76.7%. The least respondents were the township schools with 23.3%. The number of public schools was more than independent schools which completed the questionnaire, with 83.5% public schools compared to 16.5% independent schools.

The table below illustrates the teachers' response frequencies.

**Table 4.7: Teachers' Response to Questionnaire Items**

Questionnaire items on parental support (Learners' parent(s) / guardian(s))	Never(1)		Sometimes(2)		Often(3)		Always(4)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
5...show that they are proud of their children's school work.	6	5.8	52	50.5	33	32	12	11.7
6...set aside time to discuss their children's performance at school.	9	8.7	65	63.1	28	27.2	1	1
7...value their relationship with me.	17	16.5	41	39.8	34	33	11	10.7
8...attend open day's events at school.	7	6.8	65	63.1	29	28.2	2	1.9
9...attend school fair events.	13	12.6	63	61.2	24	23.3	3	2.9
10...help in making the school a better place for their children to study.	12	11.7	54	52.4	33	32	4	3.9
11...meet with teachers to discuss their children's academic progress.	9	8.7	60	58.3	25	24.3	9	8.7
12...assist in the governance of the school.	8	7.8	53	51.5	40	38.8	2	1.8
13...serve as volunteers for school activities.	36	35	53	51.4	13	12.6	1	1
14...have the opportunity to comment on how their children are developing at school.	9	8.7	27	26.2	36	35	31	30.1
15... attend class meetings to discuss their children's performance.	12	11.7	59	57.3	32	31	0	0
16...attend subject meetings to discuss their children's performance.	29	28.2	46	44.7	27	26.1	1	1
17...are informed about decisions that affect their children's experience at school.	3	2.9	15	14.6	34	33	51	49.5
18...are involved in making decisions that affect their children's school experience.	5	4.9	43	41.7	32	31.1	23	22.3
19...are irreplaceable resources to their children's schooling.	5	4.9	37	35.9	24	23.3	37	35.9
20...are interested in their children's educational activities.	3	2.9	52	50.9	42	40.6	6	5.6
21...are easy to reach regarding school matters.	0	0	51	49.5	41	39.8	11	10.7
22...contact school to share their children's academic information with the teacher.	11	10.7	72	69.9	19	18.4	1	1
23...make sure that their children have what they need for school.	1	1	36	35	50	48.5	16	15.5
24...who are involved in their children's education are a source of stimulation to me.	6	5.8	28	27.2	24	23.3	45	43.7

**Table 4.7: Teachers' Response to Questionnaire Items (Continues)**

25...are involved in their children's education.	3	2.9	61	59.2	33	32.1	6	5.8
26...work at the school in support of teachers.	31	30.1	57	55.3	12	11.7	3	2.9
27...know what is expected of them.	4	3.9	47	45.6	32	31.1	20	19.4
28...cooperate with me regarding their children's educational activities.	10	9.7	54	52.4	34	33	5	4.9
29...realise that what makes a good school is their contribution.	7	6.6	42	40.7	39	37.8	15	14.9
30...approach me as a partner in problem solving.	15	14.6	55	53.4	27	26.2	6	5.8

The mode procedure was implemented to sum up the remaining scores so as to clarify what the teachers feel regarding their learners' parental support and involvement in their education. The calculation of mode from the teachers' responses indicated how close teachers' perceptions were regarding their learners' parental support of their children's education.

The following table provides the mode procedure for parental support of their children's education.

**Table 4.8: The Mode Procedure for Parental Support of their Children's Education**

Questionnaire Items	Selected Number	Mode	Minimum	Maximum
05 – 30	103	2	1	4

The Table shows 2 as a mode value, this indicated that most teachers perceived that parents did sometimes support their children's educational activities. This suggested that parents were not significantly engaged in helping their children to acquire the necessary skills of becoming more self-reliant. It was therefore parent's duty to instil a strong sense of self-regulating learning skills in their children. Parents should thus routinely help their children to internalise such skills and not do so only

during examination times. The following section provides data analysis on the relationship between parental support and learners' self-regulated learning behaviour.

#### 4.2.2 Data Analysis for Parental Support on Grade 12 Learners' Self-Regulated Learning Behaviour

Items 5 to 50 in the learners' questionnaire and items 5 to 30 in the teacher questionnaire dealt with parental support on grade 12 learners' self-regulated learning behaviour. Factorial analysis and item analysis were used to compare the relationship between parental support and grade 12 learners' self-regulated learning behaviour.

A brief discussion of factor analysis follows.

##### 4.2.2.1 Factor Analysis

A factor analysis is used to determine whether certain items in the questionnaire are correlated to the variables that are used in the research (Rambuda, 2002). Items that dealt with parental support were subjected to a factor analysis (cf. 3.7.1.4). The eigenvalues helped with the extraction method to determine the principal components to be singled out. The principal components showed a variation in the descending order of the eigenvalues.

**Table 4.9 Eigenvalues of the Correlation Matrix for Parental Support**

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1. Metacognitive	13.098	28.475	28.475	13.098	28.475	28.475	7.731	16.806	16.806
2. Time and Study Management	3.744	8.139	36.614	3.744	8.139	36.614	6.803	14.789	31.595
3. Effort Regulation	2.445	5.316	41.929	2.445	5.316	41.929	4.347	9.450	41.046
4. Help Seeking	1.747	3.797	45.726	1.747	3.797	45.726	2.153	4.681	45.726



An inspection of the component loadings in Table 4.11 revealed that there were 4 eigenvalues greater than 1.0. Therefore, there were 4 components that were retained in this study. The first principal component has 13.098 eigenvalues, the second principal component has 3.744 eigenvalues, the third principal component has 2.445 eigenvalues and the fourth principal component has 1.747 eigenvalues. The fact that factorial analysis could distinguish between 4 components that could be identified shows that the respondents distinguished mentally between the 4 constructs. The intention of the factor analysis was to determine whether certain components could be isolated. Once this was completed, the components were identified and labelled as metacognitive, time and study management, effort regulation and help seeking. The following is a graphical representation (scree curve) of the percentage of variance explained by each component.

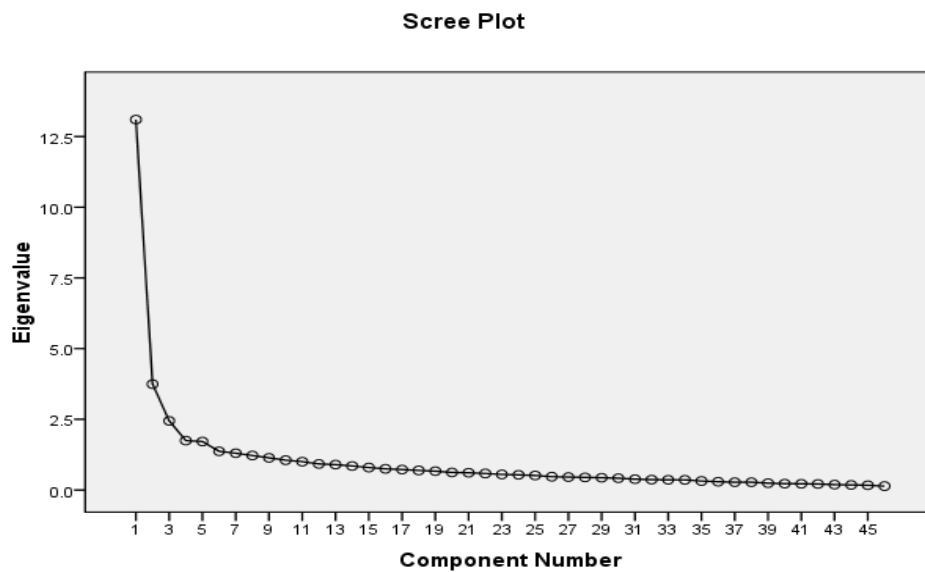


Figure 4.1 presented a scree plot from a principal component analysis to determine the optimal number of components. The obvious break in the plot starts after 4 to separate the meaningful components from the trivial components. Hence this showed that this study had 4 components. The following section discussed the varimax method of rotation.

**Table 4.10 Rotated Component Matrix**

Questionnaire Items on Parental Support	Component			
	1	2	3	4
Q05 show that they are proud of my school.	.198	.613	.113	.018
Q06 set aside to discuss my performance at school.	.182	.521	.237	.014
Q07 make suggestions when I do not know what to do with regard to the school	.239	.641	.099	.190
Q08 give me advice on how to approach my school work.	.179	.671	.124	-.003
Q09 help me solve academic problems by giving me information.	.205	.632	-.144	.257
Q10 tell me I did a good job when I perform well at school.	.008	.607	.165	-.159
Q11 tell me when I make academic mistakes.	.072	.425	.125	.059
Q12 reward me when I have performed well in my tests.	.309	.472	-.268	.164
Q13 help me practice my academic activities.	.485	.525	-.211	.276
Q14 take time to help me master reading skills.	.483	.489	-.073	.181
Q15 assure that I am learning to the best of my ability.	.228	.613	.207	.002
Q16 ask me to start with my homework.	.417	.264	-.087	.262
Q17 prepare a best place for me to do my school work.	.250	.574	-.048	.272
Q18 expect me to do very well in my studies.	-.148	.132	.504	.210
Q19 ensure that I attend school regularly.	.091	.228	.439	.215
Q20 monitor my homework activities.	.629	.386	-.163	.204
Q21 know when not to get involved.	.144	.432	.224	.055
Q22 value their relationship with my teacher.	.657	.164	.091	-.099
Q23 attend open day's events at school.	.491	.030	.291	.243
Q24 encourage me to behave well at home.	-.183	.027	.721	.017
Q25 encourage me to behave well at school.	-.045	.119	.703	.112
Q26 help in making my school a better place for me to study.	.556	.346	.103	.082
Q27 meet with teachers to discuss my academic progress.	.793	.161	-.006	.035
Q28 assist in the governance of the school.	.687	.225	-.149	.065
Q29 serve as volunteers for my school activities.	.488	.059	-.034	.101
Q30 have the opportunity to comment on how I am developing at school.	.297	.286	.550	-.032
Q31 attend class meetings to discuss my performance.	.583	.102	.411	-.091
Q32 attend subject meetings to discuss my performance.	.754	.042	.223	-.049
Q33 are informed about decisions that affect my experience at school.	.475	.007	.465	.150
Q34 are involved in making decisions that affect my experience at school.	.436	.133	.510	.120
Q35 examines my school work.	.572	.337	.301	-.021
Q36 are irreplaceable resources to my schooling.	.383	.420	.281	.286
Q37 are interested in my educational activities.	.284	.543	.411	.054
Q38 have time for my education.	.277	.570	.364	.063
Q39 make sure that I have what I need for school.	-.038	.294	.354	.237
Q40 keep magazines at home.	.123	.160	.219	.715
Q41 keep newspapers at home.	-.027	.052	.327	.748
Q42 ask me about how my usual school days are.	.134	.347	.233	.280
Q43 are source of stimulation to my teachers.	.705	.297	.018	.060
Q44 contribution increases my self-confidence.	.331	.330	.310	.041
Q45 work at the school in support of teachers.	.579	.270	-.211	-.027
Q46 know what is expected of them.	.165	.420	.267	.001
Q47 cooperate with my teachers regarding my educational activities.	.536	.323	.055	.054
Q48 realise that what makes a good school is their contribution.	.472	.335	.337	-.147
Q49 approach my teacher as a partner in problem-solving.	.537	.247	.200	-.327
Q50 correct me when I make academic mistakes.	.140	.455	.423	-.151

The varimax method of rotation was also used as an analytical approach to obtain an orthogonal rotation of components. The rotated component matrix made possible to determine which variables can be represented by outlined components. Variables should be retained as individuals' variables, because the factor solution did not adequately represent their information. The purpose was to obtain as many high positive and near zero loadings as possible. In this study the focus was on the factor loadings that weigh 0.5 and more, and those that weigh less than 0.5 were discarded.

Table 4.10 indicated that, in component 1, values which were above 0.5 form one category of metacognitive and values which were below 0.5 were not counted. Analysis of component 2 exposed the same pattern. Values which were above 0.5 form one category of time and study management. Analysis of component 3 also declared same pattern, values above 0.5 forming a category of development support. Lastly component 4 also demonstrated the same pattern, values above 0.5 forming a category of resources.

A brief summary of inferential statistics follows.

### **4.3 INFERENTIAL STATISTICS**

This section dealt with inferences made from the sample of this study of the grade 12 teachers and learners in Lejweleputswa. The results of the chi-square test were computed to determine if there were statistically significant differences among the sampled members of the study.

#### **4.3.1 Hypotheses Testing**

The following table provides information that is used to test the following hypothesis: there is a significant relationship between parental support and grade 12 learners self-regulated learning behaviour in Lejweleputswa.

##### **4.3.1.1 Hypothesis:**

There is a statistical significant relationship between learner self-regulated learning behaviour and parental support.

**Table 4.11 Self-regulated learning behaviour and parental support cross tabulation**

	Parental support					Total
			Inadequate	Moderately Adequate	Outstanding	
Self-regulated learning behaviour.	Not Satisfactory	Count	19	14	4	37
		Expected Count	9.7	14.9	12.4	37.0
	Somewhat Satisfactory	Count	34	61	44	139
		Expected Count	36.3	56.1	46.5	139.0
	Very Satisfactory	Count	4	13	25	42
		Expected Count	11.0	17.0	14.1	42.0
		Total	57	88	73	218

**Table 4.12 Chi-square tests on Relationship Between Parental Support and Learner Self-Regulated Learner Behaviour**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.310 <sup>a</sup>	4	.000
Likelihood Ratio	29.281	4	.000
Linear-by-Linear Association	27.112	1	.000
N of Valid Cases	218		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.67.

The probability of the chi-square test statistic (chi-square=29.310) was p=0.000, than the alpha level of significance of 0.05. The hypothesis that there is a relationship between self-regulated learning behavior and parental support is not rejected.

A brief summary of learners' biographical data analysis follows.

#### 4.3.1.2 Learners' Biographical Data Analysis

The following tables' answer the research question that establishes to what extend is there a relationship between biographical variables (gender, age, location of school, type of school) and the learner responses related to self-regulated learning behaviour.

**Table 4.13: Statistical significant differences between male and female learners with regard to their metacognitive perceptions.**

<b>Q58*Q01 = Gender</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.381 <sup>a</sup>	3	.497
Likelihood Ratio	2.495	3	.476
Linear-by-Linear Association	.410	1	.522
N of Valid Cases	218		

<b>Q59*Q01 = Gender</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.227 <sup>a</sup>	3	.238
Likelihood Ratio	4.103	3	.251
Linear-by-Linear Association	1.026	1	.311
N of Valid Cases	218		

<b>Q60*Q01 = Gender</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.063 <sup>a</sup>	3	.786
Likelihood Ratio	1.058	3	.787
Linear-by-Linear Association	1.043	1	.307
N of Valid Cases	218		

The above table demonstrates that the chi-square test statistic (Q58\*Q01) was  $p=0.497$ , (Q59\*Q01)  $p=0.238$  and (Q60\*Q01)  $p=0.786$  was greater than the alpha level of significance of 0.05. This indicates that there is no statistical significant relationship between learners' gender and learners' self-regulated learning behaviour with respect to metacognitive. The implication could be that gender has no influence on learners' self-regulated learning behaviour. The research question that there is a significant difference between male and female learners with

regard to their metacognitive perceptions is not supported in this case by this analysis.

**Table 4.14: Statistical significant differences between 15-18 years old learners and learners who are 19 years or over with regard to their metacognitive perceptions.**

<b>Q58*Q02 = Age</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.629 <sup>a</sup>	3	.035
Likelihood Ratio	9.221	3	.026
Linear-by-Linear Association	1.931	1	.165
N of Valid Cases	218		

<b>Q59*Q02 = Age</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.720 <sup>a</sup>	3	.008
Likelihood Ratio	10.387	3	.016
Linear-by-Linear Association	6.554	1	.010
N of Valid Cases	218		

<b>Q60*Q02 = Age</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.414 <sup>a</sup>	3	.702
Likelihood Ratio	1.397	3	.706
Linear-by-Linear Association	.308	1	.579
N of Valid Cases	218		

Table 4.14 demonstrates that the Chi-square test statistic (Chi-square=11.720) Q59\*Q02 was  $p=0.008$  which is less than the alpha level of significance of 0.05. The research question that there is a statistical significant difference between 15-18 years old learners and learners who are 19 years or over with regard to their metacognitive perceptions is supported in this case by this analysis. However, there is no statistical significant relationship between age and learners' making good use of their study time as (Q58\*Q02)  $p=0.035$  and (Q60\*Q02)  $p=0.702$  was greater than the alpha significance of 0.05. This indicates that the research question that there is a statistical significant difference between 15-18 years old learners and learners who are 19 years or over with regard to their metacognitive perceptions is not supported in this case by this analysis.

**Table 4.15: Statistical significant differences between learners in township schools and those in suburban schools with regard to their metacognitive perceptions.**

<b>Q58*Q03 = School location</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.378 <sup>a</sup>	3	.095
Likelihood Ratio	5.900	3	.117
Linear-by-Linear Association	4.886	1	.027
N of Valid Cases	218		

<b>Q59*Q03 = School location</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.755 <sup>a</sup>	3	.005
Likelihood Ratio	11.565	3	.009
Linear-by-Linear Association	5.778	1	.016
N of Valid Cases	218		

<b>Q60*Q03 = School location</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.382 <sup>a</sup>	3	.336
Likelihood Ratio	3.514	3	.319
Linear-by-Linear Association	.003	1	.957
N of Valid Cases	218		

Table 4.15 demonstrates that (Q58\*Q03) was  $p=0.095$  and (Q60\*Q03) was  $p=0.336$  which is greater than the alpha level of significance of 0.05. This indicates that there is no statistical significant relationship between learners' school location and learners' setting goals to direct their studies as well as making use of their study time with respect to metacognitive self-regulated learning. The research question that there is a statistical significant difference between learners in township schools and those in suburban schools with regard to their metacognitive perceptions is not supported by this case in this analysis.

However, there is a statistical significant relationship between learner's school location and learners' studying in a place where they can concentrate on their work (Q59\*Q03) as the  $p=0.005$  which is less than the alpha level of significance of 0.05. This indicates that there is a significant relationship between learners' school location and best study environment. The research hypothesis state that there is a

statistical significant difference between learners in township schools and those in suburban schools with regard to their metacognitive perceptions is supported by this case in this analysis.

**Table 4.16: Statistical significant differences between learners in public schools and those in independent schools with regard to their metacognitive perceptions.**

<b>Q58*Q04 =Type of school</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.316 <sup>a</sup>	3	.010
Likelihood Ratio	14.644	3	.002
Linear-by-Linear Association	7.305	1	.007
N of Valid Cases	218		
<b>Q59*Q04 =Type of school</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.107a	3	.028
Likelihood Ratio	12.051	3	.007
Linear-by-Linear Association	4.597	1	.032
<b>Q60*Q04 =Type of school</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.284a	3	.000
Likelihood Ratio	23.672	3	.000
Linear-by-Linear Association	9.804	1	.002
N of Valid Cases	218		

Table 4.16 demonstrates that (Q58\*Q04)  $p=0.010$ , (Q59\*Q04)  $p=0.028$  and (Q60\*Q04)  $p=0.000$  which is less than the alpha level of significance of 0.05. This indicates that there is a statistical significant relationship between learners' school classification and all the statements of learners' self-regulated learning behaviour with respect to metacognitive self-regulated learning. The research question that there is a statistical significant difference between learners in public schools and those in independent schools with regard to their metacognitive perceptions is supported by this case in this analysis.



**Table 4.17: Statistical significant differences between male and female learners with regard to their involvement and support.**

<b>Q55*Q01 = Gender</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.442 <sup>a</sup>	3	.217
Likelihood Ratio	4.458	3	.216
Linear-by-Linear Association	2.897	1	.089
N of Valid Cases	218		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 3.39.

<b>Q65*Q01 = Gender</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.371 <sup>a</sup>	3	.338
Likelihood Ratio	3.161	3	.367
Linear-by-Linear Association	.798	1	.372
N of Valid Cases	218		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 4.07.

<b>Q66*Q01 = Gender</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.457 <sup>a</sup>	3	.483
Likelihood Ratio	2.507	3	.474
Linear-by-Linear Association	.003	1	.958
N of Valid Cases	218		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.86.

<b>Q67*Q01 = Gender</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.850 <sup>a</sup>	3	.020
Likelihood Ratio	10.820	3	.013
Linear-by-Linear Association	.001	1	.978
N of Valid Cases	218		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 1.36.

Table 4.17 illustrates that the (Q55\*Q01)  $p=0.217$ , (Q65\*Q01)  $p=0.338$  and (Q66\*Q01)  $p=0.483$  was greater than the alpha level of significance of 0.05. This indicates that there is no statistical significant relationship between learners' gender and some of the statements of learners' self-regulated learning behaviour with regard to involvement and support. Therefore, the research question states that there is a significant difference between male and female learners with regard to their involvement and support. Moreover, there is a statistical significant relationship between learners' gender and learners' time and study management as (Q67\*Q01)  $p=0.020$  which is less than the alpha level of significance of 0.05. This indicates that there is a statistical significant relationship between the questionnaire item and the gender

of a self-regulated learner. There is a statistical significant difference between male and female learners with regard to their time and study management and support in this case analysis.

**Table 4.18: Statistical significant differences between 15 – 18 years old learners and learners who are 19 years or over with regard to their involvement and support.**

<b>Q55*Q02 = Age</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.340 <sup>a</sup>	3	.001
Likelihood Ratio	17.569	3	.001
Linear-by-Linear Association	14.669	1	.000
N of Valid Cases	218		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 2.25.

<b>Q65*Q02 = Age</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.097 <sup>a</sup>	3	.003
Likelihood Ratio	13.833	3	.003
Linear-by-Linear Association	8.153	1	.004
N of Valid Cases	218		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 2.70.

<b>Q66*Q02 = Age</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.402 <sup>a</sup>	3	.000
Likelihood Ratio	20.593	3	.000
Linear-by-Linear Association	19.582	1	.000
N of Valid Cases	218		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.19.

<b>Q67*Q02 = Age</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.524 <sup>a</sup>	3	.057
Likelihood Ratio	8.327	3	.040
Linear-by-Linear Association	7.056	1	.008
N of Valid Cases	218		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is .90.

Table 4.18 shows that (Q55\*Q02)  $p=0.001$ , (Q65\*Q02)  $p=0.003$ , (Q66\*Q02) and  $p=0.000$  which is less than the alpha level of significance of 0.05. This indicates that there is a significant relationship between learners' age and some of the statements of learners' self-regulated learning behaviour with regard to involvement and support. Therefore, the result is that there is a statistical significant difference between 15 – 18 years old learners and learners who are 19 years or over with regard to their involvement in studies and the support they receive in this case analysis. However, there is no statistical significant

relationship between learners' age and learners' resources for clarity on educational activities (Q67\*Q02) as  $p=0.057$  which is greater than the alpha level of significance of 0.05.

**Table 4.19: Statistical significant differences between learners in township schools and those in suburban schools with regard to their involvement and support.**

<b>Q55*Q03 = School location</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.724 <sup>a</sup>	3	.000
Likelihood Ratio	27.565	3	.000
Linear-by-Linear Association	18.127	1	.000
N of Valid Cases	218		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 2.57.

<b>Q65*Q03 = School location</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	36.369 <sup>a</sup>	3	.000
Likelihood Ratio	38.053	3	.000
Linear-by-Linear Association	27.477	1	.000
N of Valid Cases	218		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 3.08.

<b>Q66*Q03 = School location</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	52.873 <sup>a</sup>	3	.000
Likelihood Ratio	47.799	3	.000
Linear-by-Linear Association	36.424	1	.000
N of Valid Cases	218		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.22.

Table 4.19 illustrates that (Q55\*Q03)  $p=0.000$ , (Q65\*Q03)  $p=0.000$  and (Q66\*Q03)  $p=0.000$  which is less than the alpha level of significance of 0.05. This indicates that there is a statistical significant relationship between learners' school location and all of the statements of learners' self-regulated learning behaviour with regard to involvement and support. The research question that there is a statistical significant difference between learners in township schools and those in suburban schools with regard to their involvement and support is supported in this case by this analysis.

**Table 4.20: Statistical significant differences between learners in public schools and those in independent schools with regard to learner’s involvement and support.**

<b>Q55*Q04 =Type of school</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.304 <sup>a</sup>	3	.010
Likelihood Ratio	13.435	3	.004
Linear-by-Linear Association	1.670	1	.196
N of Valid Cases	218		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 1.83.

<b>Q65*Q04 =Type of school</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.504 <sup>a</sup>	3	.681
Likelihood Ratio	1.635	3	.651
Linear-by-Linear Association	.165	1	.685
N of Valid Cases	218		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 2.20.

<b>Q66*Q04 =Type of school</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.635 <sup>a</sup>	3	.035
Likelihood Ratio	9.742	3	.021
Linear-by-Linear Association	.017	1	.895
N of Valid Cases	218		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.87.

<b>Q67*Q04 =Type of school</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.675 <sup>a</sup>	3	.643
Likelihood Ratio	2.384	3	.497
Linear-by-Linear Association	.005	1	.946
N of Valid Cases	218		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is .73.

Table 4.20 illustrates that (Q55\*Q04)  $p=0.010$  and (Q66\*Q04)  $p=0.035$  which is less than the alpha level of significance of 0.05. This indicates that there is a statistical significant relationship between learner’s school classification and some of the statements of learners’ self-regulated learning behaviour with regard to involvement and support such as learners’ changing ways of studying to suit certain requirements as well as setting aside time to discuss their learning materials. The research hypothesis that there is a significant difference between learners in public schools and those in independent schools with regard to learner’s involvement and support is supported in this case by this analysis.

However, there is no significant relationship between learner’s school classification and learners’ help seeking for clarity on learning material as (Q65\*Q04)  $p=0.681$  and (Q66\*Q04)  $p= 0.643$  which is greater than the alpha level of significance of 0.05. This indicates that there is no statistical significant

relationship between the questionnaire item and the gender of a self-regulated learner. The research question that there is a statistical significant difference between learners in public schools and those in independent schools with regard to learners' involvement and support is not supported in this case by this analysis.

**Table 4.21: Statistical significant differences between male and female learners with regard to their developmental support.**

<b>Q52*Q01 = Gender</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.465 <sup>a</sup>	3	.926
Likelihood Ratio	.465	3	.926
Linear-by-Linear Association	.018	1	.893
N of Valid Cases	218		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.86.

<b>Q53*Q01 = Gender</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.379 <sup>a</sup>	3	.223
Likelihood Ratio	4.493	3	.213
Linear-by-Linear Association	.394	1	.530
N of Valid Cases	218		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.09.

<b>Q54*Q01 = Gender</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.811 <sup>a</sup>	3	.283
Likelihood Ratio	4.067	3	.254
Linear-by-Linear Association	.100	1	.752
N of Valid Cases	218		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 2.72.

Table 4.21 illustrates that (Q52\*Q01)  $p=0.926$ , (Q53\*Q01)  $p=0.223$  and (Q54\*Q01)  $p=0.283$  which is greater than the alpha level of significance of 0.05. This indicates that there is no statistical significant relationship between learners' gender and learners' self-regulated learning behaviour with regard to developmental support. The research question that there is a statistical significant difference between male and female learners with regard to their developmental support is not supported in this case by this analysis.

**Table 4.22: Statistical significant differences between learners who are 15 – 18 years old and learners who are 19 years or over with regard to their developmental support.**

<b>Q52 * Q02 = Age</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.912 <sup>a</sup>	3	.075
Likelihood Ratio	7.310	3	.063
Linear-by-Linear Association	.190	1	.663
N of Valid Cases	218		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.19.

<b>Q53 * Q02 = Age</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.289 <sup>a</sup>	3	.040
Likelihood Ratio	8.602	3	.035
Linear-by-Linear Association	7.333	1	.007
N of Valid Cases	218		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 3.37.

<b>Q54 * Q02 = Age</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.371 <sup>a</sup>	3	.095
Likelihood Ratio	6.240	3	.100
Linear-by-Linear Association	2.905	1	.088
N of Valid Cases	218		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 1.80.

Table 4.22 illustrates that (Q52\*Q02)  $p=0.075$  and (Q54\*Q02)  $p=0.095$  is greater than the alpha level of significance of 0.05. This indicates that there is no statistical significant relationship between learners' age and learners' self-regulated learning behaviour with regard to developmental support. This indicates the research question that there is a statistical significant difference between learners who are 15 – 18 years old and learners who are 19 years or over with regard to their developmental support is not supported in this case by this analysis.

However, there is statistical significance relationship between learners' age and learners' being eager to learn even when they become confused of learning material as  $p=0.040$  is greater than the alpha level of significance of 0.05. This indicates that there is no statistical significant relationship between the questionnaire item and the age of a self-regulated learner. The research question that there is a statistical significant difference between learners who are 15 – 18 years old and learners who are 19 years or over with regard to their developmental support is supported in this case by this analysis.

**Table 4.23: Statistical significant differences between learners in township schools and those in suburban schools with regard to learner’s developmental support.**

<b>Q52*Q03 = School location</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.887 <sup>a</sup>	3	.596
Likelihood Ratio	1.837	3	.607
Linear-by-Linear Association	1.173	1	.279
N of Valid Cases	218		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.22.

<b>Q53*03 = School location</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.117 <sup>a</sup>	3	.003
Likelihood Ratio	13.958	3	.003
Linear-by-Linear Association	8.879	1	.003
N of Valid Cases	218		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 3.85.

<b>Q54*03 = School location</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.819 <sup>a</sup>	3	.002
Likelihood Ratio	14.384	3	.002
Linear-by-Linear Association	11.588	1	.001
N of Valid Cases	218		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 2.06.

Table 4.23 shows that (Q53\*Q03)  $p=0.003$  and (Q54\*Q03)  $p=0.002$  is less than the alpha level of significance of 0.05. There is a statistical significant relationship between learner’s school location and learners’ self-regulated learning behaviour with regard to developmental support. The research question stating that there is a statistical significant difference between learners in township schools and those in suburban schools with regard to learner’s developmental support is supported in this case by this analysis.

However, there is no statistical significant relationship between learner’s school location and learners’ making up questions to help them focus with their reading with regard to developmental support as (Q52\*Q03)  $p=0.596$  which is greater than the alpha level of significance of 0.05. Thus, the research question that there is a statistical significant relationship between parental support and learner self-regulated learning behaviour is supported in this case by this analysis.

**Table 4.24: Statistical significant differences between learners in public schools and those in independent schools with regard to learners' developmental support.**

<b>Q52*Q04 =Type of school</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.747 <sup>a</sup>	3	.052
Likelihood Ratio	7.890	3	.048
Linear-by-Linear Association	.466	1	.495
N of Valid Cases	218		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.87.

<b>Q53*Q04 =Type of school</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.949 <sup>a</sup>	3	.074
Likelihood Ratio	6.796	3	.079
Linear-by-Linear Association	1.014	1	.314
N of Valid Cases	218		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 2.75.

<b>Q54*Q04 =Type of school</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.655 <sup>a</sup>	3	.448
Likelihood Ratio	2.803	3	.423
Linear-by-Linear Association	1.950	1	.163
N of Valid Cases	218		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 1.47.

Table 4.24 illustrates that (Q52\*Q04)  $p=0.052$ , (Q53\*Q04)  $p=0.074$  and (Q54\*Q04)  $p=0.448$  is greater than the alpha level of significance of 0.05. This indicates that there is no statistical significant relationship between learner's school classification and learners' self-regulated learning behaviour with regard to developmental support. The research question stating that there is a statistical significant difference between learners in public schools and those in independent schools with regard to learners' developmental support is not supported in this case by this analysis.



**Table 4.25: Statistical significant differences between learners' gender, age, school location and school classification with regard to learners' resources.**

<b>Q61*Q01 / Gender</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.958 <sup>a</sup>	3	.581
Likelihood Ratio	1.957	3	.581
Linear-by-Linear Association	1.805	1	.179
N of Valid Cases	218		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.15.

<b>Q61*Q02 / Age</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.799 <sup>a</sup>	3	.424
Likelihood Ratio	2.996	3	.392
Linear-by-Linear Association	.093	1	.761
N of Valid Cases	218		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.39.

<b>Q61*Q03 / School Location</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.316 <sup>a</sup>	3	.345
Likelihood Ratio	3.513	3	.319
Linear-by-Linear Association	.530	1	.467
N of Valid Cases	218		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.17.

<b>Q61*Q04/ School Class</b>	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.811 <sup>a</sup>	3	.078
Likelihood Ratio	6.867	3	.076
Linear-by-Linear Association	2.188	1	.139
N of Valid Cases	218		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 4.40.

Table 4.25 illustrates that (Q61\*01)  $p=0.581$ , (Q61\*Q02)  $p=0.424$ , (Q61\*Q03)  $p=0.345$  and (Q61\*Q04)  $p=0.078$  is greater than the alpha level of significance of 0.05. This indicates that there is no significant relationship between learner's gender, age, school location and school classification and learners' self-regulated learning behaviour with regard to resources. The research question stating that there is a statistical significant difference between learners' gender, age, school location and school classification with regard to learners' resources is not supported in this case by this analysis.

The section that follows will deal with the analysis of the qualitative data.

## 4.4 QUALITATIVE DATA ANALYSIS

A content analysis is a detailed and systematic examination of the contents of a particular body of material for the purpose of identifying patterns or themes within that material (Leedy and Ormrod, 2010). The researcher used a content to determine the influence of parental support on their children's self-regulated learning behaviour. Leedy and Ormrod (2010) further maintained that content analysis are not necessarily stand-alone designs as it might be incorporated into a cross-sectional study in order to discover developmental trends of the researched study. This section dealt with the analysis of interview transcripts that were required to be critically examined and harmoniously blended. The analyses were basically carried out during data collection, as well as after all the data have been gathered. Six selected parents were interviewed and interviews were tape recorded with their permission.

The researcher then proceeded to analyse data, the following steps being followed.

McMillan (2012) points out the following steps of qualitative data analysis:

- The first step in data analysis is separating data into workable data segments. The researcher identified the specific body of material to be studied and characteristics to be examined;
- The second step data is identifying and summarising data into smaller categories. The researcher broke down each item into smaller manageable segments that were analysed separately; and
- Lastly, interpreting of data in which the researcher looks for similarities and the relationship among those categories.

Interview questions to answer this research question were:

### 4.4.1 How parents nurture goal setting for their children

- How do you nurture your child's goal settings?

**Interviewee 1:** *“I make sure that I assist my child with planning and creating persistent achievements like reading a book in a week”.*

**Interviewee 2:** *“I make goals small and adjust the completion time for his age”.*

**Interviewee 3:** *“I let him to draw up his own schedule and encourage him to stick to what he anticipated”.*

**Interviewee 4:** *“Our children are always listening and watching us so we have to make sure that we make the right statements at all times when we are around them in order to be a model and set a very good example for the child. Thus, they will learn to adhere to set goals”.*

**Interviewee 5:** *“My husband and I have some way to know when the goal has been reached so we normally celebrate with a treat for that success”.*

**Interviewee 6:** *“I make sure that the goals are achievable and reachable as well as measurable. The child must learn to pack away and tidy up her before going to bed each night, also to visualize what they intend to have well good things of cause”.*

The interview results were congregated collectively as follows:

**Clustering responses:** The most important manner on which parents nurtured goal setting of their children was by keeping the goals very simple in order to make them seem right and achievable for their children within a speculated period of time.

The following themes emanate from the interviewees’ responses:

- Theme 1: Purposeful achievements.
- Theme 2: Reachable experiences.

#### **4.4.2 Tactics parents employ in order to motivate their children’s self-regulated learning behavior.**

- How do you motivate your child to develop his or her self-regulated learning behavior?

**Interviewee 1:** *“It is so hard to motivate our children and every attempt we try tend to be working against us and that is how bad the situation really is. But we learned to hold him responsible and accountable for his school work and taught him how the real world works by giving consequences to show him the results of his poor choices”.*

**Interviewee 2:** *“My child is very smart but he always gets cards with D’s and F’s. I always overlook to the fact that he lacks motivation and make it so impossible to make him care despite the best efforts we have enforced to see him improve his school work”.*

**Interviewee 2:** *“Forcing to motivate my child created a power struggle between me and her. I then resolved to be more inspiring than too controlling and I can tell you now that things I becoming better than when I tried too hard to motivate her”.*

**Interviewee 3:** *“I let him make his own choices and when it is the best one we celebrate and make him feel so important and when poor we try to sit him down and establish the way forward. But if he keeps doing the wrong things then we let him taste his own medicine and suffer the consequences”.*

**Interviewee 4:** *“I learned to listen to my son what his heart desires then we develop a better strategy of handling things accordingly but not to be controlled by a child but working together with him”.*

**Interviewee 5:** *“In order for me to get the work done or get through to her, I punish, nag, reward and sometimes bribe so as to be on the same direction with her. I enforce the rules with consequences”.*

**Interviewee 6:** *“After struggling I manage to find something that really worked for me. I gave him a space and let her handle the tacks the way she see fit and see what works for her and really gets her moving”.*

The interview results were congregated collectively as follows:

**Clustering responses:** The most challenging thing is to motivate a child in doing what is actually best for them but children never see it that way. The bottom line is; one cannot motivate another person to care. The push-pull of trying to motivate usually turns into a power struggle between a child and a parent.

Themes emanate from the interviewees' responses:

- Theme 1: Power struggle.
- Theme 2: Rules and boundaries.

#### 4.4.3 How parents help their child develop a positive belief in managing a conflict

- How do you help your child to develop a positive belief in managing a conflict?

**Interviewee 1:** *“I always tell my son to firmly use appropriate words to correct a mistake and humbly ask rather than using aggression but stand up tall to what he believes”.*

**Interviewee 2:** *“I let him know that it is possible to find a good solution and that reaction makes him a bit calmer”.*

**Interviewee 3:** *“My son was a very short tempered young fellow who believed that everybody undermined him because he had a very short height so he used to deal with conflict aggressively and try to convince other people that his way is the best by forcing argument. I then encourage him to express his feelings differently by stopping the oppressor in a strong and confident way without yelling or shouting”.*

**Interviewee 4:** *“I normally praise all my children when they play cooperatively with others. I make sure that I make clear rules to be followed as there are consequences for misbehaviors and ensure that I am consistent in addressing inappropriate behavior”.*

**Interviewee 5:** *“I sit with her and help her choose better options that she thinks it will work better for her and get her to put that into practice. She is very old now for me to start reading her books that teach conflict resolution skills but instead I tell her in the form of a story which is still very helpful”.*

**Interviewee 6:** *“Her father encourages her to come up with several different and interesting ways that she feels can solve the problem. As a result she becomes in control of the situation and that made her a better person”.*

The interview results were congregated collectively as follows:

**Clustering responses:** Half given a chance self-regulated learner acquire self-control skill more easily than learners who lack self-regulated learning skills. It is possible for a child to learn how to sort out problems in a way that makes everybody happy. Good conflict resolution skills do not seem to be used in most of the conflicts we see or hear about but there are excellent ways of dealing with conflict that lead to a peaceful solution.

The following themes emanate from the interviewees' responses:

- Theme 1: Self-control skills.
- Theme 2: Conflict resolution techniques.

#### 4.4.4 How parents instill time management skill in their children's life

- How do you instill time management skill in your child's life?

**Interviewee 1:** *“Before he goes to bed each night he makes sure that his shoes are polished, the books are neatly packed in his school bag. The next morning he makes his bed before bathing and tidies his room. After school he has to wash his socks, assignment then feed and clear dog's poo”.*

**Interviewee 2:** *“My children during the week have an hour of television leisure everyday but after the completion of homework and only if grades remain above a C”.*

**Interviewee 3:** *“I enforce and make it clear to my children that I expect them to attend school every day, complete homework on time, perform regular weekly chores and participate in at least one extracurricular activity in order to have a chance of watching television or going out with friends”.*

**Interviewee 4:** *“Work and school schedule vary week to week but every supper we dine together then every individual get busy with their own chores”.*

**Interviewee 5:** *“Youth should be encouraged to find pleasure and enjoyment in activities that enrich their lives such as reading, crafting, sporting and many more for relaxation of mind, body and soul leading to a lifetime of satisfaction and enjoyment”.*

**Interviewee 6:** *“There are set rules in my household before she goes to bed each night she has to make sure that her socks are clean and shoes are polished, the books are neatly packed in her school bag with a completed and signed homework”.*

The interview results were congregated collectively as follows:

**Clustering responses:** Time management is a complex skill. The youth of today have more demands on their time than their parents did when they were their age. Therefore, youth must learn to budget and to manage their time in a way that allows them to balance competing needs and priorities in life.

Themes that have been identified from the interviewees' responses:

- 🎬 Theme 1: Enhanced self confidence.
- 🎬 Theme 2: Sense of independency.
- 🎬 Theme 3: Positive effects and impacted of time management.
- 🎬 Theme 4: Delegation of task.
- 🎬 Theme 5: Keep a to do list.
- 🎬 Theme 6: Managing an individual time table

#### 4.4.5 How Parents Support their Children's Education

- 🎬 How do you support your child's education?

**Interviewee 1:** *"I made it a routine to check my child's school work on the daily basis as a form of controlling as well because with that I get to know that he was actually at school on such a date. He also know that no playing before doing the homework or going through the day's activity each day after school as a form of revising and checking where there were hiccups".*

**Interviewee 2:** *"I encourage him to always work hard and stay out of trouble at school. I get to see if he was at school on daily basis because we parents get to sign their assignments or they will be an activity that has to be monitored and comment thereafter".*

**Interviewee 3:** *"I am a very strict parent; I normally tell my children that what they put on their studies is what they will get as their reward at the end of the year as well as from me and their father as an incentive to say well done. If they want to achieve something worthwhile, working very hard to see improvement on their studies make it easier for them to get what they have anticipated".*

**Interviewee 4:** *“I always check my child school work every day, with a job well done he always get an incentive. If did not do well then he has to go back and do that task again to perfection with my help of course, explaining and showing how the task has to be done. We check his books, sign them and comment for clarity where he struggles as he might not understand some of his work”.*

**Interviewee 5:** *“We have a chalk board in our kitchen, these chalk board we use it to solve my daughter’s academic problems such as mathematics and sciences (physics or chemistry). We have selected the subject with which she will be measuring them when she reaches the university level and make them as entertaining as possible by competing. We use the chalk board to solve the problem, each and everyone gets a chance to try and work out the problem then write it neatly somewhere, rub it off the chalk board so that the next person will be able to use the board. Whoever gets it right explains it to the rest of us and then gets time off from the household tasks for a week. She gets encouraged and motivated by that support and her school work has improved tremendously”.*

**Interviewee 6:** *“I make sure that I attend everything at school that needs our attention as parents. I also check my child’s school work on the daily basis and comment on the things that I see he struggles with them”.*

The interview results were congregated collectively as follows:

**Clustering responses:** The most important manner in which parents support their children’s education is through examining their children’s school work as the major controlling measure. Signing their children’s assignments and having to assess an activity and comment thereafter also serve as major roles in supporting their children’s education.

Proper guidance, attention to detail, supervision and constant motivation are the keys to encouraging children to work hard and set correct goals. Most parents show their children the proper way of handling their academic tasks and it is this kind of support which sets a solid foundation of trust and self-confidence. Other parents use competition amongst members of the family as a motivation and this also is successful in helping to improve their children’s school work.

Themes derived from the interviewees’ responses:

Theme1: Proper guidance.

Theme 2: Examining children’s school work.



#### 4.4.6 Problems Parents Experience when they Support their Children's Education

■ What problems do you experience when you support your child's education?

**Interviewee 1:** *“Basically we have not encountered problems yet; even the report shows a good progress. We have never been called to school for a disciplinary purposes and the teachers are very friendly and cooperative”.*

**Interviewee 2:** *“Teachers feel that what is done at school should be left for them to handle thus some parents feel that way as well and do not bother to be engaged in their children's school work. But with me my child knows that I am a number teacher and a parent hence every parent is a teacher even neighbors. We have a three legged pot; number one leg is a parent, the second leg is a teacher and then a child. The child is between a parent and a teacher therefore a child needs to be protected at home and at school at the same time. At home we parents have to re-check our children's day's work and not just leave everything to our children's teachers and stop using teachers as weapons that put our children on the right path. When our children are making mistakes, instead of correcting that as a parent we threaten our children that we will tell their teachers that they are misbehaving. With that they will end-up respecting and doing what is expected of them in front of their teachers only because we are failing them as parents”.*

**Interviewee 3:** *“We have not come across any problems with her so far as her work is always up to standard and performs really well at school”.*

**Interviewee 4:** *“I have not experience any problem yet as my son is a dedicated learner and a hard worker as they compete in their class with his classmates. But if I encounter any problem with him in general I would not hesitate to ask for assistance at school in this process of molding him to become a better person”.*

**Interviewee 5:** *“Initially she was more influenced by her peers and ended up doing drugs. She failed that same year but after we realised her problem we approached the school with which help was greatly found. We have worked together with the school and now we see very good results”.*

**Interviewee 6:** *“Teachers explains if and when they need help on certain aspects so it is very easy to approach and I made a good relationship with them”.*

The interview results were grouped together as follows:

**Clustering responses:** Most challenges experienced by parents who support their child's education at school, and even at home, are as follows:

- Lack of information provided at school;
- Teachers feel that what is done at school should be left for the teachers to handle – this is the reason why some parents have no idea where to begin when they try to help their children at home with their studies;
- The actions most harmful to the children are those which leave discipline entirely to the teachers – parents who expect the teachers to discipline their children for misbehaviour at home, and who threaten to tell the teachers as if they are the only people who may discipline them;
- Some parents feel intimidated by teachers and hence they accept everything presented to them by teachers;
- In general, though, most parents have not experienced any problems as a result of supporting their children's education.

Main themes that stemmed from the interviewees' responses were as follows:

- Theme 1: Lack of self-confidence.
- Theme 2: Inexperienced.
- Theme 3: Parenting and disciplining children.

#### **4.4.7 How the Identified Problems could be Solved**

- How can one solve these problems?

**Interviewee 1:** *“There are several ways that can help eliminate such problems, doing assignments together with a child, checking day's activities and then mark them to show that you went through your child's school work and then ask the consent teacher to comment”.*

**Interviewee 2:** *“Working together with teachers by checking and assessing your child's every day's activities, development and disabilities”.*

**Interviewee 3:** *“I will suggest that every problem encountered with a child at home, the parents must also check with the school to see if really the child has or experience the same problem at school as well”.*

**Interviewee 4:** *“Working hand in hand with teachers, parents including a learner once a problem has been encountered should be dealt with and not leave everything to the school to discipline a child”.*

**Interviewee 5:** *“Being open about a problem really helps to get help at school and the support of teachers makes things easy and possible. One other aspect to solve the problem is to keep a promise, if you promised your child to do something for her/him so that they will learn to stick to their promises and in that way you are building a trustworthy relationship with a child”.*

**Interviewee 6:** *“Most parents always refer to themselves as being uneducated and shy and that actually block them from participating. If they may just shift that angle because most of the time those parents who look and put themselves down are actually genuine people”.*

The interview results were assembled collectively as follows:

**Clustering responses:** The most strategic manner of solving these problems is through parents and teachers and learners working together by means of:

- Doing assignments at home together with the child; and
- Checking and assessing children’s activities, development and disabilities every day.

In general, parents have to be alert to every problem that their children may experience, as teachers who deal with many children might not notice the problem, while parents need to manage only their own individual children.

Themes that have been identified from the interviewees’ responses:

- Theme 1: Parent-learner cooperation.
- Theme 2: Working together with teachers.
- Theme 3: Openness towards problems.

#### **4.4.8 Methods Schools Employ to Encourage Parents to be Actively Involved in School Matters**

- What methods does your child’s school employ to encourage you to be actively involved in school matters?

**Interviewee 1:** *“Gardening services supported by parents so that each parent is forced to participate as a form of encouragement. Parents and teachers have to implement games activities, fun walks for learners, parents and teachers. Those who did not participate should be fined”.*

**Interviewee 2:** *“There are no methods that have been put into practice yet, for now it is only suggestions and hopes that what will be employed will successfully work out”.*

**Interviewee 3:** *“Always working together between the parents and teachers. Do the assignments together with a child and then sign to show that you are satisfied with work being done. Check the child’s school day’s activities and then comment for clarity”.*

**Interviewee 4:** *“If parents did not come to school meetings on a weekend. On Monday a child should be sent back to come with their parents and they should not be allowed to enter the classroom until a respective parent has shown up to answer for not attending a meeting on such a date. Letters for meeting notification should also be signed to show that has reached the respective parent”.*

**Interviewee 5:** *“There should be parent’s attendance register as well as learner attendance register when attending school meetings or events and both a parent and a child must attend”.*

**Interviewee 6:** *“Both parents and learners must attend school meetings and events”.*

The interview results were grouped jointly as follows:

**Clustering responses:** Responses that the schools have employed to encourage parental involvement in their children’s school matters:

- Gardening services supported by parents – each parent is obliged to participate as a form of encouragement and to be involved in their children’s school matters;
- Fund raising in support for the school – fun walks, outdoor games and indoor activities;
- Doing assignments at home with a child and then signing them to show that the parent and child cooperated on the homework;
- Checking the child’s school day activities and asking for clarity when appropriate;
- Signing meeting notifications to indicate that they have reached the parents – when a parent does not attend a meeting without a valid explanation, then the child should be punished;
- As a general rule, everything that happens at school which needs parents’ attention should be attended to by the parents.

The following themes emanate from the interviewees' responses:

- Theme 1: Out-of school activities.
- Theme 2: Involvement in school activities.
- Theme 3: Parent-learner cooperation.

#### 4.4.9 Factors that Cause Parents Not to Attend School Meetings

- What causes parents not to attend school meetings?

**Interviewee 1:** *“Fear and mostly ignorance. Most parents judge and put others or themselves down saying no one should tell me what to do, or who do they think they are? And I am not educated enough to sit with highly educated people. Such comments destroy a person rather than encouraging them to work together harmoniously. Poverty, lack of time and lack of transportation are other factors that hinder parental involvement”.*

**Interviewee 2:** *“Carelessness but if were private schools because they are costly and they want to see where their every cent has done hence they fully participate. With schools like ours, people do not care as long as they paid their children’s school fees, they expect to see their children getting good grades and passing at the end of the year”.*

**Interviewee 3:** *“Ignorance but sometimes lack of time”.*

**Interviewee 4:** *Being careless about learner’s education and taking everything for granted especially if it is a public school. In a private school because they are very expensive, people tend to attend everything that needs to be attended so as to be well equipped and know what they are paying for.*

**Interviewee 5:** *“Most parents really do not care what is expected of them in order to develop the school image as long as their children pass at the end of the year as that is why they are paying expensive school fees for. Again lack of self-respect or even lack of self-confidence makes people feel less important”.*

**Interviewee 6:** *“Laziness, careless and others are shy because they came from a poorer background”.*

The interview results were correlated as follows:

**Clustering responses:** The most common reasons for parents not attending school meetings are as follows:

- Ignorance and fear of the unknown;
- Poverty – not having resources such as transport fares;
- Lack of time due to lengthy working schedules;
- Lack of transportation – living in remote areas where travel arrangements are not easy;
- Laziness and carelessness (sometimes shyness because they come from a poorer background);
- In most cases, poor self-esteem among parents means that they do not have the confidence to form their own opinions and so rely on others to make decisions for them.

Majority of parents ask themselves most of the time whether they are fit to be good parents or are they supporting their children’s education well enough. Well there is hope and there is always a room for improvements when it comes to parenting. However there has never been the perfect parent. But if there are amends in the above list that can help in the success of being a better parent.

Main themes that stemmed from the interviewees’ responses were as follows:

- Theme 1: Lack of resources.
- Theme 2: Fear and ignorance.
- Theme 3: Negative dispositions.
- Theme 4: Self-concept of parents.

#### **4.4.10 Strategies to Encourage Parents to attend School Meetings.**

- What should be done to encourage them to attend school meetings?

**Interviewee 1:** *“Every school meetings or any activities that needs parental involvement should add points on their children’s school attendance mark at the end of the year”.*

**Interviewee 2:** *“Most meetings are done in the morning either Saturday or Sunday and that does not allow most of the parents to attend those meetings as weekends is the only chance of working parents to do chores that are not easily done during the week whereas other parents work on weekends as well”.*

**Interviewee 3:** *“A child should be punished on their parent’s behalf for not attending the school meetings or events. Attendance register must be available for parents to sign so as to see whose parents did not attend”.*

**Interviewee 4:** *“Learners should be punished due to their parent’s ignorance”.*

**Interviewee 5:** *If parents do not attend meetings, they should be served with a summon from social workers as most of the parents with whom their children have problems at school and at home do not always show their support for their children. A police that is assigned to a school should also be informed about such problems so as to intervene when they see a problem.*

**Interviewee 6:** *“Parents and learners should attend school meetings together and both have to sign attendance register for statistical purpose enabling the school to see the number of those attended. Children with whom parents do not attend those meetings should be punished by not being allowed to attend the classroom until their parents have explained themselves”.*

The interview results were grouped together as follows:

**Clustering responses:** Encouraging parents to become involved in school matters should involve the following:

Regular general parents’ meetings should be organised by the school every term involving discussion on learners’ performance. Parents and learners should attend these school meetings together, both having to sign attendance registers to establish the names and number of those who have attended.

Individual meetings between a parent and a teacher about his/her child should be held when there are problems encountered regarding the child.

Parents should be encouraged to become the members of the School Governing Body (SGB).

Parents should be told about the importance of being members of structures such as the QLTC (quality learning and teaching campaign), where they have opportunities to become involved in their children’s education. They should support the schools in their fundraising campaigns.

Parents must be made aware that schools are public institutions and therefore they have the responsibility to protect the schools property and premises by reporting any crime they may see taking place at the school at any time.

The following themes emanate from the interviewees' responses:

- Theme 1: Parent-learner meetings
- Theme 2: Individual parent meetings.

## **4.5 CONCLUSION**

Chapter four dealt with data presentation, analysis and the interpretation of Parental Support on Grade 12 Learners' Self-regulated Learning behaviour. Both quantitative and qualitative research methods were used to gather information.

The instrument used to collect data quantitatively was the questionnaire. The researcher distributed the questionnaires to different schools to be answered by both learners and teachers. Interviews were used as the main instrument of qualitative research – six learners' parents were interviewed. Data gathered was analysed and interpreted.

The following chapter five presents a summary of the findings, conclusions and recommendations of this study.



## **CHAPTER FIVE**

### **DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

It is the parent's primary objective and responsibility to participate actively in their children's development. Raising children is considerably easier when parents work together with their children's teachers. It is thus of paramount importance that parents are involved in the learning process of their children, since this will make a significant difference in their children's education.

This chapter discussed and interpreted the relationship between parental support and learners' self-regulated learning behaviour as evidence in the data. The chapter further presented a summary of the discussions, conclusions and recommendations.

The following section provides an overview of the study.

#### **5.2 OVERVIEW OF THE STUDY**

The purpose of the study was to investigate the nature of parental support towards their children's self-regulated learning behaviour. An investigation was undertaken with the aim of gaining a perception of the parental support given to self-regulated learning of Grade 12 learners. These learners were being educated to face the world with open, clear and mature minds for a better future.

The following section provides the research questions that drove the study.

### 5.3 THE RESEARCH QUESTIONS OF THE STUDY

This study attempted to investigate the relationship between parental support and learners' self-regulated learning behaviour in the Lejweleputswa District. In order to accomplish the purpose of this study, the following research questions formed its basis:

- What is the relationship between parental support and Grade 12 learners' self-regulated learning behaviour?
- How does parental support contribute to learner self-regulated learning behaviour?
- What strategies do schools use to encourage positive parental support in their children's self-regulated learning?
- How do parents support self-regulated learning of their children?
- Why do some parents not offer their support to their children's education despite the fact that the South African School Act of 1996 encourages them to do so?
- To what extent is there a relationship between biographical variables (gender, age, location of school, type of school) and the learner responses related to self-regulated learning behaviour?

A questionnaire survey was conducted among grade 12 teachers and learners in the Lejweleputswa District. Participation was restricted to selected schools in the Welkom area. The survey was conducted to test the following alternative hypothesis: *There is a statistical significant relationship between parental support and Grade 12 learners' self-regulated learning behaviour in Lejweleputswa.* The following questions were incorporated to formulate questionnaire items:

- What is the relationship between parental support and Grade 12 learners' self-regulated learning behaviour?
- How does parental support contribute to learner self-regulated learning behaviour? and
- How do parents support self-regulated learning of their children?

- To what extent is there a relationship between biographical variables (gender, age, location of school, type of school) and the learner responses related to self-regulated learning behaviour?

Interviews were conducted among grade 12 learners' parents to answer the question on:

- What strategies do schools use to encourage positive parental support in their children's self-regulated learning? and
- Why do some parents not offer their support to their children's education despite the fact that the South African School Act of 1996 encourages them to do so?

The following section provides the aim and objectives of the study.

#### **5.4 AIM AND OBJECTIVES OF THE STUDY**

The primary aim of this research was to investigate parental support on grade 12 learners' self-regulated learning behaviour in Lejweleputswa district.

In order to achieve this aim, the following objectives were to be realised by the study. These objectives were to:

- Investigate the relationship between parental support and Grade 12 learners' self-regulated learning behaviour.
- Establish how parental support contributes to learner self-regulated learning behaviour;
- Suggest strategies that schools should use to encourage positive parental support in their children's self-regulated learning;
- Highlight how parents support self-regulated learning of their children;
- Examine why some parents do not offer their support to their children's education despite the fact that the South African School Act of 1996 encourages them to do so; and

- To establish the extent of the relationship between biographical variables (gender, age, location of school, type of school) and the learner responses related to self-regulated learning behaviour.

The following section provides the summary on discussions.

## **5.5 SUMMARY ON DISCUSSIONS**

The next section provides the findings of the study which emanated from a literature survey, questionnaire survey and interviews.

### **5.5.1 Summarised Discussions on Literature Survey: Contributions of Parental Support to Learner Self-Regulated Learning Behaviour.**

Literature reviewed in Chapter 2 revealed that parental support is vital not only to individual children, but also to society, if only parents could use positive means to motivate their children to become better family members, partners and citizens (Kanan and Al-Karasneh, 2009). Parents often believe that they need help from experts to make their children successful. However, working in partnership with their children's school can help them to succeed. Parental support at home is an important and productive factor. Therefore, parents should impose their support on their children, so as to have the capacity to limit the barriers so often presented by schools or individual teachers (cf. 2.2).

Chapter 2 also revealed teachers' ways of working with parents. Teachers encouraged parental support by presenting parents with ideas and activities they could carry out at home with their children to enhance their learning processes. Consequently, parents understood that a problem demanded their input and trusted teachers' efforts to better their children's future academically (cf. 2.2.1.1). This Chapter also reviewed children's self-regulatory development which could be either facilitated or constrained by the impact of the social environment, namely developmental, motivational and contextual factors (Xu *et al.* 2010).

Learners at almost any age are capable of taking charge of their own learning (cf. 2.4). However, the fact that almost all people are capable of self-regulation does not mean that all learners

actually do take effective charge of their own learning (Reis, 2004). The majority of learners rely heavily on their teachers' and parents' support. Self-regulated learners conduct their learning outcomes first and foremost from within – as such, they are highly motivated, self-reflecting, self-directing, self-monitoring and self-evaluating (Prochner, 2004). Therefore, promoting self-regulated learning becomes an important aspiration for all educational systems (Reis, 2004).

## **5.5.2 Summarised Discussions on Questionnaire Survey**

The following section provides the findings that were derived from the questionnaire survey. Descriptive statistics revealed that:

### **5.5.2.1 Responses of Teachers and Learners**

- Discussions regarding the relationship between parental support and learners' self-regulated learning behaviour.

The researcher found that the majority of learners perceived that their parents always support their education. The mode procedure in the sample of learners on parental support was 4 (always) (cf. Table 4.3). This mode indicated that the grade 12 learners who were sampled perceived that their parents always support their education. Regarding the sample of teachers, the mode for parental support on self-regulated learning was 2 (cf. Table 4.5). The mode results were apparent that most of the teachers affirmed the fact that parents sometimes supported the education of their children. Discrepancies between learners and teachers responses exist due to lack of resources, fear and ignorance, negative dispositions and self-concept of parents.

The researcher noticed that, in general, parents focus more on home based support and not school based support. Teachers are thus not experiencing parental support at school: most parents do not attend either class or subject meetings, let alone provide all the necessary educational tools needed for the betterment of their children's education. On the other hand, learners' experience parental support because their parents are meeting their general needs and are always there for them at home.

The mode procedure in the sample of learners on learner self-regulated learning behaviour was indicative of 2 (sometimes). Accordingly, most of the learners alleged that they sometimes applied the self-regulated learning skills (cf. Table 4.5). In addition, the researcher discovered that learners' parents supported their children's education and most parents did sometimes apply skills that develop self-regulated learning behavioural skills in their children. Therefore, there is a statistical significant relationship between parental support and learners' self-regulated learning behaviour (cf. Table 4.5).

According to these important findings, it seems crucial for schools to work hard at making involvement easier and more convenient for all families, a determination which will definitely increase support from parents and enhance learner achievement (Naong and Morolong, 2011). Furthermore, Van Zandt and Migliore (2008) noted that parental participation in school's activities was more correlated with higher grades, as learners would be highly motivated and would make an effort to perform to their highest capabilities.

When schools host parent information meetings, parents should make it a point to attend those meetings, as doing so will be for the betterment of the school. The likelihood of learners leaving school without completing their studies will be greatly reduced when their parents are actively involved in their schooling. Learners would gain a more secure emotional stability, improving their behaviour and school attendance.

In addition, inferential statistics of the questionnaire survey, using cross tabulation and the chi-square statistical test, also revealed the following interesting information regarding the relationship between parental support and self-regulated learning behaviour (cf.4.2.3):

#### 5.5.2.2 Discussions on Learners' Metacognitive Perceptions

- Discussions regarding the relationship between parental support and learners' self-regulated learning behaviour (cf. 4.11 to 4.12).

The researcher discovered that, in order to promote their children's self-confidence, as well as the necessary skills for them to learn and manage their own learning, parents placed emphasis and great effort on children who lacked self-regulated learning skills.

Furthermore, learners with self-regulated learning skills were encouraged to do much better and develop still more self-regulated learning skills. Self-regulated learning skills were primarily fostered by the interventions and influences of the children's parents.

- Discussions with respect to gender and learners' metacognitive self-regulated learning behaviour (cf.4.13).

The researcher ascertained that there were no gender preferences, when it came to self-regulated learning. Self-regulated learning skills normally developed from within a person and were based more on individual performance.

- Discussions regarding the age and learners' metacognitive self-regulated learning behaviour (cf.4.14).

The researcher discovered that intelligence regardless of age played the vital role in self-regulated learning. Younger learners (15-18) with less self-regulated learning skills might thus perform better academically than those who had acquired more self-regulated learning skills. Furthermore, learners who were slightly older (19 and Over) knew how to self-regulate their learning well, even though some perceived that they did not use self-regulated learning skills often. Hence, the researcher concluded that age did not really influence learners' metacognitive self-regulated learning behaviour.

- Discussions regarding school location and learners' metacognitive self-regulated learning behaviour (cf.4.15).

The researcher discovered that school location, whether in township or suburb, did not necessarily influence self-regulated learning behaviour. As the skill is within an individual's capacity, learners have to be highly motivated in order for them to be self-reflective, self-directive and self-monitoring, as well as self-evaluative.

- Discussions regarding school classification and learners' metacognitive self-regulated learning behaviour (cf. 4.16).

The researcher discovered that the type of school played a very important role and that there was a statistical significant relationship between school classification and learners' metacognitive self-regulated learning behaviour. Learners at private schools were very well groomed and trained to become better individuals as compared to learners at public schools. In private schools, learners

had programmes such as basic education, sports and recreation; moreover, teachers assigned to programmes accepted full responsibility for their implementation and the results of their learners were considered proof of the teachers' capability and commitment.

Parents were obliged to pay for all educational tasks their children participated in and parents were also obliged to provide meaningful motivation for their children. Teachers at private sector schools were employed on a contract basis and were intrinsically motivated since they earned their promotion based on their performance. Therefore, they worked very hard to maintain and promote their schools' image.

### 5.5.2.3 Responses on Learners' Involvement Support

📖 Discussions with respect to gender and learners' involvement and support (cf.4.17).

The researcher discovered that the questionnaire items on gender versus time and study management do not really affect self-regulated learning behaviour. Self-regulated learning came from within an individual and was triggered by the interventions and influences of home-based parental support, as well as school-based teacher support.

📖 Discussions with respect to age and learners' involvement and support (cf. 4.18).

The researcher ascertained that age does not really influence how learners managed their time and study, but rather how individuals handled their study material. Some learners' who are self-regulated used their skills effectively and managed their time well but, still performed averagely. There were also intelligent learners by nature who do not make an effort to study, but performed well in their studies.

📖 Discussions with respect to school location and learners' involvement and support (cf. 4.19).

The researcher discovered that the area of the school mattered considerably. Most of the suburban schools were more disciplined and learners knew how to best manage their time. In the township situated schools, teachers tried their best, but teaching and learning was adversely



affected by socio-economic factors such as lack of transportation, poverty and poor educational facilities.

- Discussions with respect to school classification and learners' involvement and support (cf. 4.20).

The researcher discovered that the type of school does to some extent influence self-regulated learning behaviour with regard to time and study management. This is so, even though self-regulated learning skill comes from within individuals who are able to set their own strategy on how to handle their learning activities.

#### 5.5.2.4 Responses of Learners for Developmental Support

- Discussions with respect to gender and learners' developmental support (cf. 4.21).

The P-value of the Chi-square test statistic is greater than the alpha significance of 0.05. This indicates that there is no statistical significant relationship between learner's gender and some of the statements of learners' self-regulated learning behaviour with regard to effort regulation. The researcher discovered that gender has nothing to do with how individuals pursue their daily educational tasks. Self-regulated learning skills come from within an individual, who would adapt to such skill and exercise it daily.

- Discussions with respect to age and learners' developmental support (cf. 4.22).

The researcher concluded that learners' age did not necessarily influence learners' self-regulated learning behaviour with regard to effort regulation. Each and every individual, regardless of age, at some point knew exactly what they wanted and strove to achieve whatever they intended.

- Discussions with respect to school location and learners' developmental support (cf. 4.23).

The chi-square test statistic results showed that there is a statistical significant relationship between learners' school location and their own effort to regulate their learners' self-regulated learning behaviour.

- Discussions with respect to school classification and learners' developmental support (cf. 4.24).

The researcher noted that the type of school does not have any influence with regard to learners' own effort to regulate their self-regulated learning behaviour. Although, the study found no statistically significant relationship between school classification and learners' developmental support, this finding is important and needs to be further verified.

- Discussions with respect to gender, age, school location and classification and learners' resources (cf. 4.25).

The researcher found that there was no association between learners' seeking help and all the classifications, as every individual is entitled to assistance at any level in life. This implies that learners in this sample did report engaging in learning strategies which involved seeking help from others, such as their peers, teachers and parents.

Although, the study found no statistically significant relationship between gender, age, school location and school classification with regard to learners' help seeking, these findings are very important – they should be noted and verified.

The following section provides the information that resulted from the interviews conducted with grade 12 learners' parents on how they support their children's self-regulated learning behaviour.

### **5.5.3 Summarised Discussions on the Interviews**

There is a high lack of parental support, as well as involvement – a small number of parents are willing to engage themselves in their children's school activities, such as doing homework together with their children and monitoring their children's school work, as well as attending school meetings. Thus, the researcher discovered that parents truly support their children, but their support is more home-based, rather than school-based.

The interviews conducted in this study revealed the following findings from (cf.4.3.1 and cf.4.3.10):

- Discussions on how parents nurture goal setting for their children

The majority of parents viewed the most important manner on which parents nurtured goal setting of their children was by keeping the goals very simple in order to make them seem right and achievable for their children within a speculated period of time (cf. 4.3.1).

- Discussions on tactics parents employ in order to motivate their children's self-regulated learning behavior.

The most challenging thing that interviewees agreed on was that to motivate a child in doing what is actually best for them is very difficult but children never see it that way. The bottom line is; one cannot motivate another person to care. The push-pull of trying to motivate usually turns into a power struggle between a child and a parent. Children love attention so better spend a quality time children to make them feel worthy and important. Listen to your child and let them express their thoughts and feelings (cf.4.3.2).

- Discussions on how parents help their child develop a positive belief in managing a conflict

Half given a chance self-regulated learner acquire self-control skill more easily than learners who lack self-regulated learning skills. It is possible for a child to learn how to sort out problems in a way that makes everybody happy. Good conflict resolution skills do not seem to be used in most of the conflicts we see or hear about but there are excellent ways of dealing with conflict that lead to a peaceful solution. In order to protect themselves from bullies at school; children must stand up tall, look the person being aggressive in the eye and tell that person to stop bothering you in a very strong and confident way then walk away (cf. 4.3 3).

- Discussions on how parents instill time management skill in their children's life

Time management is a complex skill. The youth of today have more demands on their time than their parents did when they were their age. Therefore, youth must learn to budget and to manage their time in a way that allows them to balance competing needs and priorities in life (cf. 4.3.4).

#### 🏠 Discussions on how parents support their children

Most of the participants revealed that they provided proper guidance for their children, as well as constant motivation and encouragement for them to work very hard each day at school for the betterment of their futures. The researcher discovered that parents ensured that their children had all they needed for school, paid their fees and took their children to school every day. However, that was where their support ended – their support was mostly home-based and not school-based support (cf. 4.3.5).

#### 🏠 Discussions on problems experienced by parents in support of their children's education

The researcher established that most parents seemingly have not experienced any problems at school with regard to support of their children's education because they have not yet initiated support of their children's education. Parents also pointed out that they experience fear of the unknown which inhibited their participation. Parents have a perception that teachers consider that what happens at school should be left for the school to deal with. The researcher also discovered that most learners with issues, such as being naughty at school, hide this information from their parents. Hence, parents do not become involved at school, as they do not have detailed information about what is happening at school (cf. 4.3.6).

#### 🏠 Discussions on how problems may be solved

Most of the participants reported that parents, teachers and learners working together created a relaxed environment for all the involved parties. Homework is given to the children so that their parents would be involved in their children's education. The researcher ascertained that checking and assessing children's school activities every day could help parents take note of their children's development, as well as deal with problems as soon as they emerged. The researcher also discovered that parents had to be open about all problems experienced by their children and needed to discuss these with teachers in order to find measures to solve them (cf. 4.3.7).

#### 📖 Discussions on methods employed by the school to get parents involved in school matters

Most parents who took part in this study suggested that the schools should send out letters of notification about all events that occurred and all matters which needed their attention. Such letters should be signed to show that they have reached the appropriate parents. Parents also suggested that fundraising in support of the school should be supported by parents and that gardening services could serve as a means of encouragement to become actively involved in school matters (cf. 4.3.8).

The researcher discovered that not every parent truly showed interest in what was happening at school. As long as their children had what was needed at school for their learning to be facilitated, it was popularly considered that these other factors were just for parents who had time to spare and that not every parent had the same life schedule. Consequently, not every parent could be actively involved in their children's school matters (cf. 4.3.8).

#### 📖 Discussions on causes that inhibited parents to attend school meetings

The researcher discovered that the majority of parents interviewed mentioned the following aspects:

- Fear of the unknown and ignorance.
- Poverty, and having no resources for, for example, transport fares.
- Lack of time due to long working hours.
- Lack of transportation – living in remote areas which are not easy to reach.
- Laziness, careless and shyness as they come from a poorer background.

The researcher also discovered that, in most cases, poor self-esteem among parents means that they do not have the confidence to form their own opinions and so rely on others to make decisions for them. (cf. 4.3.9).

#### 📖 Discussions on how to get parents involved in school matters.

The study has found out that general parents' meetings held regularly each term would help to improve learners' performance. Suggestions were also made that individual meetings between a parent and a teacher, especially when the child has encountered or caused problems, should be

facilitated. The researcher discovered that involving parents as members of the School Governing Body (SGB) and explaining the importance of joining structures such as the Quality Learning and Teaching Campaign (QLTC) would assist in enhancing the quality of education (cf. 4.3.10).

The following are the recommendations of the study.

## **5.6 LIMITATION OF THE STUDY**

This study would not provide population validity on qualitative data. Population validity is the extent to which the results obtained from a sample may be generalised to a larger group (McMillan & Schumacher, 2010a). This limitation affected only the population of parents. The reason why the study would not provide population validity was that a non-probability sample, namely purposive and convenience sample were used to select the sample of parents that would be interviewed.

As such, population validity would be threatened because the sample of parents would not be representative of the population, hence the results could not be generalised with confidence. The researcher assumed that some teachers and learners might not be familiar with terminology associated with self-regulated learning. This might have affect internal validity of this study.

## **5.7 CONCLUSION**

Chapter five focused on the discussions, recommendations and conclusion derived from the questionnaires and interviews. Literature reviewed has revealed that teachers are not specifically trained in the skills they need in order to communicate effectively with parents. Therefore, parent preparation and professional development programs should be implemented to actively promote the development of communication skills for parents with regard to self-regulated learning behaviour.

Effective communication is essential to create strong school-home partnerships and to increase parental involvement (Graham-clay, 2010). Teachers also need to be skilled in the art of teaching – that is why they have to gain knowledge and skills to effectively communicate with their learners’

parents. It was established through empirical research that parents are encouraged to become not only consumers within education, but also active partners in the production of educated children. Hence, parental support is vital, not only to individual children, but also to the whole community. Furthermore, it was discovered that self-regulated learning skills do not develop automatically, but once acquired these skills will benefit learners for life-long learning. Thus, it would be appropriate for teachers and parents to help learners to use such skills in all aspects of their lives.

The following section discusses the recommendations.

## **5.8 RECOMMENDATIONS**

The following paragraphs give recommendations based on learner self-regulated learning behaviour:

### **5.8.1 Metacognitive Self-Regulated Learning**

Although learners may acquire effective self-regulated learning strategies on their own, proper guidance from parents and teachers is crucial especially in the early stages of learning. As learners become more proficient they are better able to construct effective strategies on their own, and therefore:

- Provision of specific examples of self-regulatory strategies would teach these strategies to learners and in this way, learner self-regulation would be increased and academic achievement enhanced (Zimmerman and Martinez-Pons, 2010);
- Learners should be guided to learn how to separate relevant from irrelevant information;
- Learners should also be encouraged to facilitate a use of hands-on learning activities (Zimmerman and Martinez-Pons, 2010); and
- The most important strategy is to help learners to link new experience to prior learning by integrating real-life examples with classroom information (Zimmerman and Martinez-Pons, 2010). As such, self-regulation should be taught in conjunction with an academic subject and not separately, as it is more meaningful to incorporate what was learned in class with real-life situations.

### 5.8.2 Involvement Support on Self-Regulated Learning

Self-regulation coinciding with time and study management states that learners should be taught how to approach academic tasks with a plan, which is a very important tool in promoting self-regulation and learning. Therefore, self-regulation requires learners to assume control over their learning, as well as self-monitor their own learning. Wolters (2003) points out that the self-monitoring process needs learners to:

- carefully set their own learning goals,
- action plan on how to tackle those goals,
- independently meet set goals,
- focus fully on attention to detail, and
- evaluate their learning progress.

When learners set their own goals and strive hard to make progress towards those set goals, they are likely to persist through difficult learning tasks and often discover the learning process to be more fulfilling (Wolters, 2003).

### 5.8.3 Developmental Support on Self-Regulated Learning

Developmental support is a learning strategy that leads to achievement in a learning environment (Zumbrunn *et al.* 2011). Hence, developmental support requires learners to be:

- Encouraged to control their effort and attention when facing distractions and uninteresting tasks,
- Taught to build learning skills gradually, as this will help them to better handle distractions in and outside of school.

### 5.8.4 Resources on Self-Regulated Learning

Teachers can promote learners' positive help seeking behaviours by:



- Providing learners with on-going progress feedback that they can easily understand,
- Allowing learners with opportunities to resubmit assignments after making proper and appropriate changes.

### **5.8.5 Introduction of Incentives for Parental Involvement in School Matters**

Teachers' lack of communicative skills has caused some parents to feel unsupported, misunderstood and overwhelmed by the demands placed on them. Therefore, schools should host workshops for parents in order to address a range of needs from child development to stress management. The following section states the recommendations that are based on parental involvement in school matters. Bystrynski (2008) points out how the school can get parents to be actively involved in school matters:

- By creating a fun walk event that would encourage parents, learners and teachers to mingle in a fun stress-free environment and that should be kept short and to the point. Also, creating a dad's club would be the best way to encourage fathers to become involved in the school community;
- By personally asking parents to help, as most people have a natural desire to be helpful;
- By starting the year by distributing an upbeat welcoming package which explains all important matters and events to the parent group. Throughout the year, many other different forms of communication could be implemented;
- By providing refreshments at meetings and encouraging mingling;
- By ensuring that fundraising appeals do not seem desperate, by first demonstrating the sincerity of the school regarding improvement and parental involvement; and
- By reaching out to all parents in the school, not just the ones who are easy to reach, and organising transport for those who need it.

The following section highlights problems that were experienced during the research study.

## 5.9 PROBLEMS EXPERIENCED DURING EMPIRICAL PROCESS

- Some schools did not distribute questionnaires evenly amongst learners and most of the teachers refused to respond to their questionnaire. As a result, the researcher had to add more schools in order to reach the targeted number of respondents.
- Questionnaires were not returned within a stipulated period to the researcher.
- A lot of the questionnaires were destroyed by completing only half of the questionnaire or marking two statements on one question.
- The research was conducted under a difficult financial situation as the researcher had to pay for expenses first, after which a receipt could be submitted in order to claim the money back.

## 5.10 FUTURE RESEARCH

The following suggestions are made for future research on issues related to this topic.

- Observation of the actual self-regulated learning behaviour.
- The development of a framework for parental support and involvement.
- Investigation into metacognitive self-regulated learning of learners in other grades in the Further Education and Training Phase.
- How self-regulated learning behaviour can be developed among learners in the General Education and Training Phase.

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# **APPENDIX 1**

## **APPLICATION FORM TO CONDUCT RESEARCH STUDY IN THE FREE STATE DEPARTMENT OF EDUCATION**



**5 Postal Address:**


**6.1 Name of tertiary institution/research institute**

.....

**6.2 Occupation:** .....

**6.3 Place of employment:** .....

**7 Name of course:**

.....

**8 Name of supervisor/promoter:** .....

Please attach a **letter from your supervisor** confirming that you have registered for the course you are following.

**9 Title of research project:**

.....  
.....  
.....

**10 Concise explanation of the research topic:**

.....  
.....  
.....  
.....  
.....  
.....

**11 Application value that the research may have for the Free State Education Department:**

.....  
.....  
.....  
.....

12. The full particulars of the group with whom the research is to be undertaken:

.....  
.....  
.....

12.1 List of schools/Directorates in the Department/Officials:

.....  
.....  
.....

12.2 Grades:

.....  
.....

12.3 Age and gender groups:

.....  
.....  
.....

12.4 Language groups:

.....  
.....

12.5 Numbers to be involved in the research project:

.....

13 Full particulars of how information will be obtained eg questionnaires, interviews, standardized tests. **Please include copies of questionnaires, questions that will be asked during interviews, tests that will be completed or any other relevant documents regarding the acquisition of information.**

.....  
.....  
.....

14 The **starting and completion dates** of the research project: (Please bear in mind that research is usually not allowed to be conducted in the schools during the fourth term.)

.....

.....  
15 Will the research be conducted **during or after school hours**?

.....  
16 If it is necessary to use school hours for the research project, **how much time** will be needed?

.....  
17 **How much time will be spent on the research project** by individual educators and/or learners?

.....  
18 **Have you included:**

- |      |   |        |
|------|---|--------|
| 18.1 | A letter from <b>your supervisor</b> confirming your registration for the course you are following?   | Yes/No |
| 18.2 | A draft of the letter that will be sent <b>to the principals</b> requesting permission to conduct research in their schools?                                | Yes/No |
| 18.3 | A draft of the letter that will be sent <b>to parents</b> requesting permission for their children to participate in the research project?..(If applicable) | Yes/No |
| 18.4 | Copies of <b>questionnaires</b> that you wish to distribute?  | Yes/No |
| 18.5 | A list of <b>questions</b> that will be asked during the interviews?  | Yes/No |

I confirm that all the information given on this form is correct.

.....  
**SIGNATURE**

.....  
**DATE**

## **APPENDIX 2**

### **APPROVAL LETTER FROM FREE STATE DEPARTMENT OF EDUCATION**



2012 – 03 – 01

Ms M. L. Malebese  
126 Graham Street  
Dagbreek  
WELKOM  
9460

Dear Ms Malebese

### REGISTRATION OF RESEARCH PROJECT

1. This letter is in reply to your application for the registration of your research project.
2. Research topic: **PARENTAL SUPPORT ON GRADE 12 LEARNERS' SELF REGULATED LEARNING BEHAVIOUR IN LEJWELEPUTSWA DISTRICT**
3. Your research project has been registered with the Free State Education Department.
4. Approval is granted under the following conditions:-
  - 4.1 The name of participants involved remains confidential.
  - 4.2 The questionnaires are completed and the **interviews are conducted outside normal tuition time.**
  - 4.3 This letter is shown to all participating persons.
  - 4.4 A bound copy of the report and a summary on a computer disc on this study is donated to the Free State Department of Education.
  - 4.5 Findings and recommendations are presented to relevant officials in the Department.
5. The costs relating to all the conditions mentioned above are your own responsibility.
6. **You are requested to confirm acceptance of the above conditions in writing to:**

**DIRECTOR: STRATEGIC PLANNING, POLICY AND RESEARCH,  
Old CNA Building, Maitland Street OR Private Bag X20565, BLOEMFONTEIN, 9301**

We wish you every success with your research.

Yours sincerely

**MJ MOTHEBE  
DIRECTOR: STRATEGIC PLANNING, POLICY AND RESEARCH**

Directorate: Strategic Planning, Policy & Research - Private Bag X20565, Bloemfontein, 9300 – Room 301, Old CNA building,  
Maitland Street, Bloemfontein 9300 - Tel: 051 404 9283/ Fax: 086 6678 678 E-mail: research@edu.fs.gov.za



## **APPENDIX 3**

### **ACCEPTANCE LETTER FROM THE RESEARCHER TO FREE STATE DEPARTMENT OF EDUCATION**



■ Welkom Campus

126 Unit 3, Graham Street  
Dagbreek,  
Welkom, 9460

22 March 2012

Mr MJ Mothebe  
Director: Strategic Planning, Policy and Research  
Free State Department of Education  
P/Bag X20565  
Bloemfontein  
9300

**To Whom It May Concern:**

I, the undersigned hereby accept research conditions that are set in the letter dated 01 March 2012.

Best wishes

---

Ms M. L. Malebese

## **APPENDIX 4**

# **LETTER TO THE SCHOOL PRINCIPAL REQUESTING PERMISSION TO CONDUCT RESEARCH**



Central University of  
Technology, Free State

■ Welkom Campus

126 Unit 3, Graham Street  
Dagbreek,  
Welkom, 9460

The Principal

Dear Sir/Madam

**Re: Permission to undertake Research in Your School**

I am a master's student at the Central University of Technology, Free State presently working on my dissertation. I am involved in a project which is attempting to investigate the relationship between Parental Support and Grade 12 Learners' Self-regulated Learning Behaviour in Lejweleputswa. As such, the project is likely to provide interesting and useful information which could be of a supportive nature to Free State Department of Education in general, and teachers and learners in particular.

I have received permission to undertake the study from Free State Department of Education. I will be grateful if you could be of assistance with the research by giving enclosed questionnaires to grade 12 learners' teachers and grade 12 learners.

Completion of the questionnaires should be a take-home one-day exercise. I will be grateful if you could encourage the respondents not to leave any question unanswered. The name of your school, teachers and learners involved will remain completely anonymous. I would greatly appreciate it if you could then return the survey to me by 01 June 2012.

Obviously the success of the research will largely be dependent on the number of surveys that are returned. Your assistance in this regard will be greatly appreciated.

Yours Sincerely,

---

Motselisi L. 'Malebese  
Magister Educationis

---

Rambuda AM Ph D (University of Pretoria)  
Supervisor

## **APPENDIX 5**

# **A LETTER TO THE PARENTS REQUESTING PERMISSION TO ADMINISTER A QUESTIONNAIRE TO THEIR CHILDREN**



Central University of  
Technology, Free State

■ Welkom Campus

126 Unit 3, Graham Street  
Dagbreek,  
Welkom, 9460

Dear Parent,

I am a master's student at the Central University of Technology, Free State presently working on my dissertation. I would like to request permission for your child to participate in my research study.

The purpose of my study is to gain a further understanding of learners' self-regulated learning and home-based support they receive. The questionnaire will be thirty minutes take home exercise.

Please contact me at 0730290992 or at [motsilisimalebese@yahoo.com](mailto:motsilisimalebese@yahoo.com) if you have any questions about the research. This research project has been approved by Free State Department of Education

A parental consent form for your signature is provided on the next page. Please give your child permission to participate by completing and returning this form to your child's teacher at your earliest convenience.

Yours Sincerely,

---

Motselisi L. 'Malebese  
Magister Educationis

---

Rambuda AM Ph D (University of Pretoria)  
Supervisor

**APPENDIX 6**

**TEACHER  
QUESTIONNAIRE**



Central University of  
Technology, Free State

■ Welkom Campus

126 Unit 3, Graham Street  
Dagbreek,  
Welkom, 9460

## Parental Support on Grade 12 Learners' Self-regulated Learning Behaviour in Lejweleputswa

Dear Grade 12 Teacher

I am a master's student at the Central University of Technology, Free State presently working on my dissertation. I am involved in a project which is attempting to investigate the relationship between Parental Support and Grade 12 Learners' Self-regulated Learning Behaviour in Lejweleputswa. As such, the project is likely to provide interesting and useful information which could be of a supportive nature to Free State Department of Education in general, and teachers and learners in particular.

Attached is a questionnaire which attempts to gain information on the relationship between parental support and learners' Self-regulated Learning Behaviour. Parental support is any activity that parents do to exert influence on their children's academic development. Self-regulated learning is a process whereby learners take charge of their own learning.

The Survey has the approval of Free State Department of Education. The researcher will be grateful for your response and wishes to ensure that your response will remain completely confidential and anonymous.

Kindly answer by circling the appropriate number in the blocks provided.

For Example: 1. What is your gender?

Male	1
Female	2

After completing the questionnaire return it to me by 18 May 2012.

**Thank you for your co-operation.**

Yours Sincerely,

---

Motselisi L. 'Malebese  
Magister Educationis

---

Rambuda AM Ph D (University of Pretoria)  
Supervisor



For Office Use Only		
	<b>School</b>	
	<b>Respondent Number</b>	

Respond by circling the number in the appropriate block

**PART: ONE: DEMOGRAPHIC DATA**

1. What is your gender?

Male	1
Female	2

2. Indicate years of teaching experience.

Less than 5 years	1
5 years and over	2

3. What is the location of your school?

Township	1
Town/Suburb	2

4. Which one of the following would classify your school?

Public	1
Independent	2

## PART TWO: PARENTAL SUPPORT

Please read each sentence carefully and respond to them honestly. There are no right or wrong answers. Respond by circling the number in the appropriate block.

<b>Learners' parent(s) / guardian(s)</b>		<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
5.	show that they are proud of their children's school work.	1	2	3	4
6.	set aside time to discuss their children's performance at school.	1	2	3	4
7.	value their relationship with me.	1	2	3	4
8.	attend open days' events at school.	1	2	3	4
9.	attend school fair events.	1	2	3	4
10.	help in making the school a better place for their children to study.	1	2	3	4
11.	meet with teachers to discuss their children's academic progress.	1	2	3	4
12.	assist in the governance of the school.	1	2	3	4
13.	serve as volunteers for school activities.	1	2	3	4
14.	have the opportunity to comment on how their children are developing at school.	1	2	3	4
15.	attend class meetings to discuss their children's performance.	1	2	3	4
16.	attend subject meetings to discuss their children's performance.	1	2	3	4
17.	are informed about decisions that affect their children's experience at school.	1	2	3	4
18.	are involved in making decisions that affect their children's school experience.	1	2	3	4
19.	are irreplaceable resources to their children's schooling.	1	2	3	4
20.	are interested in their children's educational activities.	1	2	3	4
21.	are easy to reach regarding school matters.	1	2	3	4
22.	contact school to share their children's academic information with the teacher.	1	2	3	4

23.	make sure that their children have what they need for school.	1	2	3	4
24.	who are involved in their children's education are a source of stimulation to me.	1	2	3	4
25.	are involved in their children's education.	1	2	3	4
26.	work at the school in support of teachers.	1	2	3	4
27.	know what is expected of them.	1	2	3	4
28.	cooperate with me regarding their children's educational activities.	1	2	3	4
29.	realize that what makes a good school is their contribution.	1	2	3	4
30.	Approach me as a partner in problem solving.	1	2	3	4

**THANK YOU FOR YOUR COOPERATION.**

**APPENDIX 7**

**LEARNER  
QUESTIONNAIRE**



## Parental Support on Grade 12 Learners' Self-regulated Learning Behaviour in Lejweleputswa

Dear Grade 12 Learner

I am a master's student at the Central University of Technology, Free State presently working on my dissertation. I am involved in a project which is attempting to investigate the relationship between Parental Support and Grade 12 Learners' Self-regulated Learning Behaviour in Lejweleputswa. As such, the project is likely to provide interesting and useful information which could be of a supportive nature to Free State Department of Education in general, and teachers and learners in particular.

Attached is a questionnaire which attempts to gain information on the relationship between parental support and learners' Self-regulated Learning Behaviour. Parental support is any activity that parents do to exert influence on their children's academic development. Self-regulated learning is a process whereby learners take charge of their own learning.

The Survey has the approval of Free State Department of Education. The researcher will be grateful for your response and wishes to ensure that your response will remain completely confidential and anonymous.

Kindly answer by circling the appropriate number in the blocks provided.

For Example: 1. What is your gender?

Male	1
Female	2

After completing the questionnaire return it to me by 18 May 2012.

**Thank you for your co-operation.**

Yours Sincerely,

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Motselisi L. 'Malebese  
Magister Educationis

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Rambuda AM Ph D (University of Pretoria)  
Supervisor

For Office Use Only		
	School	
	Respondent Number	

Respond by circling the number in the appropriate block

**PART ONE: DEMOGRAPHIC DATA**

1. What is your gender?

Male	1
Female	2

2. Indicate your age.

15 - 18	1
19 & Over	2

3. What is the location of your school?

Township	1
Town/Suburb	2

4. Which one of the following would classify your school?

Public	1
Independent	2

## PART TWO: PARENTAL SUPPORT

Please read each sentence carefully and respond to them honestly. There are no right or wrong answers. Respond by circling the number in the appropriate block.

My parent(s) / guardian(s)....		Never	Sometimes	Often	Always
5.	...show that they are proud of my school work.	1	2	3	4
6.	...set aside to discuss my performance at school.	1	2	3	4
7.	...make suggestions when I do not know what to do with regard to the school work.	1	2	3	4
8.	...give me advice on how to approach my school work.	1	2	3	4
9.	...help me solve academic problems by giving me information.	1	2	3	4
10.	...tell me I did a good job when I perform well at school.	1	2	3	4
11.	...tell me when I make academic mistakes.	1	2	3	4
12.	...reward me when I have performed well in my tests.	1	2	3	4
13.	...help me practice my academic activities.	1	2	3	4
14.	...take time to help me master reading skills.	1	2	3	4
15.	...assure that I am learning to the best of my ability.	1	2	3	4
16.	...ask me to start with my homework.	1	2	3	4
17.	...prepare a best place for me to do my school work.	1	2	3	4
18.	...expect me to do very well in my studies.	1	2	3	4
19.	...ensure that I attend school regularly.	1	2	3	4
20.	...monitor my home work activities.	1	2	3	4
21.	...know when not to get involved.	1	2	3	4
22.	...value their relationship with my teacher.	1	2	3	4
23.	...attend open day's events at school.	1	2	3	4
24.	...encourage me to behave well at home.	1	2	3	4

25.	...encourage me to behave well at school.	1	2	3	4
26.	...help in making my school a better place for me to study.	1	2	3	4
27.	...meet with teachers to discuss my academic progress.	1	2	3	4
28.	...assist in the governance of the school.	1	2	3	4
29.	...serve as volunteers for my school activities.	1	2	3	4
30.	...have the opportunity to comment on how I am developing at school.	1	2	3	4
31.	...attend class meetings to discuss my performance.	1	2	3	4
32.	...attend subject meetings to discuss my performance.	1	2	3	4
33.	...are informed about decisions that affect my experience at school.	1	2	3	4
34.	...are involved in making decisions that affect my school experience.	1	2	3	4
35.	...examine's my school work.	1	2	3	4
36.	...are irreplaceable resources to my schooling.	1	2	3	4
37.	...are interested in my educational activities.	1	2	3	4
38.	...have time for my education.	1	2	3	4
39.	...make sure that I have what I need for school.	1	2	3	4
40.	...keep magazines at home.	1	2	3	4
41.	...keep newspapers at home.	1	2	3	4
42.	...ask me about how my usual school days are.	1	2	3	4
43.	...are source of stimulation to my teachers.	1	2	3	4
44.	...contribution increases my self-confidence.	1	2	3	4
45.	...work at the school in support of teachers.	1	2	3	4
46.	...know what is expected of them.	1	2	3	4
47.	...cooperate with my teachers regarding my educational activities.	1	2	3	4
48.	...realize that what makes a good school is their contribution.	1	2	3	4
49.	...approach my teacher as a partner in problem solving.	1	2	3	4



50.	...correct me when I make academic mistakes.	1	2	3	4
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### PART THREE: SELF-REGULATED LEARNING

Self-regulated Learning Behaviour		Never	Sometimes	Often	Always
51.	during class time I miss important points because I am thinking of other things.	1	2	3	4
52.	when reading, I make up questions to help me focus with my reading.	1	2	3	4
53.	when I become confused about something I am reading for this class, I go back and try to figure it out.	1	2	3	4
54.	I ask myself questions to make sure I understand the material I have been studying in class.	1	2	3	4
55.	I try to change the way I study in order to fit the grade 12 requirements.	1	2	3	4
56.	I try to change the way I study in order to fit the grade 12 requirements with the teachers' teaching styles.	1	2	3	4
57.	I find that I have been reading but do not know what it was all about.	1	2	3	4
58.	when I study I set goals for myself in order to direct my activities in each study period.	1	2	3	4
59.	I study in a place where I can concentrate on my work.	1	2	3	4
60.	I make good use of my study time.	1	2	3	4
61.	I have a regular place set aside for studying.	1	2	3	4
62.	I find that I do not spend very much time on my studies because of other activities.	1	2	3	4
63.	when learning material is difficult, I give up studying.	1	2	3	4
64.	when learning materials are uninteresting, I manage to keep up working until I finish.	1	2	3	4
65.	I try to work with other learners from this class to complete assignments.	1	2	3	4
66.	when studying, I set aside time to discuss learning material with a group of learners from the class.	1	2	3	4
67.	when I cannot understand the material, I ask another learner in this class for help.	1	2	3	4

**THANK YOU FOR YOUR COOPERATION.**

## **APPENDIX 8**

# **INTERVIEW QUESTIONS**

## Interview Questions to Parents

1. How do you nurture your child's goal settings?
2. How do you motivate your child to develop his or her self-regulated learning behavior?
3. How do you help your child to develop a positive belief in managing conflict?
4. How do you instill time management skill in your child's life?
5. How do you support your child's education?
6. What problems do you experience when you support your child's education?
7. How can one solve these problems?
8. What methods does your child's school employ to encourage you to be actively involved in school matters?
9. What causes parents not to attend school meetings?
10. What could be done to encourage parents to attend school meetings?